

THE STATE TEACHERS COLLEGE at PATERSON NEW JERSEY

An Historical Sketch

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The State Teachers College at Paterson, New Jersey

An Historical Sketch

Education should be committed to none but competent hands. These words were blazoned into the very pattern of New Jersey Statehood. Had the pioneer settlers of New Jersey thought in terms of educational slogans, these words might well have been inscribed on their banners.

To the pioneer settlers of New Jersey, education was a part of their religion. In every part of the Province were scattered schools under the control of the clergy, competent teachers as well as preachers. Since no state was settled by more diverse nationalities than New Jersey, in none perhaps did there develop so many different types of schools. During the first one hundred years there was little evidence of educational unity in New Jersey.

The earliest Dutch settlers were constrained under the concessions of their charter, "in the speediest manner" to endeavor to find means whereby they might support a minister and a schoolmaster. Immediately after settlement, therefore, the Dutch established in connection with their churches, elementary schools.

The leaders of the English settlers who came to New Jersey from New England, held an educational policy which was aristocratic in nature. They sought to establish academies and colleges, and to extend the advantages of education to those who could afford to pay for them.

Side by side with the church and pay schools, there developed "pauper" or "charity schools" which were open to all who could not afford to pay for education. For these schools it became increasingly difficult to secure competent teachers. Though the educational efforts of the State began with the earliest settlements, we find no trace of

general legislation on behalf of schools throughout the colonial period.

The first general school law was passed in 1829. Ere this, there were hundreds of children throughout the State who lacked even the rudiments of education. It was impossible in many districts to meet the demands of the legislation of 1829, for competent teachers, for the public schools, were hard to find. Leaders all over the State sought to arouse the public to the pressing need for qualified teachers. "Friends of Education" met in groups to urge the establishment of an institution which would train teachers. They brought in from New England leaders in education, -Horace Mann, Elizabeth Peabody, and others, whose fiery pleas inspired their listeners to renewed efforts in behalf of, "an institution to train teachers!" (The State Superintendent of Schools, reading his report for the year 1846, to the Legislature said, "The burden of almost every (district) report is, 'the want of properly qualified teachers.'--) We have in our schools some well-informed female teachers.--By the present law, it is intended to admit only such teachers as are duly qualified, leaving the residue, 'the world before them where to choose!'"¹

During the succeeding years, the problem of finding competent teachers increased. The annual reports from the State Superintendent of Schools carried one refrain, "The attention of the Legislature is respectfully but earnestly called to the establishment of a Normal School for the education of teachers."² To meet the immediate need, Reading Circles were established. To these Circles came leaders from outside of the State. "Circles" joined in the several districts of the State to form "Teachers' Institutes". In-service training was initiated early in our State. In his

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1. Annual Report of T.F. King, State Superintendent of Schools
Read to the Legislature on February 16, 1847, p.6
In Library of New Jersey Historical Society at Newark
 2. Annual Report,
State Superintendent of Schools, 1848, p. 16
Library, New Jersey Historical Society; also Trenton
State Library

annual report to the Senate and General Assembly of the State, the State Superintendent paid tribute to the members of both the circles and the institutes, in these words, "The results that have followed the establishment of Teachers' Institutes in our State, are most flattering to the friends of that measure, aiding in the removal of causes opposed to the progress of our system of free schools, contributing in some degree to furnish our schools with a class of better qualified teachers.----- Therefore, the recommendation I shall make will be not so much to change the present organization of the schools, or to increase the amount of appropriation by the State to their support, as to urge the early adoption of a plan by which those who are to become teachers of our common schools, shall receive that training and education that will qualify them for the discharge of arduous and responsible duties. This is to be effected by 'Normal Schools'. The establishment of a Normal School has been urged strongly upon your attention by the Governor in his message. I believe that the time has arrived in the educational history of New Jersey, when a school should exist for the education of teachers, and in accordance with the duty imposed on me, I respectfully recommend the establishment of a Normal School." ³ The message of the Governor to which the State Superintendent referred was delivered in these words, "I regret to say that our educational system is not equal to that of many of the states. We have no training schools, --no Normal Schools for teachers. In view, therefore, of the practical importance of a Normal School for the education of teachers, and the self-evident necessity with our ability to make liberal appropriations for that object, I recommend the establishment of a school for the education of teachers." ⁴

3. Annual Report of John H. Phillips, State Superintendent of Schools, for the year 1854. Legislative Documents, Appendix to the Journal of the House, pp. 588--590
State Library, Trenton

4. Ibid Governor's Message to Senate and General Assembly, p. 14

Meanwhile, early in the year 1854, as Friends of Education sought to bring about the establishment of a Normal School controlled by the State, the subject of organizing a local Normal School was raised. Interested citizens, alert to the problem of finding good teachers, and aware of the activities of citizens in other cities, welcomed the idea. Their interest was fired by the enthusiasm of one Samuel C. Hosford, who came to the city in the spring of 1854, to accept the Principalship of School Number One, Paterson.

" In July, 1854, the subject of opening a Normal School was breached in the Joint Committee, by the Superintendent of Schools, but no formal action was taken. Soon after, Mr. Hosford began to convene the teachers, in an informal way, in the West Ward Schoolhouse, for conferences, counsel and instruction,"⁵ Throughout the summer, meetings were held to discuss the opening of a local Normal School. Speakers from other states, and from other parts of New Jersey were brought in to participate in the discussions. However, no formal action was taken, though throughout the summer efforts to secure a sufficient number of qualified teachers failed.

In his annual report to the State Superintendent of Schools, in October, 1854, Andrew Derron, Superintendent of Schools in Paterson wrote, " I inclose you the report of the Public Schools of the City of Paterson.--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.---Our teachers, or a great majority of them are good, indeed I may say excellent, but yet could be improved in the mode of

5. Nelson, William, Member of the Board of Education, Paterson, 1868-71

"An Historical Sketch of Schools in Paterson."
Found in, The Annual Report of the Board of Education of Paterson, New Jersey, for the year ending
March 20, 1877. p. 49

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." ⁶

Throughout the winter Principal Hosford continued to hold conferences in the West Ward Schoolhouse. "These conferences developed into a Normal School which was formally authorized by the Board of Education of Paterson, in April 1855, and regularly opened in the new East Ward School in the ensuing Fall. The sessions were held at first on Wednesday evenings, and afterwards on Saturday mornings." ⁷ So great was the interest in the school that, during the year 1856, the classes were held ~~from~~ 9:00 a.m. until 12 M on Saturday, in addition to the afternoon sessions held on Tuesdays and Thursdays.

In his annual report for the year 1856--57, John H. Phillips, the State Superintendent of Schools, reported that a very successful Teachers' Institute was held in Paterson. The attendance was far beyond what was expected and the spirit of the Institute indicated an educational awakening throughout the county. In that same year, the Town Superintendent of Schools, C.S. Van Wagoner, made the following report to the State Superintendent of Schools for the year 1857-58," We have two male grammar schools, one female grammar school, five primary schools and one Normal School, all of which are kept open during the year and two evening schools kept open for about five months of the year.---Each teacher in our employ has been examined and licensed by the legal board of examiners.

The period following the report of the Town Superintendent, in 1858, was one of struggle and almost defeat, for the Normal School.

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- 6. Annual Report of The Town Superintendent of Schools to The State Superintendent. Legislative Documents, Journal of the House, 1854. p. 725
 - 7. Nelson, Wm. Historical Sketch of Schools in Paterson, in Annual Report of Board of Education, Paterson, 1877. p.49
 - 8. Annual Report of State Superintendent of Schools, 1857. pp.180-181 Contains report of Town Superintendent

County Institutes were growing in prestige. teachers found it difficult to teach all day, and then to return to the Normal School classes in the late afternoon and on Saturday. They much preferred the County Institutes as a means of in-service training. Baffled by the situation, and in an effort to improve the services to the teachers, the Board of Education decided upon a reorganization of the training program.

In February 1857, four classes were formed at the Normal School, with Mr. Hosford, Mr. De Hart, Mrs. Van Quenandon and Miss Stitt as teachers. There was little change in the curriculum. The classes were poorly attended, and the Board found it costly to maintain them. "Because of the expense, in January, 1858, the number of classes was reduced to two. Notwithstanding that direct penalties were ordered by the Board, such as one dollar fine for each absence---and even dismissal,-- the school was not a success."⁹

In 1860, it was proposed to abolish it, and organize a Teachers' Association for mutual improvement in the profession. This suggestion did not meet with favor. The Board was reluctant to confess the school a failure, and resolved to reorganize it in three classes, with Messrs. Hosford and Myers, and Miss Donkersley as teachers. 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. It is not strange, therefore, that it ultimately died quietly."¹⁰

Research has failed to disclose a single source which will reveal the true status of the Normal School in 1860. There is proof that the

9. Nelson, William, "An Historical Sketch of Schools in Paterson", found in the Annual Report of the Board of Education Paterson, for the year ending March 20, 1877. p.50

10. Ibid page 50

administrators of Passaic County Schools sought to hold to their high standards for teachers, despite the trying pre-war problems of securing them.

In his Annual Report, 1860, F.W. Ricord, State Superintendent of Schools made the following statement concerning the schools of Passaic County, " This County is a striking example of the advantages attending the appointment of county examiners and visitors. Of the seventy-one teachers actively employed on the first of October, only five had entered upon their duties without examination and there still is little or no complaint made there against those engaged in public instruction. The schools of Paterson are under the charge of a Board of Education, annually elected. These schools are in a flourishing condition being provided with teachers who are spoken of in highest terms." ¹¹

On December 2, 1861, the State Teachers Association met in the lecture room of the First Presbyterian Church and at Continental Hall, and, despite the rigors of the times, was well attended by the teachers of the County. The fact that this meeting was held in Paterson seems to indicate that the 'Spirit of Education' was truly alive in the County.

That the winter of 1860-61 was one filled with encouragement to schoolmen, as well as with despair, was proved by the lively report sent to the Board by William Swinburne, Superintendent of Schools of Paterson. "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.--The universal cry was,

11. Annual Report of F.W. Ricord, State Superintendent of Schools, to the Legislature, for the year 1860. p. 45.

'Do not close the public schools'. Our Board of Education came to the conclusion to cut off all expenses not absolutely necessary, and to continue the schools in operation."¹²

Commenting on the detailed report sent in from Paterson, the State Superintendent of Schools said, "An event of no ordinary interest marks the history of the educational condition of this (Passaic) County during the past year. The Common Council of the City of Paterson, in view of the imminent disastrous effects of the present unhappy Rebellion upon the manufacturing interests of the Town, recommended ---to close the public schools----as it would in all probability be impossible to collect the taxes----. But no sooner had publicity been given to this action than the parents and guardians of the 4000 children attending these schools, as well as other patriotic citizens arose in a mass protest against any such proceeding. 'We can walk our streets in darkness; we can watch our property at midnight; we can dispense with luxuries and even conveniences of every kind but our children must not wander about in idleness.--Our schools must not be closed---shall not be closed--. We will suffer anything and everything else! To the honor of that City the schools were not closed.--So far as I have been able to ascertain, there is not a teacher in the County who has not been regularly examined and licensed."¹³

Following the winter of 1861 hardships and heartened by the loyalty of the citizens to the cause of education, the Board of Education, in October 1861, appointed Dr. Ezra Mc Clellan, Superintendent of Schools, a Committee of One to visit Oswego, New York, and inspect the system of 'object teaching' there in operation. In his Annual Report to the State Superintendent of Schools, Dr. Mc Clellan gave details of his visit,

12. Annual Report of F.W. Ricord, State Superintendent of Schools, 1861.

Appendix to the Journal of the House contains the report, p. 133
Pages 28-----31-32

13. Ibid

with an account of the action taken by the Board of Education. The following excerpts from this report will tend to assure one that the cause of teacher education was not a lost issue in Paterson. I quote, "Notwithstanding the fluctuations and depressions of business consequent on National difficulties, our schools have been kept open the entire year.-- In times past, it was the custom here, as in most cities, to place the classes of little children under the youngest and most inexperienced teachers. The pernicious results of this policy have been appreciated.-- The late Board, realizing the importance of this subject, and desiring to improve the condition of our primary schools, sent me to examine into the system of instruction known as 'object teaching', in operation---Oswego. 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 attend 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."¹⁴

" In this same report Superintendent Mc Clellan stated, 'The Board have also established(reorganized) a Normal School whose 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."¹⁵

14. Annual Report by F.W. Ricord, State Superintendent of Schools, 1862 Appendix contains the full report. pp.158-161

15. Ibid page 161

In his Annual Report to the State Superintendent, for the year 1866, the Town Superintendent made the following statement," We have a Normal School and require the attendance of all teachers for at least five years(on Saturday morning), or deduct from their salaries the same as for absence from their classes.---We raise a large number of our teachers,---and promote--- according to their merit in ability to govern,¹⁶ and scholarship reported from the Normal School."

In the spring of 1868, by the creation of a Committee to revise school regulations, the Normal School was 'revived' and, with the High School was placed under the supervision of a committee appointed for this purpose. New interest in the school was developed, and a system of grading was introduced.¹⁷ With a view to making the Normal School really efficient, the Committee on the Normal School(Messrs. William Nelson, James M. Baldwin and George E. Glass) directed that the sessions of the Normal School be held on Saturday of each week, from 9:00 a.m. until 12 M; had the teachers arranged into three classes, A, B, C , according to their standing upon examination; and appointed three Grammar School Principals to conduct the exercises. The plan proposed by the Committee was as follows: "Class A should be wholly occupied in studying works especially adapted for teachers, and Theory and Practice of Teaching; Class B, in hastily reviewing the studies usually pursued in the elementary schools, and a part of the time in studying the Theory of Teaching; Class C in thoroughly reviewing the ordinary school studies; all the recitations to be conducted with a view to teaching how to teach; and a part of each session to a general discussion of modes of imparting in-

16. Annual Report of Wm. Swinburne, Superintendent of Schools, Paterson, to E.A. Apgar, State Superintendent of Schools Appendix, Legislative Documents, 1866

17. Annual Report of Board of Education, Paterson, 1868. p. 55

struction or lectures on topics connected with the profession; a regular course of studies and a rigid system of examination before promotion from class to class; finally the awarding of diplomas of graduation to those completing the prescribed course, -the diplomas to be regarded as qualifying the holder to occupy a position in the public schools. Also, the adoption of 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. The hope of the Committee is to have a course of study like this pursued after next September.¹⁸ (1868).

The following months were months of trial and error, but progress was made. In September, 1869, a written examination was held, and the three classes were graded and each took a new start. In his Annual Report, made March 20, 1870, the Superintendent of Schools said, "It was proposed to graduate the A Class in our Normal School next June, (1871) and to have that class graduate every year. ---The Committee has just secured the services of Dr. Briggs, an eminent elocutionist from New York, to instruct the school for two months. His first lesson was given recently, and excited a lively interest among the teachers. The object is to have them 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."¹⁹

At the close of the year (1870), a Teachers' Institute was organized ---the object being, "to secure intellectual improvement and refined social enjoyment incident thereto." The meetings were held on the first Tuesday of each month. The following program was arranged for the first meeting:

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- 18. Annual Report Board of Education, Paterson , 1869. pp. 19-20
 - 19. Annual Report Board of Education, Paterson , 1870. p.34

March, 1870

- Recitation -----Trowbridges, "Roger and His Dog"
- Instrumental selection---From: Il Trovatore
- Essay on Geology
- Music(solo and quartette)"Driven from Home"
- Reading-----"Willis's -Alchemist"
- Reading-----"Whittier's-Angel at Buena Vista"
- Music (quartette)-----"Rover's Grave"
- Music-----Instrumental

The teachers manifested a deep, interest in the Association, and doubtless it will do good,--cultivating greater sociability and pride among them." ²⁰

Due, in part, to the activities of the Committee and in part to the expressed views of the teachers, curriculum revision became an issue during the year 1870-71. At the close of the year the chairman of the Committee on Normal School stated, "The hope of the Committee is to have a course of study like this pursued after next September (1871):

A Class, Algebra and Mental Philosophy, Natural Philosophy, and a work on the Theory and Practice of Teaching

*

The Committee have already recommended the introduction of,

Upham's ,Mental Philosophy and Page's, Theory and Practice of Teaching

B Class, reviewing Arithmetic and Grammar and taking up Physiology and Algebra half of the year

C Class, reviewing Arithmetic, Grammar, Geography

* All of the exercises in the Normal School are intended to be so conducted as to instruct teachers how to teach." ²¹

20. Annual Report Board of Education, Paterson, March 20, 1870. pp. 13-14

21. Ibid pages 33-34

At this time there were three teachers in the Normal School:

S.W. Rice, A.M.-----Principal

Orestes M. Brands-----Assistant

J.W. Van Arsdale-----Assistant

The Annual Report made by the Superintendent for 1872, is, for this study a most interesting one. In it is a statement confirming the date of organization of the Normal School. I quote, "This school was organized some seventeen years ago, as a volunteer association, the present Superintendent of Schools, Samuel C. Hosford, being the President. The Board of Education were soon impressed by the importance of the enterprise and passed resolutions making it obligatory on the part of teachers to attend. The instruction is now made up of lectures, class recitations, familiar exchange of views on subjects of interest to the teachers, all of which is calculated to assist the inexperienced in their various duties.--- Of late years attendance, as a rule, has been small and little or no interest has been manifested, till within a few months past, there has been a change for the better." ²²

Since from the origin of the school, Samuel E. Hosford had closely followed its history, it was to be expected that as Superintendent of Schools in Paterson, he would lend his energy to the improvement of the school. In his Annual Report he states clearly his interpretation of the object of the Normal School: "-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." ²³

22. Annual Report Board of Education, Paterson, March 23, 1872. p. 13

23. Ibid pages 22--30

That the objectives might be attained by all of the teachers in the system, Mr. Hosford set up certain rules to guide the teaching body. The set of rules was adopted on 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 4:00p.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 Committee on Teachers shall attend the examination of the teachers by the Board of Examiners, and report in writing at the first meeting of the Board hereafter, the results of the examination and their opinions in regard to the fitness and qualifications of the candidates. ^{"23} The rules set the length of the course of study--to extend over three years, and outlined the course of study to be followed.

The First Year-C Class

University Arithmetic
Analytical Grammar

Theory and Practice of Teaching
Guyot's-Common School Geography

Second Year

University Arithmetic	Geometry
Analytical Grammar	Physiology
*Algebra	Theory and Practice of Teaching
*(Algebra to alternate with Geometry)	

Third Year Class

*Algebra	Textbook on Teaching
Rhetoric	Moral Philosophy
Natural Philosophy	Natural Philosophy

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 Princi-
 pal of such school, aided by the Superintendent and with the advice of the
 "24 con.
 Committee on the Normal School.

The rules were carefully studied as they applied to the examination
 of June, 1872. The course of study was carefully checked during the follow-
 ing year, for it was not satisfactory. At the close of the year it was
 put into the hands of a Committee for revision, for, the object of our Nor-
 mal is to teach pupils How to teach. The pupils are supposed to have al-
 ready acquired sufficient knowledge to fill the positions they have been
 assigned, and are now seeking to learn under skillful teachers How to im-
 part it. They are supposed to attend the Normal to acquire the necessary
 knowledge of the Principles and Methods of Education; the relation of
 one branch to another; the relation to mind; and to attain the skill (re-
 quired) in the art of teaching. When reorganized, every pupil will be ex-
 pected to occupy temporarily the place of the teacher to her classmates
 and be subject to their criticisms as well as those of the regular teacher

Under the reorganization program, the Normal School became more truly "Normal". Practice teaching programs were strengthened, and the students were more capable of making adjustments to their classroom situations. Still, all was not satisfactory as is shown by the following quotation, "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 reorganize the whole school and make it a thorough training school in the theory and practice of teaching."²⁵

During the following year, 1874-75, conditions did not improve greatly. Conditions prevented the Committee from working on reorganization. A fourth class was formed in the Normal School, and four teachers chosen. The work of instruction was divided among the Principal of the High School and three male Principals of the Grammar Schools, who met their classes in School # 1, on each Tuesday afternoon during the year, except during the months of July and August and on holidays.

Staff members	<u>Normal School Staff</u>	*Salary
Principal--Wm. B. Ridenour		\$150
Assistant--Alfred H. Decker		100
Assistant--Orestes M. Brands		100
Assistant--Miles T. Corse		100

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It will be remembered that these staff members served for one afternoon a week, for approximately the length of time Extension teachers do now.

25. Annual Report Board of Education, Paterson, March 20, 1874. p.56

Though the efforts to bring about improvement were great, the demand for substitutes, also great, and the work of the classes was much interrupted.

Many causes combined to invest the duties of the Committee on Teaching with unusual labor and responsibilities. Chief among these-- --the necessity-- --for re-examination of all of those teachers whose certificates had already or were about to expire. Examinations were held during the summer vacation but the numerous vacancies, promotions, and transfers occasioned by the recent examinations --resulted in a general change of personnel.^{"27}

Though their duties were heavy, the Committee on Teachers took measures for bringing the Normal School to a higher degree of efficiency. (They planned to do so),

1st. by requiring a full and regular attendance

2nd. by the creation of an additional fourth class

3rd. by revising the list of studies

4th. by establishing a system of examinations upon the results of which---(should) depend the teachers' opportunities for future promotions.

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* To obviate the necessity of sending pupils of the High School, A Class to act as temporary substitutes for absent teachers in the various schools, an additional or Normal Class was formed at the beginning of the Fall term(1875), and organized as follows :--

1st. This class shall be known as 'The Normal Class of the High School and shall be entirely distinct from the A Class (Senior) .

2nd. 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.

- 3rd. 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.
- 4th. 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.
- 5th. 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.
- 6th. 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.
- 7th. The course of study shall be as follows:

First term: Written Arithmetic, through percentage;
Mental Arithmetic; United States History;
Grammar and Analysis; Gymnastics.

Second term: Written Arithmetic-finished; United States History finished; Mental Arithmetic-finished;
Geography and map drawing; Phonetics;
Principles of Music

Dr. Reinhart, Principal of the High School taught
Psychology 28
Miss M. Rode, was in charge of Methods.

28. Annual Report Board of Education, Paterson , March 20, 1876. p.37

29. Ibid

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In 1876, the teacher shortage was relieved somewhat by the granting of diplomas as graduates of the Normal School, to thirteen women. " 29

Throughout this period the Normal School sessions were continued on Tuesdays. In addition to all teachers employed by the Board of Education, the members of the Normal Class of the High School were required to attend.***** Let us keep in mind that this Normal Class was entirely separate from the High School, and that it was made up entirely of graduates of High Schools. ***** For these reasons it is said by some, that the City Normal School was the direct descendant of this Normal Class of the High School Training Class.

Within the next five years, two phases of the curriculum for the preparation of teachers were emphasized in the Normal School, namely, Phonics and Practice Teaching. In 1880, a big step forward was taken when the Board of Education made plans to distribute the members of the Normal Class of the High School, through all the grade schools for observation. Members of this class engaged in some practice teaching under the direction of the Superintendent of Schools and the several Principals of the Elementary Schools. The Normal Class of the High School was now called, "The Normal Training Department of the High School". "30

In the year 1887, Dr. Jacob A. Reinhart, Principal of the High School and of The Normal Training Class reported that, "The Normal Training Class has had the advantage of a course extending over one and one-half years.--The work of the last year has been modified by the provision of more practice and more illustrative teaching."^{*}31 ^{*}-(demonstration)

About this time there was some talk of seeking State aid for the

30. Annual Report Board of Education, Paterson, 1882. p.98

31. Annual Report Board of Education, Paterson, 1887. p.80

work of training teachers. In his Annual Report, the City Superintendent of Schools, C.E.Meleney, expressed his feelings and those of many citizens, in these 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 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 the states in the Union, and most of them excelling New Jersey.---Many applications come to us from people outside of the City for admission to our school, which we have refused, but which we could receive ³² if the State should aid us in this good work." Thus early did the Paterson City Normal School seek State aid.

The work of the Normal School was suspended from September 1887 until January 1888, because the class had not been provided with room. It was impossible to provide room in School#6, During this period more practice teaching was provided and the class was under instruction. "The young ladies were obliged to meet twice or three times a week, after the dismissal of the grammar classes at 11:30 a.m. On January 18, 1888, schools #13 and 15 were ready to receive children from School #6. One of the Primary rooms was furnished for the Normal Class. The work ³⁵ of the A Class was completed on November 1,1888 instead of in June."

32. Ibid. Page 82

33. Annual Report Board of Education, Paterson ,March 19,1888. p.12

A very interesting report was made by the City Superintendent at the close of the year 1890." The Normal Training Class of 1890 consists entirely of graduates of our three year High School, there being only two or three students who are graduates of other High Schools who were admitted under the rule governing the membership of the class. As graduates of the Normal Class are granted certificates to teach, by the Board of Examiners, it becomes necessary to exercise due care in granting admission to membership. The final examination for graduates from our High School, if successfully passed, is accepted by the Board of Examiners as evidence of scholarship sufficient to entitle the graduate, on passing the final examination in the subjects of the Normal Class, to a 'Primary Certificate'. Appointment to positions in the Primary Department of the schools is made in order of standing determined by the final examination in the Normal Class.-- The work of the present year in the Normal Class, has progressed quite as favorably as in the past.--Although one year is a short time in which to cover the amount of work prescribed, the results shown on the examination of the classes are generally quite satisfactory." ³⁴

An interesting departure from the traditional program, was made by the Normal Training Class of 1890.^For the first time in the history of the department, the commencement exercises for the class of 1890, were held 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." ³

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34. Annual Report Board of Education, Paterson, 1890. pp. 90-100
35. Ibid Page 86

Copy of Commencement Program

From Original

F. Oborski-----Musical Director

Presentation of Class		By Supt. O.M.Brands.
Invocation	- - - - -	J.A.Reinhart, Ph.D.
"Wavelets"	- - - - -	Pinsuti.
	Shubert Octette	
Essay-Woman's Work-	- - - - -	Agnes Geraldine Kerr.
Recitation,"Going to School"-	- - - - -	Ethel L. Meyers.
Chorus,-"The Angel"	- - - - -	Rubenstein.
	Class	
Recitation,"The Teacher's Dream	- - - - -	Cora E. Hughes.
Essay-In Cloud Land	- - - - -	Nettie Clyde Mac Alister.
"Miner's Wooing",	- - - - -	Fanning.
	Shubert Octette	
Essay-Only a Boy,	- - - - -	Edith M. Tuttle.
Violin Solo,	- - - - -	F. Josie Sullivan.
Recitation " Music of Rappahannock"		Annie Ferguson.
Essay, Psyche	- - - - -	Laura Van Riper.
Piano Solo-"L'Argentine"-	- - - - -	E.Ketterer, Op.21.
	Minnie M. Demarest	
Essay-"The Teacher's Mission"	- - - - -	Helena Tynan.
Chorus-"Morning"	- - - - -	Veazie.
	Class	
Address to Class	- - - - -	Hon. John W. Griggs.
Awarding of Diplomas,		
	By John Hickman, President of Board of Education--.	
Serenade,	- - - - -	Bishop.
	Shubert Octette	

"The soul is not a vase to be filled, but
a hearth to be made to glow."

Invitation received by Miss Lucette Rutan

Very early in the year of 1890, there was definite aggitation in favor of lengthening the course of the Normal Training Class from one year to two years. Established in 1876, the Normal Training Class did very creditable work in a one-year course, but it was evident that all of the course requirements could not be met in one year if the periods of observation and practice were extended. The Superintendent of Schools made this statement to the Board in his Annual Message, "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."³⁶

In 1891, additional room in School #6 was appropriated for the Normal Class, and Mr. Slattery, Principal Of School # 1, was appointed instructor of the Class. In the school year 1891-92, a number of graduates of the previous class (37) were awaiting appointment. "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 this 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."³⁷

Commenting on the changes made, in his next report, the Superintendent said, "One of the most significant changes made during the past

36. Annual Report Board of Education, Paterson, March 20, 1891. p.85

37. Annual Report Board of Education, Paterson, 1892. p. 52

year has been the reorganization of the Normal Training and Model School. ---¹he work of the School has been ---re-arranged on an entirely new basis. A thoroughly competent instructor in methods has been secured in the person of a graduate of Oswego Normal School. A practice or model school of five classes , has been associated with the Normal work." ³⁸

When School #17 was opened, the Normal Training and Model School was transferred to that building. " This conjoining of the Normal -- of five practice classes representing the work of the kindergarten and each year's work of the elementary school from the first to the fourth year was made practicable. This organization of practice classes under the sole control of the faculty of the Normal School constitutes an epoch in the history of Normal School instruction in our City." ³⁹

Dr. William J. Slattery, capable Principal of School # 17, was in charge of both schools and under his leadership the Normal School expanded. As the school district of # 17 also expanded, there was soon over-crowding. In September, 1895, new School # 1 was opened. The Normal School was transferred to the new school and Dr. Slattery was made Principal of the Normal School and of School # 1, -----one complete organization. By 1899, additional teachers were assigned to the Normal School. On February 24, 1899, Dr. Slattery submitted a plan for the reorganization of the Normal School. The plan suggested 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 in special branches. Dr. Slattery did not live to see his plan unfold. He died on March 13, 1899. ⁴⁰

38. Annual Report Board of Education, Paterson, 1892. p.97
39. Annual Report Commissioner of Public Instruction, Paterson, 1893. page 46.
40. Annual Report Commissioner of Public Instruction, Paterson, 1899. page

However, Dr. Addison B. Poland, City Superintendent of Schools studied carefully the criticisms and suggestions which had been made by Dr. Slattery, with a view to bringing about needed changes at the Normal School. He presented to the Commissioners a list of the defects in the present organization, namely:

1. Only five rooms are now devoted to practice teaching.---All of the rooms in the present building(School #1) are scarcely enough to give sufficient opportunity to each pupil-teacher for practice under a critic teacher.
2. Only one critic teacher is now employed to prepare and supervise the practice teaching of an entire class of pupil-teachers, numbering from twelve upward. Every teacher in the building should be a competent critic teacher, in order to supervise efficiently the practice work of novices.
3. Only primary methods and primary practice teaching are required of all pupil-teachers in the Normal School. As a result, graduates are not competent ,as a rule, to undertake teaching of any class except in the primary grades. Obviously this defect should be remedied.
4. The organization of the school should provide for an Assistant or Vice-Principal, so that in case of absence of the Principal, some one familiar with the plans and methods of the school and competent to take independent charge thereof should be in command.
5. The special subjects, to wit, drawing, music, writing, physical culture, elementary science, manual training (if needed), should be taught by a teacher constituting the regular staff. At present, the Supervisors of Music and Drawing, high salaried officers are required to do whatever work is now attempted.

In order to remedy the foregoing defects, and to provide for future growth of the school, the Superintendent makes the

following recommendations:

1. That the position of Vice or Assistant Principal be created, with full power of the Principal----- during the absence of said officer-----.
2. That a staff of teachers be chosen capable of performing the triple service of (a) classroom teacher; (b) critic teacher; (c) instruction in branches as required.
3. That this staff of teachers be selected from the entire teaching corps of the City, since all parts of the City are equally interested in the training of teachers, and since thereby it will be possible to secure those better qualified for the triple service outlined.
4. That in the transfer of teachers from the Normal Training School to other schools, as far as possible, there shall be no loss of salary or rank. The Superintendent is of the opinion that no teacher now in School #1, not qualified for the difficult and technical work of a professional training school, will care to teach therein if assured that a transfer carries no loss of pay, position or prestige as a classroom teacher.

In order to carry out the foregoing recommendations, the Superintendent has submitted a proposed list of transfers, with the following statement:

1. That School #1 has never constituted any part of the Training School, but has been wholly distinct therefrom.
2. That no teacher heretofore appointed to #1 has been chosen with any reference to fitness as a critic, or training teacher.
3. That all the schools of the City are interested in being represented in the Normal School faculty since said school is a Training School for the whole City.

4. That the only special claim that the teachers of #1 have is based upon their being permitted to remain indefinitely in the same school, a right the Commission has never recognized as being against public policy.

In trying to secure satisfactory teachers to recommend for transfer to the proposed Training School, the Superintendent has met with considerable difficulty owing to the fact that he has been unable to offer increase of salary. The unwillingness on the part of the teachers to undertake additional work and responsibility without increase of pay is most natural and justifiable. The Superintendent is able to report, however, that several teachers have consented to transfer.

That the Normal Training School has done such splendid work in the past, despite its cramped facilities may be attributed to the excellence of its faculty, consisting in addition to its able and devoted Principal, the late Dr. Slattery, of Miss Mary E. Doyle Head Critic Teacher who has been with the school since its infancy, and Miss Eliza R. Butler, Teacher of the History and Science of Education.⁴¹

At the turn of the century, the Normal Training and Model School Course recognized and perforce had still to stress review of the studies pursued in the elementary school, --. The Principal of the Normal School, in 1900, made this comment on the situation, "It has been found that the graduates of the High School, however proficient in the subjects of the High School, show lamentable deficiency in the common branches----." ⁴² However, the conditions were improving. The extension of the High School course from three years to four years had a wholesome effect on the Training School. In September of 1899, a class of thirty-seven entered on a second year of work.... The course of study

41. Annual Report Superintendent of Schools of Paterson to the

Commissioners of Public Instruction, 1899, pp.61-65

42. Annual Report Commissioners of Public Instruction, 1900, p.121

is still in the transition stage but now three quarters of the time is devoted to the Normal work, combined with observation and in the Practice department, and Child Study. Few Normal Schools in the country give as much time to actual teaching as is provided in this course. A period of thirty weeks is devoted to this work.⁴³"

Before the close of 1901, The Normal School program was well under way. It was soon interrupted, and hampered by conditions beyond control. In February, 1902, a great fire swept the heart of Paterson, destroying the High School among other City buildings. School #1 which housed the Normal School and Practice School was just two blocks beyond the fire-swept area. The building had to be shared immediately on a part-time basis, Adjustments were made as quickly as possible. The Normal School used the building during the morning period; the High School during the afternoon. In the afternoon both students and staff of the Normal School scattered throughout the City for practice teaching. It was difficult to measure the success of the new course of study, under these conditions. Mr. L.A. Goodenough, City Superintendent, still deplored the weakness in subject matter background of students entering the Normal School, and urged the Commission on Public Instruction, "--to make provision for students to review the elementary subjects before entering the Normal School so that Normal teachers could devote their entire time, from the beginning of the course to proper professional work."⁴⁴ Throughout these transition years, the Normal School suffered through lack of permanent leaders, due to the death of one teacher and the marriage of another, and pupils were absent because of the need for substitutes. At this time, too, the City of Paterson had five superintendents in the course of seven years.

43. Ibid

page 132

44. Annual Report Principal of the Normal School, June 30, 1903 p.89

The Normal School itself had outgrown its quarters. In 1904, Mr. Jesse Burks, new Principal of the Normal School reported that between 1903 and 1905 the enrollment went up 60%. There was, therefore a great text-book shortage, and it was suggested that student-teachers might need to purchase their own books.

Some changes were made immediately. All Senior students were withdrawn from substitute work, and placed in practice teaching centers in the Model School. He arranged, too, to have all teachers of special method become supervisors of their subjects in practice rooms. Other plans which he had suggested for the coming year were not carried out for at the end of the year Mr. Burks accepted a better-paying position outside of the State. The problems associated with frequent administrative turn-over did much to retard the progress of the School, though each new administrator brought in new worthy ideas.

It was at this point in the development of the Normal School that Paterson was able to attract to the Principalship, Dr. Frank Webster Smith, a man of unusual experience, personality traits, and of broad vision who was to direct the progress of the School through almost a quarter of a century. With foresight and great courage, Dr. Smith carried the Normal School to ever higher scholastic levels. In reporting to the Superintendent of City Schools at the close of his third year of service Dr. Smith said, "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." ⁴⁵

In 1910, when School #24 was opened, it became the new home for the Normal School and Practice School.

In his Annual Report ,1914, Dr. Smith presented to the Superintendent , the Normal School situation," Normal School organization is changing in this country. A new Normal School is already in sight, dimly outlined. Changes in the content of the curriculum, in method and in principles of teaching are on the way. The Paterson Normal School, true to its history, is ready to meet them and help them on." Innovations were in progress in Paterson. In 1915, Dr. Walk became a member of the faculty. He later became the Assistant Principal, in charge of the practice school, #24. 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, ⁴⁶ --we feel justified in extending the professional elements!"

In the spring of 1918, the Paterson School Survey was made under the supervision of Dr. George D. Strayer of Columbia University. At the close of the survey, one suggestion made was that, "The citizens of Paterson should make every effort to have the State adopt the City Normal School." His suggestion took root immediately, and no stone of effort was left unturned through the years that passed before the State adopted "Paterson Normal", ---and--(for many years kept it as a step-child).

When Dr. Walk resigned to accept the Assistant Directorship of the Division of School Board Service, in the Bureau of Education, in Washington, Miss Edith S. Garlick a member of the Normal School faculty was made Assistant Principal of the School.

One of the most broken years in the history of the Normal School came to a close on June 27, 1919. The epidemic of influenza and the shortage of coal kept the School closed for weeks during the Fall session. It must be kept in mind that #24 is a City School, and hence 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 said, "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". Annually he made this issue a part of his report to Trenton. During the year, 1921, progress was made toward State recognition. The Committee of the Board of Education had strong support from persons prominent educationally in the State, and in at least six other states, where the school was favorably known through its activities in the National Council of City Normal Schools. The State Commissioner of Education wrote that the City Normal School Course was "unanimously approved by the State Board of Education". Two steps had been taken toward State recognition: (1) approval of the course of study; (2) the legislative enactment of the last session of the Legislature, permitting the State Board to assume supervision of the School.

While the Legislature of 1921 passed the bill permitting the State to take over schools like ours, a second bill that would have provided the State Board of Education with the necessary means to accomplish the purpose, while not becoming a law, made encouraging progress, as it passed the House of Assembly unanimously. The City was prepared to make the State an attractive offer: to provide a building, equipment, and practice school without other expense than that required for running expenses of the Normal School Department. ⁴⁷ The consummation

of the plan that has long been in the minds of friends of the School seems promising,"⁴⁷

"After many investigations and conferences the following act was passed by the 1923 session of the State Legislature."

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.

With the 30th of June, 1923, then, the work of the Paterson City Normal School comes to an end. It has had a long and honorable existence and has exerted a great influence in the intellectual and cultural development of this City and the surrounding territory. Although its work may end, its influence will continue in the work of its graduates, and in the splendid traditions it passes on to its successor, 'The State Normal School at Paterson'

Needless to say that there was great rejoicing over the fact that the long drawn-out battle was won. Letters of congratulation almost over-taxed the endurance of the clerical force. Much credit was due to the strenuous efforts of the Principal and the Board of Education as well as a host of Friends of the City Normal School who 'stood by' when the outcome was so uncertain. On Commencement night the President spoke his gratitude : " 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, 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." 49

48. Annual Report Superintendent of Schools, John R. Wilson, 1923. p. 77

49. Annual Report Principal of the Normal School, 1923. p. 167

The Legislature, in the session of 1924 removed the limitations of appropriation and gave the school sufficient funds to cover all instructional expenses. The enrollment for the year showed a large increase over the City Normal School enrollment. During the year 1925, the enrollment was 350. It was necessary to open a new Practice center. Since new School #15 was not yet completed, the new center was opened in School #4.

On June 30, 1925, Dr. Frank Webster Smith retired from active public school work. The Board recognized his twenty years of faithful service by appointing him Principal Emeritus of the Paterson State Normal School. The resolution reads as follows: " In view of the contribution Dr. Smith has made to the educational system of New Jersey, and in view of the long and valuable service he has given to the Paterson Normal School-----."

see p 37

In September 1925, Dr. Roy Lee Shaffer became the new Principal at Paterson, and served as Principal until December 1933. In his Annual Report for 1927, Dr. Shaffer said, " The School has grown very rapidly during the year. The State used twelve rooms. In addition, at the end of each hall partitions have been built which make six (office) rooms, with some degree of privacy. As more rooms are needed, the grades are withdrawn and the children sent to neighboring schools. There are now thirty-five carefully selected practice teachers." During the following year the City supplied sixteen rooms for classroom and laboratory purposes; the use of the auditorium , gymnasium, large basement for a cafeteria, and office rooms. This is in addition to light, heat, and janitor service. The State furnished teachers, books, supplies, and instructional expenses. (Dr. Shaffer urged that as soon as possible a new physical plant

50

be secured by the State.

Changes were made in the entrance requirements during the year, and in the length of the course. Previous to 1929, the general curriculum for teachers preparing for work in the elementary schools, was two years in length. Beginning with the entering class of 1929, the course was extended to three years. The entrance requirements listed below applied to all six of the State Schools.

1. Certificate of age
2. Certificate of health
3. Testimonial of character
4. Declaration of intention to teach in New Jersey
5. Recommendation from High School Principal
6. Certificate of High School graduation, showing units of work as prescribed
7. Examinations in English, American History and Civics, Mathematics
8. Psychological test

The General Elementary curriculum was offered in all of the Schools except Montclair.

General Elementary Three-Year Curriculum

First Year

First Semester	Per. -Wk.	Second Semester	Per. -Wk.
English	3	English	3
Speech	2	Speech	2
Library Methods, 10 Wk.		Geography	3
Handwriting 10 Wk.	1 ✓	History	3
Science (Biology)	3	Mathematics	2
Introduction to Tchg.	2	Fine Art	2
History	3	Music	2
Fine Art	2	Handwriting	1
Music	2	Health & Physical Edn.	2
Health & Physical Ed.	2		<u>20</u>
	<u>20</u>		

Second Year

Mathematics	3	10 weeks Children's Literature	3
Reading, Spelling Meth.	3	Educational Psychology	3
Educational Psychology	3	Home Economics	3
Science (General)	3	Problems of Teach. Geog.	3
Industrial Art	2	Problems of Teach. Sci.	4
Music	1	Music	2
Health & Physical Ed.	2	Health & Physical Ed.	2
	<u>20</u>		<u>20</u>
		First Prac., 10 Wk.	

		Third Year		
	10 weeks	per wk.		Periods, Wk.
English		3	English Elective	3
Mathematics		3	History Elective	3
Problems, Teach. Hist.		3	Prin. Teach. - Sch. Man.	5
Gen. Teach. Problems		2	Ed. Tests, Measurements	3
Music		2	Art Apprec.	2
Home Economics		3	Music	2
Health & Phys. Ed.		4	Health & Phys. Ed.	2
		<u>20</u>		<u>20</u>
Second Prac. 10 wk.				

The lengthening of the Elementary curriculum from two to three years and of the special curricula from three to four years, made necessary very careful study of the curricula. Therefore, it was decided to call together all of the members of all of the faculties, of all of the State Teachers Colleges and State Normal Schools, for conference and study. The first general conference of the faculties was held at Montclair on September 9 and 10, 1929. For the first time the tremendous curricular issues were brought before the entire body. Committees were formed, and "Curriculum Construction" became a part of the assignment for faculty members.

In 1930, the City of Paterson gave the State a deed to a tract of 121.07 acres of land for a new building. About eighty acres were level ground; the remaining acres of mountain and woodland territory. During the same year, the Legislature appropriated the sum of \$400,000 toward the erection of the new building, but, due to financial difficulties of the depression, the sum was withdrawn in 1931.

Reporting on the achievements of the Paterson State Normal School during the year of 1930, Dr. Roy L. Shaffer, listed four phases of teacher training upon which emphasis had been placed during the year:

- (1) completion of plans for the student government association
- (2) addition of a full-time health instructor
- (3) the authorization to employ a demonstration teacher for each grade
- (4) the addition to the faculty of a person to follow-up the work of recent graduates.

Yearly , in his annual report, Dr. Shaffer urged that," as soon as financial conditions of the State will permit, a Normal School be built on the state owned site. He reported also on developments tending to further influence the services of the Normal School to the area, and to students enrolled. First, on the all-day conference held on November 9, 1931, for recent graduates who were then teaching. This innovation made it possible for beginning teachers to discuss their problems, and to have contacts with individual faculty members. Second, on the bill passed by the Legislature (Chap. 127 of the School Laws of the Session of 1932) which gave authority to the Normal Schools and Teachers Colleges to charge fees for Extension and Summer School courses, in order to make the courses self-supporting. Two other bills passed. One permitted the Normal Schools and Teachers Colleges to charge students for text books, and supplies and to charge incidental fees. The other required a minimum tuition fee of \$50 per annum for students. (Chap 217, School Laws, 1932).

Another change, which affected the enrollment , was reported by Mr. E. F. Bunce, State Supervisor of Teacher Training, on June 30, 1933. This was the regulation which abolished the enrollment of mid-year entering classes. In commenting on the change, Mr. Bunce said, " Although this procedure may be accompanied by a slight reduction in the enrollment, it should result in economies and in more efficient instruction." 5 At the time classes were large and there was an oversupply of teachers.

^{sup p 34} In November, 1933, Dr. Shaffer was transferred to the Principalship at Jersey City State Normal School. The vacancy at Paterson was filled temporarily by Mr. Bunce, who served as Acting-Principal while carrying on his duties as State Supervisor of Teacher Training. During that winter Paterson Normal faced hours of great uncertainty. Commenting on the situation, in April, 1934, Mr. Bunce said, " No one knows, of course, just what may happen to this institution of higher learning in the immediate future. There seems to be a distinct feeling on the part of the citizens of the Paterson Area, that some institution of higher

52. Annual Report State Supervisor of Teacher Training. June, 1933 pp. 41

learning is necessary in Paterson,--in this part of the State." The citizens had in mind the Normal School. The State was at that time considering several plans for Paterson.

In October,1934, the Passaic County Junior College was organized at Paterson. It was not to take the place of the Normal School, but was under the program set up by the Emergency Relief Administration to provide an opportunity for higher education for those graduates of the High Schools of the area, who, because of economic conditions were unable to continue their education, or to find employment." To insure the highest standards and the richest results educationally, the State Supervisory Board chose Dr. Robert H. Morrison for its executive officer.

The E.R.A. Junior Colleges in New Jersey provided also, an opportunity to work for unemployed teachers, whose economic status was such that they were in urgent need of help. At the time unemployment among teachers was acute. This condition was in part a result of efforts of communities to curtail costs by increasing class size. Then, too, because of general unemployment conditions many unemployed professional workers from fields other than teaching, completed requirements for teaching and, having secured Teachers' certificates, secured positions. At Paterson, most of the instructors under the E.R.A. program became eventually, regular instructors under the State Teacher Education program in one of the Training Schools. Despite crowded conditions -- plans carried out successfully.

On July 14,1934 the State Board of Education provided that all courses for the training of elementary teachers, and teachers in special fields, should be four years in length."All schools, with the exception of Paterson offered courses to cover a Four-year working program for the year 1934-35, so that students who completed these courses would be eligible to receive the degree of Bachelor of Science in Education at the

June commencement, 1935."

Dr. Elliott, State Commissioner of Education, also reported on the Experimental program which had been worked out for Paterson. The program was inaugurated in the Fall of 1936. It was offered in addition to the regular State program for the preparation of teachers for the elementary grades. Under this program greater stress was laid on the foundation subjects during the first two years, than under the regular program and no professionalized courses were given during these years. The last two years were devoted to professional courses. Circumstances made it impossible to try out the course over long enough period to check its real value, "delaying the selection of candidates for teaching.

Both the Junior College program and the Experimental program were worked out under the careful supervision of Dr. Morrison, who was appointed Principal at Paterson in September, 1935. With dynamic power, Dr. Morrison bent every effort to the administration of a three-way program so effectively that each was geared to a higher level of achievement despite the crowded conditions found. Before Dr. Morrison could witness the full extent of the outcomes of his labors, he was promoted to the position of Assistant Commissioner in Charge of Higher Education. Heavy as were his responsibilities in this new position, Dr. Morrison was able to keep in close touch with the program unfolding at Paterson, and to lend a guiding hand, when the way was rough.

On August 1, 1937, Dr. Clair S. Wightman, a member of the faculty at Paterson, was made President of the College. (In April, 1937, the name of the institution was changed to, 'The State Teachers College'). From the outset Dr. Wightman was faced with the War-time conditions which

seriously affected the teacher -training programs of the State. Two changes in these programs were made by the State Board of Education, in an effort to relieve the teacher shortage which resulted from the draft- of many in-service teachers as well as those preparing for teacher service (1). The Commissioner of Education, with the approval of the State Board certified College Seniors before graduation.

(2). The Accelerated program was initiated.

The College calendars provided a program of studies for two semesters of 18 weeks each, for 4 years. In January, 1942, the Commissioner of Education recommended, and the State Board approved, an Accelerated program, a plan for organizing classes for a period of 48 weeks each year, rather than for 36 weeks. By means of this arrangement, graduation was accelerated one full calendar year for students entering as Freshmen, without reducing the number of weeks of study. ~~This was made possible~~ by attendance at three twelve-week summer sessions and three regular academic years. Under this program-- , the standards for graduation were not lowered. Indeed, only the Academically "strong" student could successfully complete the program. The Accelerated program did not interrupt the regular academic program.

(3). Certain curricular modifications had to be made.

In order to adjust the instruction to war needs, several modifications were introduced into the curricula of the Teachers Colleges:

- a. The Official Red Cross First Aid Course was taught as a part of the regular course in health education.
- b. Radio was emphasized in physics courses.
- c. A unit in nutrition was included in the required program in personal health problems.
- d. All students preparing to teach in the elementary grades were required to study a course dealing with Latin American Geography.

- e. An elective course, " A Cultural and Economic Survey of the Americas" was made available.
- f. All courses in Physical Education were modified and lengthened.
- g. Seventeen courses in Aeronautics , mathematics, and sciences especially planned to help in- service teachers adjust their instruction were offered.
- h. Summer school sessions were held in all six State Teachers Colleges.

(4). In addition, special courses for in-service educational workers were offered. Artisans were prepared for certification to teach industrial arts." ⁵⁵

----- For the second consecutive summer, the Division of Teacher Education in the State, sponsored an institute in Camping Education at National Camp, Lake Mashipacong, in Sussex County. Students from all six State Teachers Colleges participated, as did Panzer College. Passing the peak of war-time needs certain changes were made in the curricula offered at Paterson. On April 9, 1943, The State Board of Education authorized the Paterson State Teachers College to offer curricula for the preparation of teachers for kindergarten-primary levels and for business subjects in the High School. These curricula are in addition to the regular four-year general elementary curriculum. During the same year, September, 1943, the State Board of Education approved a plan whereby certain New Jersey Student nurses might receive part of their training in the State Teachers Colleges. Paterson was authorized to offer this program. Students from the Paterson General Hospital, from Barnert Hospital and from Passaic General Hospital participated in this program.

Toward the end of the year, 1944-45, veterans were beginning to return in large numbers. The teachers colleges were pledged to adjust their programs to meet individual needs and to give credit wherever possible for war-service educational attainments." ⁵⁶ The situation at Paterson was perhaps one of the hardest in which to make room for those who returned. Day and Extension Classes ran through until six-fifteen p.m., and these classes were large. More grades of the practice department were moved to other schools, nearby, -but there was a crying need for room

Despite the heavy teaching loads, faculty members assumed new duties." The State Teachers Colleges at Glassboro, Paterson and Trenton, are beginning the development of child-guidance clinics, --and as funds are made available, these clinics will be expanded", ⁵⁶ was the report made by the Commissioner of Education, concerning the new program. At Paterson the Reading Clinic was placed in charge of Dr. Mark Karp, and has now gained an important place in the services rendered to schools of the College service area.

Throughout the last five years the burden of every report was, "the shortage of teachers". In his annual report for 1946, the Commissioner of Education said, "The shortage of qualified teachers --(is) more acute than at any time during the past ten years," and in 1947, " --the teacher shortage will continue to grow worse." The State sought teachers among those persons who had been certified for a degree by the liberal arts colleges, but who had no certificate to teach. By the granting of temporary certification it was possible to place a number of these college graduates in teaching positions. All who were so placed were required to attend the teachers colleges to take specified courses in education, to maintain temporary certification. The burden of evaluation of the work of each applicant placed tremendous responsibility on the one in charge of Extension work. In Paterson, Mr. Matelelson

devoted long hours to such evaluations during the evening and late afternoon appointment periods. The increase in numbers of classes and class size was almost beyond the accommodations provided at Paterson. Had it not been for the fine work-spirit of the faculty at Paterson, it would not have possible to "carry on".

Though at times dreams of a new building seemed about to be realized, one condition or another dashed the hopes of all, once more. At long last, in 1948, the State acquired The Hobart Estate, just outside of Paterson as a site for a new building. It is an estate of 220 acres, of woodland, backed by rolling hills, with some areas of level land. Nature gave to the site the most beautiful of all areas now devoted to teachers colleges within the State. On the site is the Manor House, home of the late Vice-President of the United States, and two large buildings, all of which could be used temporarily for College purposes. The former Manor House is now termed, "The Administration Building. In it are housed the library, and several classrooms, in addition to the General Offices and Office of the President. Here, too, are the offices of the Guidance and Placement Departments, as well as that associated with the Practice Department. All of these offices, including that of the Secretary of the Part-Time Division, are located on the main floor of the Administration Building.

One of the other buildings, now houses the Cafeteria on the main floor and staff offices on the second floor. At the present this building is being remodeled. A large addition has been added to the Cafeteria, and will soon be ready for use. The other building which was on the estate has been equipped as a student recreation center.

On October 18, 1951, a dream came true.⁵⁷ The corner stone was

57. Program

Laying of the Cornerstone and Dedicating

The Gustav A. Hunziker Hall, 3:30 p.m. October 18, 1951.

was laid, and the first new unit for the New Jersey State Teachers College at Paterson, was dedicated. The building was dedicated to the memory of one who gave years of his time and energy to the educational service of his State. Tribute was paid to him by Dr. John H. Bosshart, Commissioner of Education. The Dedication Credo was written by Dr. Robert H. Morrison, Assistant Commissioner for Higher Education. The Credo was read by Dr. Morrison, as the group assembled read the responses. The Governor of New Jersey, Alfred E. Driscoll gave the address. The College Quartet rendered the selection, "Faith of Our Fathers".

"

Our Normal we here to thy jubilee throng
And with blessings surrender thee o'er
By these festival rights from the age that is past,
To the age that is waiting before
O Leader inspiring to Teachers-to-be,
We will long keep thy memory warm,
First guide of our teaching days, star of our hopes
Calm rising through change and through storm."

"Pioneer" and "Paterson" are words almost synonymous in the educational history of New Jersey. In the days just ahead a new work program will take both staff and students of the College into new fields. New buildings, now rising, will provide the room so long needed for the ever-expanding program at Paterson.

" State, we pledge ourselves to you,
Thankful we each day renew
At your fountains, crystal clear,
Thought and action and good cheer,
Ever great our college dear.

Ever great our college dear."