

Names in Stone II

With this issue of TCNJ Magazine, as a part of our institution's 150th anniversary, we continue the series of articles about the past, present, and future of the College. In each issue we will focus on several of our named buildings to highlight their origins and the people for whom they are named.

Allen, Brewster, Ely: the first three residence halls

When the State Normal School and State Teachers College at Trenton moved to suburban Ewing Township, the site of the new campus was always referred to as "Hillwood Lakes" or, simply "Hillwood." One of the more choice locations on the College's 180-acre site was a mature woods of white and pine oak, maple, and even a few chestnut trees on a slight rise overlooking Lake Sylva. It had been part of a small farm owned by Miss Susan Titus, known throughout the area until her death in the 1920s, for her sharp wit and staunch independence. It was this

site that was selected for three connected residence halls to be occupied for the young women then living in dormitories on Clinton Avenue in Trenton.

The term "dormitory," however, was being discouraged so as to emphasize a sense of congenial community on the new campus. Construction contracts were awarded in 1930, and in the fall of 1931 the first contingent of about 140 girls took up residence in Elizabeth Allen House, Alice Brewster House, and Sarah Ely House. As usually happens, however, the building group soon became known

by other names: the Hillwood Dormitory, or Hillwood Houses in 1931, the Hillwood or Allen Unit in the 1940s, the Lakeside Houses by the 1990s, and today, simply by the acronym ABE, standing for Allen-Brewster-Ely.

In the fall of 1931, some 900 students were enrolled in the institution that was in the process of becoming Trenton State Teachers College. The move from Clinton Avenue to Ewing Township took a number of years to accomplish. Many students of the time continued to live in the Clinton Avenue buildings, and ride buses out to Hillwood for their classes.

In 1930 the three structures, later connected by covered brick walkways, cost state taxpayers about \$350,000. Built in the modified colonial style then popular on so many American college and university campuses, they were designed to echo the look being established for the library, administration, and auditorium buildings already under construction. By comparison with the decaying, grim-gray, and code-violating dormitories left behind in Trenton, these structures provided students with comfortable accommodations, gracious common rooms, and beautiful views over wide lawns to Lake Sylva.

Residents of each building were encouraged to establish their own activities and governing bodies, which over the years gave each house a character and personality that shifted with the times. The attractive and spacious Allen House drawing room



continued for many years to serve as a location for special meetings, receptions, fashion shows, holiday song sessions, and public issue discussions, most organized by the students. Allen House regularly sponsored a Valentine Tea Dance; Ely hosted an annual dance at The Inn; Brewster was known for its get-togethers after its regular house meetings. Before the Thanksgiving holiday each year, the women from all three halls, dressed in what passed for facsimiles of Pilgrim garb, marched in a candlelight "Priscilla Procession" to The Inn, where they reenacted the first Thanksgiving. In the 1950s, senior men and faculty were invited to take part.

Today the houses look virtually the same as the day they were built, except for new windows and interior modernization. In recent years individual houses have been occupied by first-year students in the honors program, but enrollment growth combined with other construction has prompted many shifts in occupancy over the years.

Until the mid 1970s, the three buildings were reserved for women students, but soon after the new Travers/Wolfe towers were opened in 1971, with men and women on separate floors, the ABE complex went coed by room as well. Today virtually all student housing on campus is coeducational.

Readers with personal memories of campus buildings are invited to submit them for possible publication to The Editor, TCNJ Magazine, Green Hall 202, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718.

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Elizabeth A. Allen

The woman for whom Allen Hall is named, Elizabeth A. Allen, is best known for her long career of advocacy for teachers' rights and financial security—work that made her one of the major figures in the history of New Jersey public education.



She was one of that early group of children whose parents, while not wealthy, knew the value of schooling and took advantage of the new Model School associated with the 11-year-old New Jersey Normal School in Trenton. "Libbie" enrolled there in 1867 at the age of 13. Two years later she had completed enough courses at the Normal School to begin teaching in Atlantic City. In 1871, at age 18 and without any of what then was called a "college" education, she was hired at \$900 per year to teach in the Hoboken public schools. She remained there as a teacher and principal for 48 years.

Responding to what could charitably be described as a chaotic situation in the rapidly expanding public schools, teachers in the state had created the New Jersey State Teachers Association

(NJSTA) in 1853. By the time Miss Allen arrived on the scene, the association had made some headway toward its goal of having teaching become a distinct profession, of upgrading its members' skills, and of being paid a decent wage. She became active with the NJSTA and, at the age of 28, was elected vice president. From that point on she was never far from the center of the struggle to build

a powerful, unified organization that would fight for such basic benefits as a pension fund and protection against arbitrary discharge.

Her challenge was more difficult than today's reader might imagine. Efforts to organize employee groups often were seen as the work of foreign agitators that would lead inevitably to socialism. Women could not vote, their career options were limited, and teaching school was not yet a highly respected calling.

One day in 1890, in an impromptu conversation she was having with two other Hoboken teachers, one of them observed, "Policemen and firemen are pensioned—why not public school teachers?" Elizabeth Allen made it her life's work to answer that question and to protect teachers against ending their careers in the poorhouse.

After years of work, most of it organized and driven by Miss Allen, the NJSTA prodded the state legislature in 1896 to enact the first statewide teacher retirement law in the United States. In 1914, when she was the first woman president of the NJSTA, those retirement benefits were improved by enactment of the State Half-Pay Pension Act, and in 1919 the legislature reorganized the whole system to make it more financially sound.

On another battlefield, she was a leading force in obtaining, after a five-year campaign, enactment in 1909 of the Tenure of Office Act, which prevented the all-too-common practice of dismissing or reducing the pay of a teacher without cause or written charges. (Miss Allen's tough and public campaign on behalf of teachers is exemplified by an 1899 letter to the editor of *The New York Times* reprinted on pages 21–24.)

A world traveller during vacations (often thanks to the generosity of others), Miss Allen spoke fluent French and German, and brought a sophisticated understanding of world affairs and other cultures back to her classrooms. She crossed the Atlantic 54 times, and was equally at home among the yachting set on Lake Geneva in Switzerland as with the political dealers in Trenton.

Miss Allen died in 1919, following an exhausting revision of the retirement and annuity fund law. Her life had been devoted to principle and to serving both her students and the teaching profession.

After her death, the New Jersey Society of Retired Teachers established a scholarship fund to reward students of outstanding ability. The College maintains the fund and a small amount is awarded each year to students at both TCNJ and Montclair State University.

New Jersey's Schools

Miss E. A. Allen calls attention to many stories of outrage in their official management

Editor's Note: Elizabeth Allen's reputation as a vigorous advocate for the rights of teachers, particularly women, to be treated with dignity and respect was based largely upon her writing and speaking as an officer of the New Jersey State Teachers Association. Here is a sample of her views, expressed in an 1899 letter, which also reveals a good deal about the state of New Jersey public education at the time. The text of the original letter has not been edited.



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To the Editor of *The New York Times*:
From many points in New Jersey come stories of outrage in the official management of the schools. In Camden, Mr. Manness has been dropped without a hearing and without cause being assigned. This is alleged to be purely a matter of private revenge. The case of Miss Greenfield of Kearny is asserted to be political revenge on the lady's father. Miss Reed and Miss Brennan of Orange have barely been saved, while the Teachers' Committee of that city has dropped four teachers after the Board of Education had by a vote of 12 to 3 determined to retain them.

In New Brunswick five teachers are asked to resign, and the board refuses explanation of its action. From Port Morris I hear of the summary dismissal of Miss Harriet Robbins, a person whose high character as a woman and a teacher is certified to by her County Superintendent, the President of the Board of Education, and by the people generally. It seems that last Fall the Principal of her school, in the presence

of Miss Robbins, struck a sickly, nervous little girl of six years, because he thought her inattentive. The matter was taken into court and Miss Robbins had to testify, thus incurring the ill-will of her Principal. She came under the ban, also, of one of the Trustees because, it is asserted, her father had declined to give him political support. Miss Robbins is a State Normal School graduate, has been teaching in Port Norris five years, and her Principal, who has not yet been there one year, made it his ultimatum that either she or he must go, though offering her the highest recommendation. It is a shame to the Port Norris Board of Education that the Principal was not dismissed and the teacher retained.

Frenchtown reports Superintendent Tomer and two old teachers dropped without notice and without reason being given. The Superintendent's place has been given to a brother of one of the Trustees; the sister of another Trustee, and the daughter of the President of the Board replace the other two. No pretense is made that the change is for the benefit

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of the schools. Superintendent Tomer has been regarded as an able and successful school executive. It is asserted that some of the new Frenchtown appointees have not the certificates required by law. From another place comes the same allegation. This is a matter worthy the official attention of the State Superintendent of Public Instruction.

Near Chatham, Miss Margaret Flynn, a successful teacher, a woman of high standing who graduated from the State Normal School with honor, has been dropped; and, while these lines are being written, she, poor girl, is unaware of the fact. She sent her application to the Board, which, I am informed, was not even opened.

In Newark there is great unrest. The Board of Education is trying to keep its intentions secret, but enough has leaked out to cause general uneasiness. Joseph Clark, for many years principal of the Normal and Training School, has been voted out of his place, and the Principal of a primary school voted in. I cannot find that Mr. Clark's capacity or character has been questioned. It is said that the Board, fearing popular indignation, do not dare to "turn down" Mr. Clark entirely, and that he will be made Principal of a grammar school. Edmund O. Hovey, for 29 years principal of the High School, has been reduced to the

Vice Principalship. No Newark teacher, unless it be a favored inside few, knows where she will be placed when schools reopen. It is whispered that the resignation of Principal F. H. Hanson of Lawrence Street School is desired. Mr. Hanson is a fine man and a fine teacher. For years he was head of Washington Street School, which he made one of the most notable in his city. Last year he was transferred; wherefore, no one states. I wish Mr. Hanson, or some teacher of his personal and professional standing, would take this question of transfers and dismissals, without hearing or stated cause, into the courts and discover, by injunction and trial, what are the rights of teachers as American citizens. The punishment meted out by the Newark Board of Education to two teachers who protested, in the name of the honor of teachers as women, against a certain occurrence of a year or so ago, is not forgotten, and will be a remembered disgrace to the City of Newark until the wrong is righted.

School outrages are usually perpetrated in secret meetings; "men loved darkness rather than light, because their deeds were evil. For every one that doeth evil hateth the light; neither cometh to the light, lest his deeds should be reproved."

My male comrades in the profession have been warned for years that the

enemy was on their path, but they would not believe. A few more such examples, however, as those of Messrs. Manness, Cutts, Hovey, Clark, and Tomer, may open their eyes. The "educator" of today, with his fads, frills, and foibles, is determined that every "old-line" teacher, man or woman, with a good position and salary, "must go," no matter how great their success as teachers and executives or how high their personal standing.

From many places come such reports as these: "Teachers never know that they are going to be dropped. It is done without note or warning at the close of the school year, thus depriving them of a chance to seek another appointment. They will take a young girl without experience and give her a large salary over old and thoroughly qualified teachers." "Experience does not count. The tendency is to place young and inexperienced teachers in the best paying positions, passing all those who have successfully taught for years."

The people should know that, while many of their best teachers are being dismissed without notice, hearing, or cause being assigned, and while teachers are now being engaged only for the year in places where they have hitherto held their positions during good behavior and competency, heaven and earth are being moved to legislate Superintendents and

Boards of Education into a five years' tenure of office.

Many places discriminate against our State Normal School graduates in favor of those of other States. Certain boards and Superintendents give inexperienced college men and women the preference in appointments. Certainly the teachers of American children cannot be too highly educated, but is not experience, also, an indispensable requisite?

Practical educators consider the graduates of our normal and training schools, with their long, carefully instructed experience in actual teaching, far more capable of taking classes than college graduates without teaching experience, however brilliant they may be. In Newark in the last few years a number of young, inexperienced college women have made dismal failures. While such appointments are unjust to the schools and to other teachers, they are no less unjust to the permanent welfare of the appointees themselves, and such action tends to bring the college diplomas into disrepute.

From some localities, I am happy to state, come reports like the following: "To the credit of Salem County, I am very glad to say that I have heard of no act of injustice." "Our Bergen County boards are always ready to listen to reason, and seem to me just. They stand by the old and experienced teachers, and employ home talent after the teacher proves herself successful away from home." "In all my nearly twenty years' experience as a teacher in Morristown, I have never heard of such acts of injustice as are reported from many places." As for Hoboken, the bells of liberty rang with the appointment of the present commission, Terrorism vanished; wrongs were righted; a raise

of salaries began with the most poorly paid, instead of with the best paid teachers; women were placed on an equal professional footing with men; tenure of office to competent teachers is secure; home talent, other things being equal, is preferred, and while demanding that popular education shall be conducted upon principles that are sound, thorough, and practical, the commission shows toward the teachers that confidence, consideration, and respect, due to so important a body of public servants, and without which the teacher's influence for good in the community is sadly impaired. I can safely predict that the work done in the schools of Hoboken will be better done, because more cheerfully done, than for many years past.

In the newspapers we read of male Principals and Superintendents securing large advances to their already handsome salaries, while in the same places a cold and deaf ear is turned to the request of miserably underpaid women for a very modest increase of pay. From one city where a committee presented a respectful petition for an advance of salaries, I learn that the Board of Education considered the women "guilty of great presumption." A few places like Hoboken, Passaic, and Paterson are setting a good example in this respect.

Some of the stories of petty tyranny that come to me are shameful. One principal relates that she is officially forbidden to visit socially the Vice Principals of her city; another, blacklisted by the President of her board and her Superintendent; that teachers are afraid to speak to her on the street, and another, a Vice Principal, is forbidden to visit the classes of her school. All these women are known to me to be of high character

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personally and as teachers. But they are public spirited, and have not hesitated to take an open stand for what they consider the best interests of the schools. Unscrupulous and inefficient Superintendents fear their influence; hence the oppression. I have spoken before of the sentiment of fear, something almost unknown in the olden time, that now pervades the rank and file of teachers. Recently a number from one of our large cities said to me, "We were delighted at your fight for Miss Reed, but we did not dare open our mouths." From another city came many words of encouragement coupled with expressions of fear that I would get myself into a "dreadful predicament." And why? I was pleading a cause that the press and people alike, not only of Orange, but of the whole State, and of adjoining States, pronounced just. The Orange Board of Education stamped their approval by rescinding, on a vote of 12 to 3, what they had enacted by a vote of 9 to 6. But among my teacher friends everywhere was acute fear that direful consequences would ensue to me. Had my home been anywhere but in Hudson County their gloomy predictions would doubtless have been fulfilled.

All this is a great wrong to the teachers, but a greater wrong to the people. It, combined with various other unwise practices and theories, is racking the very foundations of our splendid American common school system. The future of the children of America is involved. The remedy is in the hands of the teachers. They have the power to right the wrong to the public and to

themselves, if they will use it. There is but one tribunal of appeal—public opinion. But public opinion cannot act until the acts are made known. A few days ago, a man, prominent in public life, said to me, "What you tell me is news. I have never known of these things. How can we be expected to remedy such evils unless the situation is laid before us? If the teachers will post the people, the people will protect the schools."

But we are threatened with dire consequences if we associate for the public good or for our own good, and already the heavy hand of official persecution has been laid on many teachers who have dared to take a stand for the rights of the schools and their co-workers. It is a condition of affairs that bodes no good to republican institutions. When liberty of speech and of legitimate action is taken from one body of citizens and is submitted to, it will not be long before others are thus robbed, and from this, the road is easy to the condition pictured in the following extract from recent Berlin correspondence of a New York City paper describing the present reactionary tendency in Germany: "Baron Stumm, an intimate counsellor of the Kaiser, and the Agrarian leader, Von Kardorff, admit no rights for the laboring classes but those of earning a miserable pittance, and deny them the rights of coalition, of public meeting, of striking, and even of petitioning."

The resemblance of this condition to that of the public school teachers in many New Jersey cities struck me forcibly; a condition to which, judging from numerous indications, it is the intention of certain influences to reduce the teaching force of the State, while the way is being prepared to place the entire educational interest of the Commonwealth in the hands of a State Commission of Education above the control of the people, the Governor, and almost all of the Legislature. It was only by a desperate effort that such a law was defeated in the last New York Legislature, while a bill, (Senate 195) embracing many of the evil features of that defeated in New York, is ready to be presented at Trenton next Winter.

There is no doubt that a concerted movement is in the progress, not only in New Jersey, but throughout the country, to wrest the control of the schools from the people and place it in the hands of a small permanent body of men responsible only to themselves.

*Elizabeth A. Allen
Principal Teachers' Training School, Hoboken
1,217 Garden Street, Hoboken, NJ,
July 3, 1899*

*The future of the children
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Alice L. Brewster

Alice Brewster, a native of New Hampshire, had graduated from Wellesley College in Massachusetts before becoming a teacher and relocating in 1891 to the girls' department of the Model School, which served as a teaching laboratory for the State Normal School on Clinton Avenue in Trenton.

In an essay written for *The Signal's* Centennial Edition in September 1955, Miss Brewster, then in her eighties, provided a revealing look at school life at the end of the 19th century. A mainstay of the English faculty at both the Model and Normal Schools for 42 years, she wrote:



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"The Model School was located in the right wing of the old State Building on Clinton Avenue, opposite the boarding halls, the first floor for boys and the second for girls. A wide corridor on each floor had three classrooms on each side, closed in with glass windows. They served two purposes: Classrooms were always open for inspection, and restless eyes inside could enjoy corridor sights.

"... This was a day before conventions had been shattered by war demands and the growing reach for individual freedoms. Dancing was taboo. Girls and boys must be chaperoned. At graduation seasons the senior girls were taken to the auditorium platform to rehearse seating themselves without showing the peep of an ankle below their long gowns.

"Climates have altered since those days and heating systems have improved. During winter we were all encased to our necks in wool or flannel. V necks were unknown. I recall one winter day when Miss Brooks, the vivid music teacher at chapel in the auditorium, appeared in a charming, thin, white cotton shirt-waist, looking like a May

morning. As she raised her baton and dimpled at us, a silent, electric, 'Me too!' rippled from girl to girl. You just knew that every girl was going to do what she could to look like that!

"Miss Ely was greatly concerned at the danger and later confided to Miss Brooks that we might be facing an epidemic of pneumonia. That was the beginning of the white "shirt-waist," which, with modifications has summered and wintered with us ever since.

"Societies—not then called sororities—sprang up of themselves. The boys reveled in the fame of the Thencanic—the girls had their pride in Arguomuthos and Philomathean. The Arguomuthos was begun by members of the class of '95—and their friends in Normal—and in all the societies as they came along, the Normal had a share. Silver-tongued oratory was the first purpose of Arguomuthos, expressed in its name. Their meetings aimed at impromptu debate and 'pure English.' Later, drama made its appeal and nothing short of Shakespeare met their aspirations.

"... Gradually the societies began

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to gather their alumnae for special occasions. These were rather formal affairs with lengthy speeches. Nobody dreamed of banquets, but toasts were many and solemnly pledged in lemonade. An occasional picnic at Cadwalader Park was considered a spicy event.

"The Model School had two lives; its use to the Normal, as a training school for teaching; the other in its own right as a satisfactory academic school for the city of Trenton and other areas of the state. Those were days when home was the center for youth—no movies, radio or TV. Families were closely following their children, making friends with their teachers, along with their interest, and hearty support of the school.

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Alice Brewster on the porch of her New Hampshire cottage with an unidentified friend.

Miss Brewster's retirement in 1933 seems to have corresponded with the move from downtown Trenton to Ewing Township over a period from 1931 to 1935. She had served in the Model School program until it was disbanded by action of the state legislature in 1917, but remained at the Normal School for the rest of her career.

Some further insight about the College and Miss Brewster in that early period comes from an article by Marion Lorenz Hoeman who graduated in 1931 with a major in music education. As she wrote in the *Seniorgram*, a magazine distributed in the Trenton area in 1985,

"On the last night before the Christmas recess, it was customary for the women who lived in the dormitories to go caroling early in the morning. Faculty members who lived near the College were the recipients of our vocal endeavors and Christmas cheer. It was an individual decision to leave a warm bed in order to carol.

"At 4 A.M. the bell in Center Hall would ring loud and clear, waking not only the carolers but also everyone else in the three dormitories. We would assemble in front of Center Hall, numbering about 25–30 sleepy souls. Bundled up in warm clothing and armed with flashlights and music sheets, we would sally forth to bring Christmas cheer to the faculty (so we said). Several of the men students would accompany the group, giving us a sense of security and camaraderie as well as rendering some good robust bass tones which only a male voice can supply.

"It was wonderful to walk along the silent streets, most of the time covered with a light fall of snow. The clear cold night gave a new dimension to familiar areas. The moon and stars were our only

companions in this joyous activity. The cold air managed to dispel any remnants of sleep. We were going to carol!

"Following a list of addresses the group would make its way to a faculty residence, sing several carols and watch for the candle to be placed in the window. That was a sure sign of acceptance of our gift of song, followed by happy Christmas greetings called out by the listener. To be sure, we were very, very hearty in our greetings, too.

"Miss Brewster, who taught literature at the College, was an adorable listener. Dressed in a ruffled high-necked gown and a frilly cap on her head, she would appear at her second-floor window with a lighted candle. Opening the window, she would listen to our group, clap her hands and ask for another carol. As she stood there, we couldn't help but feel she was the living embodiment of a character in one of Charles Dickens' novels. A Victorian picture of all times.

"As the morning light appeared and the sounds of the new day began, many of us would head down to Child's Restaurant on East State Street for some scrambled eggs and hot steaming coffee.

"As I celebrate my Christmas holidays, Miss Brewster is part of my Christmas memories—the silent night, the serenity of the heavens, and we earthlings, trying in our own way to add our measure of 'Peace on earth, good will to men.' Thank you, Miss Brewster."

Sarah Y. Ely

Even for a time when 16-year-olds were routinely sent out to teach in public schools, Sarah Ely was unusual.

Educated in Lambertville, in 1864 she enrolled in the Normal School before she turned 15, completed the course work by age 16, and immediately was hired to

teach mathematics in the Model School. As she did so, she continued to take classes in Latin, Greek, and French, for she was planning to attend Vassar College. Instead, she stayed right where she was, teaching math to the younger girls and eventually becoming supervisor of the girls' department of the Model and Normal schools until



her retirement 47 years later, in 1913.

As one of her Normal School colleagues, Alice Brewster, described it, the girls' department was "the realm of Sarah Y. Ely, for she was the spirit of justice and mercy that held in her own, the hearts of all in her kingdom."

Above all, Miss Ely knew and loved her students. Years after they both had retired, Miss Brewster recalled Ely would sometimes "quick-step from her office at the end of the corridor to some classroom, to call attention to a bit of misbehavior, or plotted mischief, or even deeper offenses, but always with the light of understanding in her eye. How those girls listened! ... Her motto was always, 'Condemn the fault, not the



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girl! After an interview with her, the offender was always penitent, assured of the justice and sympathy with which she had met."

After leaving teaching, Miss Ely threw herself into community life of Trenton, and was for many years active with the Trenton YWCA, the Carolyn Stokes Day Nursery, and Contemporary Club of

Trenton. She attended every Normal School reunion and lived to see Ely House named for her in 1934. A portrait of her, commissioned by alumni of the Model School in 1911, was relocated from the auditorium on Clinton Avenue to the social room of Ely House where it hangs today.



Norsworthy Hall: Its days are numbered

The final contingent of female students housed in the original Normal School

campus at Hillwood and soon new fraternities and sororities appeared. Homegrown dances, dramatic performances, concerts, and holiday parties enabled and encouraged the small student body and faculty to know one another. Sports teams with better



dormitories on Clinton Avenue in Trenton moved in February 1936 to Norsworthy Hall, a large, three-story, colonial brick structure overlooking Lake Sylva just to the east of the Allen/Brewster/Ely complex. Designed for 140 women, it opened that year with only 130, but used 10 rooms in a western wing as an infirmary, another space for the College telephone switchboard, and a large basement room for meetings and social gatherings.

While 1936 saw the Great Depression deepening, male enrollment dropping off, and the future highly uncertain, it was also a time of strong cohesiveness within the student body. All the student organizations and social groups that had been part of the student scene in Trenton relocated to the new

practice facilities were becoming more competitive and drawing strong student support and enthusiasm.

Although Norsworthy was occupied in February, it was not until the following November that it was formally dedicated at ceremonies held in Kendall Hall. What was then a student group known as the Laboratory Theatre put on a dramatization of the history of women's education, and a former dean of Columbia University spoke about the woman for whom the building was being named, Naomi Norsworthy '95.

Long before she enrolled at the New Jersey State Normal School at Trenton at the age of 15, Naomi was determined to be a teacher. Her teachers recalled her as a small, highly intelligent, but frail girl who was known for being both clear



There is no doubt she was a promising leader in the psychology of educating children, a science that was in its infancy when she entered school in the 1890s.

thinking and ambitious. She completed her course work in three years, graduating in 1895. She then taught three years at Morristown before entering the Teachers College at Columbia University in New York.

It was at Columbia that Norsworthy grew into her own. Recognized at once for her intellect and drive, she earned a bachelor's in psychology in two years, was appointed an assistant instructor in 1901, and in 1904, doctorate in hand, joined the Columbia faculty as a full-time instructor at both the undergraduate and graduate level.

It was not an easy time for her, however. Male students were not

inclined to accept being taught by what they derisively called a "chit of a girl," or a "slip of a woman," but eventually accepted the judgment of other faculty that she was a fine teacher. She served as an adviser to women students, and became deeply involved with campus student activities. Most difficult for her, however, was the need to establish herself as a scholar while at the same time caring for her mother, who was terminally ill with cancer.

By the time her mother died, Naomi herself had been diagnosed with cancer. Her academic career was cut short by the disease, and she died in 1916 at the age of 39. There is no doubt she was a promising leader in the psychology of educating children, a science that was in its infancy when she entered school in the 1890s.

Norsworthy Hall remained an all-women's residence until the early 1980s and while it is still a popular coed dorm, its days are numbered. Deemed too costly to renovate with improved heating and air conditioning, Norsworthy is scheduled to be demolished and to be the site of a new, larger residence hall—one of a pair that will house the entire class of about 1,200 first-year students. The other unit in the pair will replace Centennial Hall, a large dormitory nearby that has been planned for demolition for several years. The goal is to have two new freshman residence halls forming a quadrangle at the ends of a large lawn bounded on the northeast by the lake. While we have learned to be wary of construction schedule announcements, work on the project could begin in 2006.

