

CHARLES CARMAN INTERVIEWED BY JAMES SILVER, November 21, 1985

I'm James Silver of the Department of Early Childhood and Reading and this is Dr. Charles Carman of that same department and this is one of the series of documentary history of Trenton State College. We're here to interview Dr. Carman and to get some of his recollections of his time at the college here and the college itself, the program, the students and anything else that comes to mind. Some of the problems here we've had and things of that nature. Now we'll start with the questions, Dr. Carman, and I think we'd probably like to know a little bit about your training in education prior to coming to Trenton State College. How did you get into this business?

Carman: When I got into Trenton High School in 1928 and shortly after that the Depression happened it just meant for me that I was not going to be able to go to college. I had an offer to go to Trenton State College which was then Trenton State Normal School, but I didn't have \$500 in order to get so I had to wait. In 1935 I began my college career at Rutgers and I graduated from Rutgers in 1940. At the time I graduated there was a new school that had been built called Junior Two. And I applied for a job there as Teacher/Librarian, received the job and immediately started in September of 1940 to organize two libraries in that school and also teach three classes a day. I did this until I was inducted into the Army in 1942. I spent two years, 11 months and 16 days in the United States Army visiting such places as Africa, England and all the countries in Europe where the troops fought in the Second World War. The unit I was in was a combat outfit and we did the D Day landing, Normandy Beach, were cited with the Croix de Guerre, and also the Distinguished Service Medal from the United States Government. We served in every campaign in Europe and finally wound up on the road to Berlin. After the war was over and I was back in school again, I decided that the G.I. Bill was a good thing to use, so I started to get my masters degree which I achieved in 1948. In 1948 they counseled me at Rutgers University not to allow any of the money from the G.I. Bill to go to waste, so I entered the Graduate program for the doctorate. This was the longest period of time for me to get any degree because it took me eight years in order to get that degree. In 1956 I required that degree. At that time I was still working at Junior Two and then in 1958 I was called to the principalship of Gregory School in Trenton and accepted that because I had all of the certifications for a principal, supervisor, etc. I stayed at Gregory School from 1958 until 1961 when, because of my good friend, James Forcina, I decided that I would like to have the experience of teaching in a college and also sharing my experiences with young people who wanted to become teachers.

Silver: Okay. You were very active. When you said you were on a tour in World War II, it wasn't of a tour nature. Anyway, you mentioned that you came here directly from being a principal of a school. You mentioned that you came here partly because of Dr. Jim Forcina. What was your relationship with Dr. Jim Forcina?

Carman: Jim Forcina was a member of the staff in the Trenton School System for a good many years. He served as a teacher and administrator. While he was doing that he did much in the matter of the curriculum work down there. And I served on a lot of curriculum committees with

him. I found out that here was a man who was dedicated to this field of education, a man who knew his business, and when I heard that he had moved to Trenton State College, I recognized the fact that Trenton State College was going to benefit from the experiences that this man had in the Trenton School system and to Jersey because he was a recognized educator in the State of New Jersey.

Silver: I, too, remember Jim very well because both Jim and I came to this college in the same year, and we both shared the same kind of teaching assignments. He had JPE, which is Junior Professional Experience, and so did I. We were both across the street at Lanning School. We'll talk more about Jim and you and I later. When you first came to the college, this was part of your transition from public school situation, most of your educational time was spent in the public schools, were there any surprises, or was there anything that you didn't expect? You know, that you didn't realize was going to happen, or --what were your first impressions?

Carman: I'll tell you about that now and I say this because I had been a student at Trenton State College many, many years before I started in as a teacher professor here and in the 1930s they had a library school here in the summer. I had decided that it would be a good idea to have two professions, and so I pursued the profession of being a librarian as well as being a teacher. In 1936 I enrolled at Trenton State College in their summer library school. A lady from the State Library, Sara Askew, ran that school. And so, for four summers I attended this college. Not only that as a boy I had known where State Normal School was and had always looked upon the people who came from there with great respect because many of my teachers came from the State Normal School when I was going to school. But I had occasion at times to visit the State Normal School, so the two extremes was giving me a background at Trenton State College. When the matter of my coming to the college was first broached, I said to--I think it was Dr. Peterson at the time --that one of the reasons why I would rather teach at Trenton State College than any other college because of the fact that I had been familiar with it as a youngster and as a young man and I had done some work at the college for my library certificate and so I was very prepared when I came to this college. When I got here one of the strange things was that at that time we had what we called the "portable" wasn't it? What was the name --?

Silver: High class names. They were barracks--basically a barracks.

Carman: And so I was assigned an office in the barracks, and if I remember rightly John Charlton was in the office with me.

Silver: John is in the Education building now, Forcina Hall.

Carman: Shortly after I arrived here I met a number of people, and one of those people happened to be you, James Silver, and this was the start of a friendship that has lasted over these many years and has formed the basis of the re-education of Dr. Charles Carman. Because when I came to this college I found out that teaching at the college level was much different than teaching at the junior high school level, and it was much different than my serving on many committees and so on because at the college level we still had all these ---they are of a different ilk, and so I had to adapt.

Silver: what were the essential differences?

Carman: The "difference was that you were dealing with a student who was more mature than the students I had dealt with in high school and junior high school. And so I had to relate to them in a different manner. I would say too that the discipline at the college was so much different than in the public school, than you could find in the public school classroom, and therefore, in dealing with these more mature individuals, it had to be a discipline that would cause a cooperativeness between the student and the teacher because only under those circumstances can a learning situation exist at the college level.

Silver: Now let's see if we can go back. Who was the President at that time?

Carman: The President of the college was a very good friend of mine, Ed Martin.

Silver: And who was the department head at that time?

Carman: The department head, the first year I was here, was Jim Forcina, and then the second year Dr. Brower took over. Clayton Brower.

Silver: He became President of the College later. Not too many Presidents of this college have had experience in education departments okay.

Carman: Can we say something about a couple of other presidents? During the time that I was here I we had one, two, three, four, five, no four presidents. Following Ed Martin was Dr. Heussler.

Silver: No, following Ed was Dr. Hill, if I may interrupt you, Warren Hill.

Carman: Yes. And Dr. Hill and I became very good friends. In fact Dr. Hill, his wife, and my wife and I had very many fine times together. Dr. Hill was a very, very, I think you would call him an enthusiastic person for the job that he had.

Silver: He went on to become Commissioner of Education for Connecticut. We had, you can quote me, we had Dr. Gillenwater. Remember him? He went out to Arizona.

Carman: After Dr. Hill came Dr. Heussler.

Silver: okay. You remember when Dr. Heussler left, that was when we had --that was when Brower became President. So I think ... unintelligible... In fact, there have been so many presidents here, Charles, it's hard to keep track.

Carman: Well, if you want me to characterize Dr. Gillenwater, I would say that here is a man who was very dedicated to his job and he was not only dedicated to the administration of the college, but he was dedicated to all of the departments of the college. I thought that Dr. Gillenwater was the kind of a person who would know you as a person who was teaching in the education department, in the history department, and so on. And he knew something about the curriculum. His wife was a lovely person too. And because this had become a format in our lives we became very friendly with the family and did many things with the Gillenwaters. We still keep in touch with the Gillenwaters today and we're both sorry to say Dr. Gillenwater is not a well person, and I sincerely hope that he will become better in the next year than he has this year.

Silver: I hope he will too, and they lived in the little house next to the lake, right? All the presidents lived there and I can remember some of the good times that we had with Dr. Gillenwater, his wife and faculty. Let's talk a little, Charles, about what you actually did for the

college. What were your particular areas of expertise?

Carman: When I started out they assigned me some student teachers for supervision. I will always remember my first assignment because it included three students up in North Jersey. Now at the time I think I had six or eight students. I can't remember what the number was but in addition to that I started to teach the social studies methods course. I wasn't involved with the JPE the first six years I was here but I'm going to say something about the student supervision at that time because we did supervision all over the state of New Jersey. The assignment of three people in North Jersey included going to Ridgewood and then on up to a town right on the border of New Jersey. And so I would leave about 5 o'clock in the morning in the days when I went to visit the two in Ridgewood and then after lunch went on up to this other town on the border and finished up there about 3:30 in the afternoon. Then I had to come home. There's something very odd about this because the person, this person up on the border of New Jersey, developed some trouble, so I did not have to make just three trips to that school, I had to make five trips to that school in order to rescue that individual. But I'm very happy to say that between the principal, the teacher and myself, we rescued that individual because he did have the qualities that would make a good teacher. He was not, I would say at the time we started to work with him, dedicated. I think he wanted to do something else, but we wanted to try to get him through and we finally convinced him that he was going to make a good teacher and I'm happy to say that I checked after that, about a year after that, and found out that he had been hired by the school system and he was having no problem.

Silver: That's one of the success stories --that's the kind of thing that makes this job worthwhile. Okay you have the seniors which involved a lot of running around, that's for sure, but when you got to the junior professional experience part and tell us your reactions to that. Why was it so important?

Carman: Well, it was one of my objectives to get into that program because Dr. Forcina had explained that program to me before I came here. It was really one of the reasons I wanted to leave the Trenton School system and come up to Trenton State College to teach because I knew from what I knew about the program that it was a good one for training these young people who would become teachers. And so it was in February of 1958 when I came here --no that would be '61--1961 in February of that year I was assigned a JPE critic.

Silver: Charles, just so the millions of people who watch us here, understand what JPE is, briefly clue us in on that so we can get an understanding of it.

Carman: The JPE program is unique. And as I understand it, it was established here and it was a first. It not only includes all of those things called methods courses, but it includes the actual teaching in the classroom. Whenever a youngster is involved in this JPE group he attends classes or a class many times five days a week. Two days of that week will be in a classroom where the professor is working with the student on various things that that person would have to know in order to be a teacher in the classroom: the technical aspects of that classroom, the planning, and how to go about the short range planning, the daily lesson plans, and also the long-range lesson plans for the unit. Not only that but we were required to help these people teach handwriting

which was really a chore, because most of these people had had handwriting in school and had completely forgotten that this was something they were going to have to teach in elementary school, so this was a real challenge. Not only did the students have to learn how to do this, but I had to learn how to do this. And so I did it. Now I was fortunate in that I became a principal in the Gregory School in Trenton I had to supervise teachers who were teaching handwriting so at that time I learned how to teach handwriting to those teachers and as a result it helped in my experience here at this College. One day a week was involved with a demonstration lesson and this was a very important part of the work for JPE because when these young people would go into a classroom and see an experienced teacher teach a certain kind of a lesson, it might be math, it might be social studies, and actually many areas of the curriculum. Going into different classrooms and seeing these youngsters teach, the youngsters in the college class were able to adapt some of the activities, and not only that were able to become familiar with the way an experienced teacher works with the children, disciplining the class, questioning the class and testing the class in many different ways and so on.

Silver: As I remember the most important thing was the discussion afterward.

Carman: Yes, that discussion afterward was the focal point of the lesson. Actually the lesson was important because we had to prepare these youngsters to give all their attention at the time we were watching and to take notes too, and then afterwards when somebody came in who took the teacher's class we'd move out to another room and there we were able to talk to the teacher and question the teacher and the students were able to do this too, which was very important. As a result they had an experience which just can't be had in one of these new programs under this alternative method that they're talking about at the present time. The experiences that these people have in that one section of JPE that one day a week cannot be duplicated by being in a class with a teacher for four hours a day and under pressure all of these things that the person has to learn about teaching but has no idea about and it gives our students a background that's so very, very important.

Silver: So essentially, Charlie, your job was to supervise students back in college....and then to follow students into the classrooms and to try and get them to make the applications that you had taught them and to follow through and through experiences try to make them the best possible teachers. Now there were some other things that you were involved in that were not really part of your exact teaching load in a sense but one of them had to do with the outdoor education program and I'd like to hear --we'd like to hear some of your experiences with that program.

Carman: You know what it was? Wappaloni. Wappaloni. Stokes State Forest was the official name and then called the School of Conservation "Getting Ready for Wappaloni." I was assigned to this program and felt very good about it because of the fact that I had a natural love for the outdoors. When I got up there one of my assignments was to learn something about the outdoors and different groups of students was known as a specialist in the community and was known as the "Voodoo Man." Not only that but Bob Ricci up in that area of New Jersey, I found out that there were many, many dairy farms and also a very unique farm called a mink farm which was in Riegelville, NJ (?). I decided that because of so many questions from the students, there were

many that there were many who never had anything to do with cows and the dairy industry and certainly none of them had ever thought of a thing called a mink farm and so what I did in the first year was that I cased the area and found a number of farms that would accept our students as visitors and also I went over to Riegelville and saw the people who owned the mink farm and they consented to our visiting the mink farm one time when we were up at Wappaloni. One of the unique things about the farm situation was that at each of the farms they raised a different type of cow. Not only that but at each farm they did a different kind of milking process and all of them family farms up to the great farm on route 206, The Ideal Farms as it was called, we were able to give our students these different kinds of experiences. One experience that most of the people did not have was that of standing next to a cow and being able to put their hand out and touching that cow. And the joyful looks on the faces of these students will long be remembered because they thought that this was one of the greatest things in the world. I'd like to return to the mink farm for just a moment because at that mink farm they not only had the minks but they also had a little zoo on the other side of the road. There were miles of mink pens here and the owner of the mink farm took our students through these mink sheds, explained everything about the way in which minks were raised and the way in which they were fed and then one final demonstrator brought a mink coat which certainly caused all of the girls in the class to become very, very interested. But that Wappaloni was ---and I'm glad to hear that it's continuing---

Silver: there was something else about financing. The thing I wanted to mention was, but first of all I do want to say this, you went on and became very, very knowledgeable about the students and their habits, became more knowledgeable about dairy farms and so on, you helped pass that on to your students, and that is you know the essential function of a teacher and you always just keep on learning. I wanted to mention this that the value of the education program and I know you don't like to hear this has always been we'll have to do this next year because we never have enough money. There always was the question of whether or not there would be funding. Just recently the members of our department and various members of the administration there is a movement to make the environmental education program an integral part of our education program where we don't always stretch out so to speak, it's a part of it and the funding apparently has been solved for all time, and the program will continue. It's no more if, if, if kind of thing.

Carman: I'm very glad you read that Jim because of the fact that it is one of the important parts of that GOE program.

Silver: You have to consider that some of our students have never been to a mink farm, a dairy farm, never been to a mountain, never saw a forest, never saw High Point, no idea what the Kittatiny Mountains are---if nothing else happened, that kind of experience in itself is justified. Let's go on to some of the other things here. I want to get your ideas relative to the library that we have here, and your part in developing the Curriculum Resource Room. So let's talk about that for a while.

Carman: When I arrived at the college I immediately went over to the library and offered my services, because I'd been a public librarian, a school librarian, and as an elementary school principal I had something to do with the library in that school, because we did not have a

librarian, so I found out that there was not much in the way of curriculum resources over here. Miss Perry was in charge of this operation and together we cooperated and started in the library, in a section of the library, a collection of all college and teaching materials which included pamphlet materials and books of all kinds that could be used by students in their planning during their work in JPE and also senior student teachers and of course we have many people come back to Trenton State College after they graduated if they're in the area and use our facilities. One of the things that I can remember doing for that library that was very important was getting a collection of all kinds of pamphlet materials that were given to the college by a central organization in the United States which was involved with all kinds of curriculum things, planning, getting together all kinds of informational ---ASC that was the name of it. Dr. Forcina in the third year that I was here was the President of that association, and as President of the association he was supposed to get together a brochure listing all of the available curriculum at that time from many, many companies. As a result he asked me if I would help him with this job of getting together a brochure for a meeting in Atlantic City. We did and we received between a thousand and twelve hundred of these materials, cataloged all of them, made the brochure and then after the meeting was over Trenton State College was in possession of all these materials. It was quite a big thing at the time, because we were in the period of growth and hadn't reached a period where we had all the materials we wanted. But this collection of between thousand and twelve hundred materials really helped us to do the job of providing our students with all of the basic materials they needed for their planning.

Silver: Okay. Let's get into some other areas here that deserve some commentary. What are your impressions or feelings about the quality of students that you had here at Trenton State College over the years?

Carman: One of the happy things about my experiences at the college was the students. In all my professional experiences my chief objective and goal was to help people learn and when I started with supervising and my work in the classroom, I found this mature group of people who wanted something and what they wanted was to become a teacher. In all my experiences here I cannot remember one student that was objectionable to me. And I was here eleven years and of course was in contact with many, many students during that time. I'm happy to say today that in many situations I meet my former students and at all times they are exuberant about Trenton State College. Not only that but I get into many, many schools today just visiting and I find there many, many teachers who were my students here and in questioning the principal or vice principal of the school about how they're doing, find out in each case that they are doing a fine job. In fact, there are three of my students right now who are in our area and are principals of schools. Not only that but if you'll remember the name Gary Hilton from your newspapers, Gary Hilton was a student of mine at one time, and he's now assistant in charge of the prisons in the State of New York. And you'll say to me well, "what does that have to do with becoming a teacher?" Gary Hilton was a fine teacher in the Lawrenceville School but later on Gary Hilton became involved with the prison system and if you know anything about the prison system, you'll know you have a great instructional program there today and so Gary Hilton is involved

not only with the administration of the prisons but in that instructional program as well. And he got his training at Trenton State College.

Silver: There was a definite and direct relationship between the two things. I want to tryout with some things here just to get your impressions like a psychologist would --he gives a name and then you have to make an association, stuff like that.

Carman: I understand.

Silver: Some of them are contemporary, some of them may be a little bit back in the past, but what would be your reaction for example to a name change for Trenton State College? There has been some talk about changing the name and I guess they would want a more regional name in some cases or perhaps they would want to name it after some important person.

Carman: I react in a very negative way to this, the same as I reacted to the business of bring all of our state colleges together in a university. Trenton State College actually started back in 1855. At that time it was called the Trenton State Normal School. It came into existence because of the fact that teachers at that time were not trained to do the job in the classroom. They were subject matter people who were chosen to man the classroom to take care of children and that's about what it amounted to, to take care of children in what we called our public schools. There were a lot of people in New Jersey who did not like this, and especially parents of children who were supposed to be in learning situations but were not involved in good learning situations. Actually these people were not teachers. Well, as I said, in 1855 Trenton State Normal School started and then in 1942 we moved to Trenton State College from Trenton, New Jersey down on North Clinton Avenue up to this college. The name of the college was Trenton State Teachers College. It had this name because of the fact that Trenton had an historic background, it's well known, and is written about in every textbook, not only that, but we had other things about Trenton that were very important such as the industries at one time. We could mention some of them: Lenox Pottery, John A. Roebling, American Steel, etc. The John A. Roebling Company was one of the leaders in making the cables for the new suspension bridges throughout the world. Not only that, Trenton was well known throughout the United States as a pottery center. All of these things, the great reputation of a city like ours and the name being what it is, I can't see at the present time ever saying well, we should change this and give our school the name of a person. Now one other thing that is very important, we've had a lot of people go through this school since 1855, and these people are loyal to Trenton State College and it would be the most wrong thing in the world to let our alumni down and the present students at Trenton State College by renaming this very fine college.

Silver: Okay, Charlie. I guess you settled that. So one of the things that are on the contemporary scene, there seems to be a tendency to move the college more and more toward liberal arts type college and I know that you are aware of the fact that there's no longer or mention of an Early Childhood major at the college. The only way you can become a teacher now at Trenton State College is by taking education as a minor. You might minor in English, Psychology or Chemistry or Physics or whatever the case may be, but you can't major in education. What's your reaction to that?

Carman: Whenever I hear people talk about this I fume. And fire comes out of my ears, eyes and every other aperture in my body. I am at the present time fighting this matter. In the not too distant future I am going to be able to appear before the Assembly Education Committee. At that time I am going to inform the Assemblymen on that committee that a great injustice has been done to teacher training in the State of New Jersey by the present people who are in the administration at the State Department of Education. Let me go a little further. I have been in touch with the Governor on this particular item and not too long ago I received from the Governor a letter concerning a paper I had submitted to him which included 63 questions about whether or not this program Caldwell termed for the certification of teachers should be in an experimental stage or should be considered the program that is going to take the place of teacher training in the colleges. This is what the Governor said: Dear Dr. Carman: I am sorry it has taken me so long to respond to your June 7th letter about the alternative route to teacher certification in New Jersey. Nevertheless I want to thank you for providing such a rigorous account of your reactions to this program. I will take your views into consideration as we study the alternative route this year. Thank you for your letter. At the present time I was writing a letter to the Governor in which I am objecting to the business of teacher training at the college being considered to be a minor. As far as those liberal arts are concerned, a teacher curriculum at this college always included liberal arts courses to the extent that we had majors who had credits far in excess of some of the liberal arts majors. Some people have the idea that when you take teacher training that all you do is take message courses. And somehow this term has been used in a derogatory manner. Message courses are very important to a person becoming a teacher. Liberal arts courses are important to a teacher, but let it be known right now that all Trenton State College students who were majors in education always had subject matter up to the hilt so that they would be able to teach it in the classrooms.

Silver: Charlie, why don't you cut that last five minutes out and put it on time statements and all the channels in the state and I'm sure that you would really make an impression through sincerity and the intensity of it where your man is talking with the first five years experience in this field. Now I think that what we ought to do is go back to the actual college. There must be some interesting and maybe some insightful kind of anecdotes or stories you'd like to tell that might interest future generations. Can you think of any particular stories that you might want to tell us about your experiences here at the college?

Carman: I think one of the experiences I had at the college would be good to relate and it was in reference to my relationship with one James Silver. When I came to the college I found 'out that I had to learn much about the use of many different kinds of materials, and so I started to check with Dr. Silver about this matter of how he used the various media materials and then also how he organized this and presented it to his classes, especially in the field of social studies. One of my experiences happened in the old barracks when Dr. Silver and myself decided to preview a film called "Seed Dispersal." We had been arguing about how to teach a particular lesson and use the constructive materials and so on. As a result of this, I think that toward the end Dr. Silver gave me a dressing down and told me at that time that if our relationship was to continue that I

would have to have more respect for him, and believe it or not, I had respect for him over the years. Not only is he a wonderful professor in the classroom, but you have to remember something about Dr. Silver his one objective, the same as mine, was to teach young people how to become teachers and to counsel them in the ways they could become a teacher. I would like to just inject this, the things about a teacher at the college here is not that they are always involved with the classroom and supervision and that sort of thing, but teachers in the Education Department have such a good feeling for their students. As a result they are counselors as well as teachers.

Silver: Thank you. That applies to me and it certainly applies to our college and our department. You have given me a certain amount of credit for helping you and so I did have the benefit of that, but I had never had the experience of anybody quite as intense as you. I mean, you really were an intense person. And all these questions that you asked and the millions of angles that you could see, I thought, "is this guy trying to pick me apart?" And then I came to find out that you really wanted to know and I really appreciated that. Tell us about some of the experiences that you had with Jim Forcina whom we all dearly loved and myself back in the hoagie place across from Lanning School.

Carman: What was the name of that hoagie place? It was called the Hot Rod Jamma or something like that. This was located across from the school, Lanning School, and so the three of us were going there for our noon lunch. At that time I don't remember that we talked about anything else other than education, because always concerning some neat thing that had happened to us and something that we could share with each other. Dr. Forcina had been a teacher for so many years and a principal down in the Trenton system in a number of schools and he was able to give us some of his experiences, quite calmly and objectively. One of the major things that would come out of these meetings would be something that had happened in the classroom as far as I was concerned because I always used what I could learn from these two men.

Silver: It's a two way street, Charlie. I often think that Jim and you and myself had some kind of equivalency course because of the education we gave each other. (Carman: three way street.) I don't know how we fit into those booths over there. they were really very, very crowded. I remember my favorite sandwich was their steak sandwich. You probably don't remember the other place we used to go to. Where did we go to lunch a lot? (I can't remember) The popular Seafood Shanty. There's a liquor store there now. The Chuckwagon. And remember the sandwiches that were --if you didn't get the liverwurst they'd stick you with cheese. That was a great place.

Carman: I want to go back to the Hot Rodder place. There's one thing that you can count on with the Hut. When we got back-to the college somebody would corner up close to you and say "you were over at the hut." (Right) Because they used a lot of onions over there and as a result your breath was always a giveaway.

Silver: That place was torn down I hear, burned down. When you get back over to the college now --we've talked a lot about Jim. Who were some of the other, do you recall, even prior to

your coming to the college. I know you said something about Dr. West, one of the earlier presidents. What was your --were you involved with him?

Carman: Yes. I was involved with him through Dr. Goodin who was a very, very good friend of ours. Dr. Goodin was on the faculty here for a good many years and he had introduced me to Dr. West. Of course I knew Dr. West from the time that I had been coming here in the 1930s because he was President then. But through Dr. West I was contacted and asked if I would like to participate in making a study of licensing of professionals in three states: New Jersey, New York and Pennsylvania. And Dr. West and I--we were working for some kind of association at the time, and also the State Department of Education--and Department of Licensing in the State of New Jersey. While we were working we took a number of trips, went to all the meetings and went out to Harrisburg where we saw officials in each place and got together all of this material on the licensing of professionals and how it affected the Education Department and also the Licensing Department because the Education Department does license other kinds of people besides teacher, administrators, and so on.

Silver: Charlie, what were your impressions of Dr. West?

Carman: Dr. West --he was a famous person in his time --Dr. West was a very forward looking man. He was a very impressive person in spite of the fact that he was so short in stature and when he had an idea, you accepted that idea because he sold it to you, not because he said you should have it because he was that kind of a person. If he had an idea, he would SELL it to you. And you were able to talk to that man and make your own points of view and I remember that one thing that happened to me in writing up this report in licensing was that he objected to something that I had proposed in the organization of the material. We had held a session and in the end we decided that maybe two ideas were better than one so we congealed what we were going to do and came up with a good format.

Silver: I know I'm leading you in a sense by asking you questions, but so many things you say trigger some other things. We didn't get into what your doctorate was about and I recollect that it was a very significant study that had some really good and specific impacts. Just tell us a little bit about that study.

Carman: Long ago I was over at Rutgers and the professor came into the classroom and his introductory remarks to a class were something like this: I have just come from a meeting on the use of equivalency credits. I am going to repeat that: equivalency credits. I had never heard of equivalency credits, but I immediately perked up my ears and decided I'm going to remember that term. And he went on to explain what these were. They were the kind of credits that a teacher could earn sometimes over a summer in a school system on the outside of a formal learning situation. For example, a first grade teacher might need to learn to play the piano and so to earn an equivalency credit she would learn from an instructor how to play a piano and how to adapt piano music to her classroom. Other kinds of things where a teacher at a third grade level didn't know enough about art so she went to the Trenton School of Industrial Arts on West State Street. Or she might even take courses with an individual who was an artist. And there were so many of these outside things to be involved in that were very important to the job and the

classroom so I decided that I was going to investigate this and I found out that there was no study in the United States at that particular time on equivalent credits, so with this up I contacted maybe 25 different school systems and found out that this was something that was used and I wrote my outline for my doctoral dissertation. This was No. 7 because before this I had six which were knocked down, but 10 and behold, I worked up this outline and it was accepted, and it was accepted because of the fact that I had listened very carefully to my college professor and so I would think it's a good idea to listen.

Silver: The significant thing about this is that not only has the equivalency credit since that time has come to the point that it's a recognized practice in over 500 collegiate institutions all over the United States. As a matter of fact Trenton State College and the Empire State College in New York State and so on are culcated on the idea that we should get college credit for those trying to get experience in real life that could be applied to various college degrees, including doctorate degrees, so you were one of the pioneers in this particular respect.

Carman: May I tell you one other thing? That this equivalency credit came from trying to make this credit that was being earned at the time to credit, college credit that was being given at that particular time.

Silver: All right, now getting back to the college, we're in a time warp, going from one time span to the other time span, but I think that's okay because this time it's going to be our final. We're probably getting pretty close to time here, we've covered an awful lot of ground. What would you finally like to say relevant to the college here, and what you think is important. Can you wrap it up?

Carman: Yes. Trenton State College is great. Not only because I came here as a student, but because of the fact that I taught here. I would like to see Trenton State College do something about returning teacher education to a point where it was years and years ago, when we were turning out good teachers. I think no reason why we should do away with any education department or any liberal arts department in this college because there always is a call for them.

Silver: Charles. Our time is up. Thank you very much, we appreciate it and I think that this tape will be very useful to future people.