

DR. CAROLYN HAMMOND INTERVIEWED BY LILYAN WRIGHT ORAL HISTORY

Prof. Wright: Welcome to Trenton State College and the Living History Series. We have with us today a very, very well known woman, a former professor of Health and Physical Education for a number of years at our college. I would like to introduce you to Dr. Carolyn R. Hammond, Emeritus Professor at the College.

Dr. Hammond: Thank you. I'm glad to be here today.

Wright: Let me begin by asking you, how did you come to be a student here at this college.

Hammond: Well, if I can remember, 43 years ago, I considered Health and Physical Education as my interest and thought that I would go either to Trenton or to Skidmore. Right after the war, my father was a farmer, there was no opportunity for me to go, my sister had two more years in college, and I had to put in time while she finished college, and then my mother graduated from Trenton Normal School in 1899, and she thought that this was not too far from home, I mean as far as Boston and Skidmore, and so I applied and was accepted.

Wright: I understand that there was some kind of a strain and you weren't quite sure and someone gave you a little bit of an extra push to come here?

Hammond: Somebody talked to me and the famous person was Miss Packer. She visited the high school and she talked to students and said why don't you try Trenton? I got my directions to come up with at least 25 insect specimens and mount them and I had them the first day I came in because Dr. Leavitt insisted on them. She showed me how.

Wright: When you became a teacher here right after graduation then did you decide that further studies were necessary?

Hammond: I was here for two years and Dr. Bliss said why don't you go for a third year? It wasn't too easy, but then I stayed for a third year and then Miss Packer said I should stay, and Miss Gaskey who was in the Art Department said, If you're going to stay, you'll have to get more education. Dr. Bliss made the arrangements with NYU, and had been accepted at NYU, then I took a year off to go to school and then I've been going to school ever since.

Wright: What was the curriculum like when you were here both as a student and a faculty member? What faculty members were here during those times?

Hammond: Miss Whalon and Miss Hicks and they were excellent. Miss Whalon was in charge of practice teaching and teacher education. Miss Hicks was the person in charge of sports and she was little but she was mighty and very popular too. And after that I played on the other side of the field. She also taught tap dance and she was excellent. And I stayed on and we had achieved a faculty that was skilled in the Physical Arts. Miss Packer was still here. There was another person taking over the dance program.

Wright: What other things did you have to do? You had to teach student preparation and your student practice teaching.

Hammond: Gymnastics --Mr. Reinhardt was here when I was here and he was from Denmark and he was very good at gymnastics. He'd put on exhibitions down at Atlantic City, and when he left Mr. Andrew came in and gee, we had gymnastics, we had marching, we had dancing, Miss Packer taught **directives (?)** and we had a person who taught all kinds of rhythm.

Wright: Sounds like fun. You taught some health courses too.

Hammond: Yes, Miss Stewart came in to teach health, and I don't remember who taught health before that --I guess Miss Packer taught it.

Wright: I noticed in the early curriculum at the school that there was emphasis on Physiology of Exercise, did they include that in the curriculum?

Hammond: I know they had kinesiology, I remember that.

Wright: That's funny, because I know when I went to college they didn't call it that.

Hammond: I took all the courses that were general courses, I took English, biology, history and art. From eight o'clock until four.

Wright: You had a general education. You didn't have any days off.

Hammond: No, I even went Saturdays. (Wright: I went Saturdays as a student too.) I lived in the dormitory. There were two dormitories. I'd like to tell you a little bit about them.

Wright: Oh yes, I wish you would. This was the campus down on Clinton Street.

Hammond: Yes. And they were properly arranged, centered and South, and each one had two floors. And the double room had a double bed. Both shared with your roomie. In the evening we would go to a sandwich sale, in the Fountain Room and the Fountain Room was at the end of the center hall. There was a confectionary store right on Southard Street right back of the college and if you didn't want to eat the sandwich you bought for dinner, you could order some things from Mr. Rose and leave your name and your money and they would be delivered after dinner. You'd have to leave your name and number at the desk with one of the Proctors.

Wright: It sounds as if you signed in and signed out. They did this on this campus for a long time.

Hammond: Yes, we did for a long time.

Wright: I remember the Sixties signing in and signing out. Why don't you tell us a little bit about the facilities down on Clinton?

Hammond: All right. We had two gymnasiums, a lower gym and an upper gym. The top part of the lower gym was a track and off the lower gym the men had a locker room. In the upper gym the women had a locker room and in the upper gym there were rooms for exercise and karate. There were benches and when those benches weren't needed anymore and other people had a bench and I went to her and asked if I could do it my way, and she said all right. Wright: Miss--

Hammond: Yes it was.

Wright: And after the college moved out here we had two campuses. What kind of experience was that?

Hammond: Well, it was busy one. When the college moved out we had assembly every week and --it was Tuesday --fifth period right after lunch. The students would line up on the steps and a singer came and this flag with the orchestra and we'd march in. And the proctor would see that they would get the seat they were assigned to. And the people here --the college was divided --the people from here went back for assembly by student buses and after the assembly we came back for the classes again. If you missed the bus you could always take the trolley. The trolley went down Pennington Rd. as far as just past Ewingville Rd.

Wright: The buses were free you mean?

Hammond: Oh, yes. It was a requirement that you come to assembly. And so the College had to provide transportation.

Wright: It must have been a little hectic trying to teach and—

Hammond: Well, we got used to it. When we were in town Miss Bates thought we should have swimming and the only pool we could have was the YMHA which was up on Stockton Street and we had to walk down to the swimming pool, it was about a mile which wasn't too bad --but sometimes the bridge over the canal was open

and so we would have to wait for a **(bus?)** to go through.

Wright: You never think of that canal anymore. They don't use that canal anymore.

Hammond: No. It was amazing though.

Wright: I remember reading a statement in one of the books of history on the department that there was an extensive health education program in the early twenties. What kinds of things did they emphasize in that course?

Hammond: The early twenties I wasn't here. I didn't come here until '23. I think it was health.

Wright: What was emphasized? Was it posture? –

Hammond: Oh, yes. Miss Packer was here and she was very gracious and tall and we had to walk around with a posture pack with a rod alongside it.

Wright: We got the rod with the _____? I never passed that test too well. To go back to the physical education parts of the program, I did ask you before, as time went on and you got out here to this campus we had different facilities. I'd like you to tell us about the facilities. And did that change the program in any way?

Hammond: Back in town, remember I told you we had a swimming pool in Decker Hall, when we came out here we had beginning swimming--somebody had to be there as a lifesaver and the Red Cross wasn't out there on campus and said you have to have Senior Lifesaving, so I went to aquatic school and got my senior lifesaving and then I was set and came back here and taught the swimming, but not only swimming, the pool was not for everybody but diving, lifesaving, and then rhythmic swimming. With rhythmic swimming we always had a program on Alumni Day, we put on a program, that was for Alumni Day, and after the hunting and fishing club put on their program in the gym, the people who came to see that would come to the pool and we'd have to have two sittings.

Wright: Two sittings. I remember that. I remember that. It was synchronized swimming. (Hammond: Yes.) It is a wonder they could hold their breath that long. It was beautiful.

Hammond: They wore hats too.

Wright: Oh, I know. Then the filters didn't get so clogged. That was a problem. What is it that you would increase in the course?

Hammond: My third year and I was the only one to graduate from a third year course. I went to NYU and kept on going and got my Bachelor's and my Master's, and Miss _____ said I had to have my Doctorate. Then I went to Temple because I could come home at night and read the papers then that was all right because you rarely had time to do anything.

Wright: Did you take Sabbaticals in those days?

Hammond: No. I guess they weren't quite in style.

Wright: I read that in 1928 or 1929 some women's groups, I guess the campus was primarily women, --

Hammond: I first came here in --when I first came, I don't want to think about it --the Freshman class started out here but it was just the elementary --you know those who were going to teach elementary.

Wright: There were sports then --they called them interscholastic sports, I was just wondering, how did that operate?

Hammond: It was really wonderful because it gave women a chance to build up confidence and each one was required to take two seasons. Two seasons of the same thing were required to build up the skill.

Wright: What kind of activities did you take up?

Hammond: Of course it depends on the season. There was soccer. We had lots of archery and had it in competition, in tournaments and in one place and another so that we could keep it going.

Wright: You taught archery though, didn't you? When you think of it, not much is said about it --that is one of the oldest sports here. Continuous.

Hammond: Yes it was. We had tennis, that was really what I was interested in, and the only school with which we had competition was George School. It was across the river in Newtown and to get there you had to go on the trolley across the bridge. You walk in town and you got the trolley --I think it was on Warren Street so I went across the bridge and then at George in Newtown. And we'd play softball and tennis.

Wright: And that was a lot of experience and must have been fun for you.

Hammond: It was fun but, but it wasn't very often.

Wright: I noticed that one of the students quoted me as being in the Physical Education Club--I guess it was first headed by Miller and then by Marion Packer and later then you took it over. Can you tell me what the club did, what activities, and what the purpose was?

Hammond: Well, it was part of our department and I assume that and it was women interested in raising some money for scholarships, so we would put on some programs every year and charge admission and we had synchronized swimming and we had a program information as well and dancing and gymnastics and you should have seen the crowds who came to see that show performed.

Wright: I know I saw some of the shows and I remember that we were going to the pool to see the synchronized swimming and came back to see the gymnastics and dance. The dance was also very nice. Want to tell us something about the dance instructors at Trenton State? Some of them --Dean Andrews.

Hammond: I guess Mary _____? was the first one, she was in the English Department. And then she transferred to dancing. I did some of that. I did ballroom dancing. We had all types of people who were in the show.

Wright: I remember the beautiful gowns.

Hammond: School was so small and we had to put on two shows in the pool.

Wright: I remember it was hot.

Hammond: Yes, it got very, very hot.

Wright: Let's get back to you now again. When did you receive your doctorate and after telling us where you got it from and what your major was and what your dissertation was about, how did you feel about it.

Hammond: It was hard work and a long pull. I went back and forth to Temple with from the Health Department, she went to get her doctorate, so I went to Temple back and forth and then I had to go to the hospital for an appendectomy and after I came back from that I wasn't able to drive as much but after that we tried the train and after that it was much better, she went to California one summer where she took Health and she got her doctorate and I got my doctorate in Psychology in '54 and she went two years afterward.

Wright: You really worked! I don't think anyone realizes how devastating a doctorate is. Jeff Schlegel was a graduate student in our department a few years back. He wrote his master's thesis on the years 1955-69 and he put it out that the athletic program is the better half of physical education --now remember both of us were here, I think, and then --so the men's program was separate, but the women's program was still under what was the WAA at that time. Women's Athletic Association. I understand Marjorie Fish was the first head of that. Can you tell us something about the WAA and how it functioned?

Hammond: Marjorie Fish, and she was very, very active, she had a soccer film made for a meeting, and I guess it's been used by a lot of people around the country. She passed away in July of this year.

Wright: Was that when she died? I know I heard about it recently.

Hammond: It was in the Signal I believe because a lot of graduates would remember her.

Wright: Yes, they would. Nancy Mark asked me at a recent meeting about Marjorie Fish.

Hammond: Bonnani, she was here for awhile as a teacher, and she died. I heard it from somebody and then I tried to find out when she died.

Wright: But she was very interested in learning the sport, wasn't she?

Hammond: Yes. Sports and student teaching. She recognized the program in student teaching.

Wright: WAA kept its name for quite awhile and then it became the WRA, the Women's Recreation Association because we started a marching program, and a recreation program. And something else about recreation. I think back in the fifties, in 1957, they started a program for all students here called **organized rec called recreation (?)**.

Hammond: In the new recreation program and the activity they had in --the activities they had after school --encouraged people to take the activities they took. We thought it was advisable for them to take it for two seasons. So after they graduated they were better skilled in that. If they were not activity minded it wasn't easy. One season --

Wright: So you had all kinds of activities here.

Hammond: Yes. Lots of archery, and of course soccer and football and lacrosse.

Wright: I saw pictures --I saw pictures recently of some of the teams. What were the students like --you know I came here in 1961 I was always a little bit curious because I know what high school and junior high school and things like that. I was interested in what college students were like in the thirties, the forties, and fifties. We all know that college changed rather drastically in the sixties. What were they like then?

Hammond: They were wonderful, they were wonderful. We knew everybody on the campus. You could speak to everybody and they would speak to you. They were very pleasant. And we had a lot of fun.

Wright: Did you have a dress code at that time?

Hammond: Oh, yes. Miss Decker was here then and she was always quite fussy about their appearance and it was good for them. It was very, very nice. They got used to it and it was so nice.

Wright: Now they wear dungarees and slacks and it's so casual, and they're comfortable. It's a new time. I read someplace that in 1956 there were 123 students in your department. There were 71 men and 52 --I mean 71 women and 52 men and in 1957 TSC selected 85 or 90 per cent from the upper half of the high school graduates in the state and that was reflected in the Physical Education Department too --do you think that contributed to the excellence of this college?

Hammond: We always had --it was outstanding --excellence in every department --I mean every person was recommended who graduated.

Wright: You had a good size department then.

Hammond: Yes, it was a good size department.

Wright: They had a lot of faculty though. Who was here back in the fifties?

Hammond: Well, Miss Bray was here until 1958, and she died. You see, during the war, that did something to it.

You see Miss Schooner was called and she was away for a couple of years I think. And Mr. Enders was away. And then when Mr. Enders came back after the war he took Miss Gumpers place.

Wright: He was the department chairperson, wasn't he?

Hammond: Yes --and of course the classes were all women, and that proved true to '46. And when the men came back, they came back to class and the class of '48 has had a reunion every year since then. That's truly remarkable I think. And I went to every one, I went to every reunion. I was the Adviser --Miss Bray was the Adviser but when she died, they said you'll have to be the Adviser.

Wright: Back when Dr. Edward Martin became President at Trenton State Teachers College at that time, I think it was in '57, and then changes came in the departments also because Mr. Ackerman resigned and Mr. Enders became the head of the department when Miss Packer left.

Hammond: I can remember that Miss Packer retired and then Mr. Alberts came back and he was there in the department and Mr. Ackerman came in and....

Wright: All three were here. And Dr. George Kramer came in as department chairperson and were there any great changes at that particular time? Was health separated from Health and Physical Education before he came? I thought that he made a recommendation that there be a health major and a health and physical education major.

Hammond: I don't know about that --I left from 1967 --almost 20 years.

Wright: How about that. I remember that Dr. Kramer did a report and he said something about 200 men and women in the department. Oh, I know what that was. There were 200 men in the department at that time and they took a fitness test --some kind of a skills test and a lot of them didn't make it. I was wondering what happened then because you know we do the same thing now.

Hammond: We had physical fitness tests but I don't remember exactly what happened. I guess there were a lot of things that happened a long time ago. I know when you were there --

Wright: It was funny because that happened back in '57 and we do the same thing and then if you don't make it then you have to go into a (**reel?**) for which you don't get any credit, you know it's a hard thing to happen if you are already accepted in a major and you think that you're pretty good. Do you remember when the college changed its name back in the late fifties?

Hammond: Yes, there have been several changes and I think the one they have now is very good and I hope they keep it.

Wright: I think it was in the late fifties.

Hammond: I really don't think it became a college for a year, first you had to take four years to graduate and then it was a college,

Wright: Trenton State Teachers College.

Hammond: At the beginning because Trenton State taught people to teach and it seemed to be excellent as a teachers college.

Wright: A comprehensive college. It was funny --there was another name for it that I picked up for it written by a student. It mentioned some changes that happened back, way back, in the forties and the fifties, then New Jersey colleges did so much evaluating and recommended some changes and this student remarked that it weakened the major drastically because they had to take so much in preparation to finish their courses. Do you remember that?

Hammond: I remember that. I can understand that several times you were evaluated and you didn't have time to do your course work.

Wright: And some of us feel that the same thing is happening now with the state changes, but obviously we have a great academic program. At the same time it's rough to try and prepare them as teachers.

Hammond: I agree.

Wright: I know what I wanted to ask you. I used to have quite an influx of teachers coming into the sixties. It may have been '61 or '64 --It gradually mounted to the department—

Hammond: ____? were rude and you had to have more sense.

Wright: Did I say something about nursing?

Hammond: I don't know too much about it. Lois came in as director I believe. She did an excellent job.

Wright: That was in our department. It was in Health and Physical Education. Then it gradually, I guess, grew until it became a separate department. Now it's a School. It's a big school.

Hammond: We waited too long together at the same time.

Wright: We had two fraternities in the department at the same time, the Phi Epsilon Kappa and Phi Kappa which is one of those chapters of Epsilon on the campus and then there's the Psi Kappa which is the big Epsilon chapter. Did you have much to do with Psi Epsilon on campus? Psi Kappa was started in '63.

Hammond: It was very close to the time when I retired. That's when I left.

Wright: You must have been here in the sixties though.

Hammond: It was just about the time when I retired. I know that they were active.

Wright: But you had co-ed classes, didn't you?

Hammond: Yes. Yes, we had co-ed classes. I wasn't used to and I said no, in January when I had laryngitis. And the next day I couldn't speak. They were always co-ed, I remember the boys. They did not in sports--

Wright: They kept the sports separate for a long time. I think the one activity after that where they got together was swimming because I can remember--

Hammond: I taught a lot of swimming.

Wright: You did.

Hammond: They would always face the deep end because good swimmers. And I saw this girl floating around in the deep end and I thought she would get in trouble real soon and I had a pole that I could reach out and I saw thought she was in trouble and she was about to stand up, and I reached out, and reached --and I fell in, so I flopped around and picked her up.. So I walked out with her and she had her feet around my neck and my head was here and her head was. up there. I was all set to shower with her.

Wright: That pool was a very small pool, now the big one on that side--you'd have to have a very long pole.

Hammond: Oh I know. I went to Florida for a course, a credit course, and they had swimming down there. I went to golf down at North Carolina. And archery, I went to archery camp. And golf, went to California.

Wright: We had to spend our money at that time. They didn't subsidize you if you did that?

Hammond: No, not at the time.

Wright: It had to come out of your own pocket?

Hammond: Yes, it did.

Wright: You had to get your proficiencies, right?

Hammond: I went out to California for eight days.

Wright: Synchronized swimming. It's again coming back into its own in emphasis on education. That was beautiful. I imagine that the United States will continue to do well in that. I keep getting notes on synchronized swimming.

Hammond: Yes. I do too. Sgt. Brooks came out to give me a hand with that because, because he was the official--he was always officiating at the college.

Wright: It was a little bit competitive.

Hammond: I think it was telegraphic.

Wright: What was track like then. You don't hear about that anymore.

Hammond: I would have several official officials and I was official too and we would then time the races and then we would send the results in and we came in second in the country one year. A telegraphic meet.

Wright: We could do things like archery, bowling—

Hammond: Well, we did bowling but not in competition, but archery --we were good in archery, and we went to the national meet and the sectional meets. Wright: There's less opportunity for them to do that. There was a nice closeness --that type of relationship instead, of just coach. Relying on each other and getting to know each other --there's not that kind of closeness now.

Hammond: Because of that --and I've done a lot of traveling and I've seen somebody who has been in my class --I met somebody in Switzerland and other places, and they said "Why, what are you doing here?"

Wright: We started a graduate program before you left too. Did you have anything to do with that?

Hammond: No. I was busy with student teaching. I supervised the students who were out there. I would supervise from Cape May to High Point, and toured the country, but in order to do it, I was only in the third quarter, February or March when the roads were not too good.

Wright: You know, with the Delta and observation two courses of that, they'd go out and do a little bit of teaching, this would be in the sophomore year. Senior year they would do this for a semester.

Hammond: In later years they'd do a semester in Ewing Township and then they'd do a quarter out in the state. In their Senior year they did a semester, I guess they did a second semester, and in their third quarter they went out in the state to teach in high school.

Wright: Were you responsible for setting up and keeping scores ...?

Hammond: Yes, I organized it so we got to see everybody.

Wright: But you had to do a lot of supervising if I remember correctly because at that time you did not have physical education in that school, so the students that you sent out had to be supervised as well as activities. It kept them busy.

Wright: Well, things change. I am not particularly sure that the changes were bad. I think we're getting close to the end, here, but I think some of the people might be interested in some of the travels you mentioned here. Won't you tell us a little bit about some of the places you have been. This is the nice thing about it. Having a few

years to yourself, having been retired for awhile.

Hammond: I'm very interested in geography. I'm very interested in seeing the world. I started --I first went to England one year. The second trip I took was to Switzerland. I really took it then because they said ____? six weeks. Then the next trip I took was to Scandinavia, I went over on a ship. The people you meet on these trips are wonderful people. The fifth trip I think was to Southern Europe, Spain, Portugal and Italy, and of course Switzerland and France because the country ____? Lucerne, and then another trip we took -- my sister and I --we went to South America because my sister and her husband were there. He was a professor of Chemistry in Aruba.

Wright: I didn't know that. Did they have any revolutions while you were there?

Hammond: No, they had an earthquake. I didn't even know it was going on. Another year we went to Australia and New Zealand and we went on a freighter through the canal when it was still ours (?) but that was wonderful. I guess that's all except for the trips we took in the United States, except for Alaska. I went to Alaska. I'd like to go to Israel and I'd like to go to the Galapagos Islands, but I don't know if I can. I've driven across the country four times, many times to Florida, practically every year to New England, so I guess I should stay home.

Wright: I have to see that happen. Do you have anything else that you want to tell the people?

Hammond: No, I just would like to say that I enjoyed my forty years as an instructor and as an assistant professor --an associate professor and a professor, as a student and I enjoyed having all the students, they were wonderful, and I can't say enough good things about them. I am glad I came here.

Wright: I didn't think anybody in a program had any experiences such as you did. You've had it all. So we've been visiting with Dr. Carolyn Hammond and it certainly has been a pleasure to talk with this fine woman. She helped me a lot when I first came to Trenton State College, and I certainly appreciate her guidance and her friendship.

Hammond: I think you've done a lot and I'm glad that I was here while you were here.

Wright: Thank you.