

Dr. Sheldon L. Moore with Dr. James F. Silver, Oral History

SILVER: Good day, good afternoon rather, I'd like to welcome you to the living history series of Trenton State College. We have a person to talk to today who's had long experience at the college, Professor Sheldon Moore who retired just two years ago. We are going to pick his brains and his memory. We'd like him to tell us the kind of things that he's experienced here and some of the things that were remarkable to him and memorable and hopefully add to the long, long history of this college 1855 I guess we go back to don't we?

MOORE: Well I don't go back quite that far.

SILVER: 1856? I'm Jim Silver, still teaching in the elementary education department. Okay Shel, we have a lot of things here that we can cover, but you know I think that would be a good idea if you told us your earliest associations with the College--you know in a general way we can get back to specifics later--even the fact that you may have lived in this vicinity which I don't know. How you got to come here and in brief what has been your career not only with the College but with other association as well.

MOORE: Well I lived in Lawrence Township all my life and went to Lawrence Township schools and at that time they didn't have their own high school system so we only went to grade eight and so we were sent to Junior 3 for our ninth grade and Trenton High for tenth, eleventh and twelfth grades. So I attended school and I graduated and I had no intention at all to go to college at all and subsequently took a job in a factory as a payroll clerk. When the war broke out, Second World War that is, I always have to make sure that you don't think it's the Spanish-American, but I enlisted in the Navy. While I was in the Navy, I came home on leave one time and my sister wanted to take me back to school in my uniform to introduce me to all the children and show me off I guess. Anyway, I went back to school and she had a teacher who I thought was fairly attractive so anyway finally I talked her into going out with me and eventually we were married. I finished the Navy, went back to my regular job in the factory and through my wife because her family had I don't know, three or four teachers, just became interested in education, higher education. I thought, gee maybe I could teach, it sounded interesting I would listen to them sit around the table talking about what happened during the day and I thought "wow, nothing like that ever happens at work, where I work." And just became interested in teaching. After a lot of soul searching and pacing the floor, we decided that if that's what I wanted, that I should come back to college full time, I so quit my job and came back to Trenton State. Not came back to Trenton State.

SILVER: What year was that?

MOORE: That was 1950. We were married in 1948 so it was two years after I was married.

SILVER: Just one other quick question, where was she teaching?

MOORE: She was teaching in Lawrence Township at Eldridge Park School.

SILVER: Okay.

MOORE: And I think at that time she was teaching principal but she gave that up and just went back to teaching. So anyway, I started then, I started at Trenton State in 1950 and so that was really my first contact with Trenton State. Of course I went in I was about ten years older than the normal student and sort of fearful that I couldn't make it because I had been out of school for such a long time. But it did me a world of good because I found out that you know I could keep with the young kids and I selected, was a double major at the time. I was English History education but there was a shortage, believe it or not, of elementary teachers so we also had to take eighteen credits of elementary ed so I had a certification in elementary ed when I graduated also. I graduated in 1954.

SILVER: And then you started to teach?

MOORE: Yes.

SILVER: And where was that?

MOORE: My first position was in Pennington, they called it the grammar school then. It was an eighth grade class.

SILVER: Self-contained?

MOORE: Oh yeah, self-contained. I taught language arts and the second year I was there they gave me a section of math. Along with the job went the yearbook and the newspaper and I decided the boys needed a sports program so I did a lot of reading and trying to learn the rules of the various games and we organized basketball, baseball, football, soccer.

SILVER: Sounds like you were really involved. Were you the only male in this school?

MOORE: The principal was the other male. There weren't that many males in the elementary level then. It was a wonder that I taught at all because I did my student teaching at Junior 2 in Trenton and didn't have a particularly happy experience in terms of my teaching.

Incidentally Charlie Carman was the librarian at Junior 2 when I was doing my student teaching there.

SILVER: Charlie Carman was the librarian?

MOORE: At Junior 2.

SILVER: When you were doing your student teaching.

MOORE: Yes, yeah.

SILVER: The audience should realize that Charlie Carman was also a full professor here and retired some eight or nine years ago and he is also on one of these living series, living history series. So you had contact with Charlie then.

MOORE: Yeah, I always thought that was very amusing and he never let me forget it. I think he called me "Kid" until the time that he retired. He got a kick out of that.

SILVER: So you taught at the Pennington school and you were there what, five years, six years?

MOORE: Yeah about five years.

SILVER: Okay and then what was the next big step?

MOORE: Well, then I applied, there was an opening for a principalship in Dutch Neck which is in West Windsor township which is located I guess roughly between Princeton and Hightstown area. I got that position and I was principal there in a K through eight school for about five or six years also. It was very interesting, I mean it was an interesting experience.

SILVER: So what happened from there?

MOORE: Well as you know, when you're in a position you keep hearing of other positions or somebody knows of you and says "yeah I know somebody who might work out in a position that's opening up." In 1965 there was a federal law, the Elementary and Secondary Education Act of 1965 which provided extra help particularly in reading to children from low income families and they were getting a team together for the state and there was a director and three people and I was asked to come down and work.

SILVER: So you worked for the state.

MOORE: Yeah the New Jersey Department of Education.

SILVER: Okay and now finally what? How did you get to this place?

MOORE: While I was down there, I had contact with various districts who would come in and we would go out and also a representative or two from Trenton State College would come down and I remember Tom Adams came down one time and I forget now particularly what for. But I remember we were in a conference together and he was just talking to me about the College and soon after that, soon after a year that I was down there, an opening occurred at the College and I applied and was interviewed by the person who was then chairman, Ed Watson, of the department and the president at that time was Warren Hill and they interviewed me and offered me a position. I remember that it was very interesting because I had to take about a fifteen or sixteen hundred dollar decrease in salary but I thought "that's really what I want to do, I want to go back again and work with the student teachers."

SILVER: Well that's interesting and I think that what you're saying relative to the decrease in salary upon coming to this place, happened to a great number of us, it happened to me. Your career is very, very much like my career it was almost like you're telling my career in terms of the years, the Army and so on. I think I remember something like two thousand dollars, which was a lot of money in 1960 when I came. But on the other hand, money isn't everything and you never, obviously never regretted that kind of decision.

MOORE: No I haven't. I've noticed before that you keep trying to put me in the Army, you know I was in the Navy.

SILVER: I'm sorry.

MOORE: That's alright, that's okay.

SILVER: I'm sorry about that.

MOORE: But you know you're talking about salary. When I started in Pennington and this was amazing except remember it was way back in 1954, I had served in the Navy for three and a half years so they gave me a credit for that. The base salary in Pennington was twenty-nine hundred dollars to begin but since I had experience in the Navy, the board said "okay, we'll give you credit as though you were teaching," so I made thirty-three fifty and I thought that was pretty good.

SILVER: Wow big concession, yeah. So all in all then, actually how many years have you actually been in education we'll say from the time you graduated Trenton State? Now you graduated when?

MOORE: 1954 and I retired in '87.

SILVER: So what are we talking about?

MOORE: Twenty-three.

SILVER: Thirty-three.

MOORE: Thirty-three years.

SILVER: Thirty-three years, so you've had a lot of experience that's for sure. Very quickly and this isn't about Trenton State but I'm just personally interested, what did you do in--not the Army--in the Navy. What did you do in the Navy?

MOORE: I served aboard a destroyer escort, and later a communication ship and I was an electrician's mate and at this point in my life I'm lucky to be able to fix a cord but anyway at the time I was an electrician mate second class. We ran a destroyer escort, did mostly convoy duty and we used to pick up hundred ship convoys in Norfolk and take them, they'd be filled with you know ammunition, fuel oil, tanks and that kind of stuff over to Africa.

SILVER: That must have been interesting. Did you get to see anything over there besides the Mediterranean Sea?

MOORE: Yeah, we saw submarines on the way over and Germany planes on the way over.

SILVER: You didn't want to see them.

MOORE: Over there, yeah I didn't travel too much because we never stayed there very long so I didn't get-- the one place I really wanted to visit was right across in Africa in Carthage and I never got over there but we drank a lot of good French wine. It probably wasn't good French wine but we didn't know any different.

SILVER: That's right, had no prior experience I'm sure. Now getting back to your first years at the College here, why don't you fill us in with a description of maybe the physical plant because obviously there's been many, many, many changes and I don't know whether a lot of people realize where we were in terms of what we are now. Why don't you describe the situation?

MOORE: The first office I had was in Green Hall and it was on the second floor and it overlooked the library. Well the library hasn't moved they just added to it.

SILVER: Where all the squirrels were. I don't mean in the office I mean in the trees.

MOORE: Yes, in fact there was a large tree right outside. But at that time there were three people, no I guess two people in the office, John Trowbridge, no there were three people, Ed Watson and there was another fellow.

SILVER: Charlton?

MOORE: No, I forget who the fellow was but I remember not knowing where I was going to stay and they said "oh, why don't you move in here" so we squeezed another desk—and this is all in one room—and so we squeezed another desk in there. So that was our first office and it was— I liked it especially because it had something that no office has now, it had a window and it opened and shut.

SILVER: It shut too. Special.

MOORE: It shut too. It was sort of interesting because back in the— when I came here in 1966 and at the end of '66 early seventies the students were sort of active, but you had a sprinkling of the flower children. It was a very interesting time I thought. I'd hear maybe somebody playing a recorder and I'd look out the window and it'd be one of my students sitting down and said you know, may I come up. It was just an interesting kind of a time I think for me to have been here. So my first responsibilities here were mostly supervising student teachers around the state and I did that almost for a full load and then gradually—I did that for a good number of years. Then somewhere in I guess probably in the seventies, the state department, the New Jersey state department of education wanted an alternate program, if you remember that.

SILVER: Yes.

MOORE: And they said "if you don't develop it, we're going to develop it." So we thought we better get some people at least who know something about education involved in it. So we developed a program that we called now a competency based model which has— works a lot from the various reading, social studies...

SILVER: The students do a great deal of independent work.

MOORE: Independent through modules.

SILVER: They're directed in that work, it's not all...

MOORE: Oh no, no, no. In fact they're directed, almost directed, now after you finish this turn here, answer these questions, read this book, answer these questions.

SILVER: Now where was that carried out? Where was this program actually implemented?

MOORE: Well it was implemented first in Willingboro because we've had programs down there, this college has had programs down there for I guess ten years, fifteen years probably before we had this program.

SILVER: Let me see if I can summarize now. You and several others began a program which is called the competency-based teacher education and this was really a radical, very significant let me put it that way, departure from the normal way of teaching college students how to become teachers. There was another innovation in that program and that was the video tape. Why don't you tell us about that? This was a real first.

MOORE: As part of each one of the modules or each one of the skills—whether it's in reading, social studies, science and so forth—at the end of each one of these skills in the modules, the students would then write a lesson in the regular form that we've always written lesson plans with objective and development and so forth. Then they would do, first of all they would do a lesson for their peers and that was audiotaped and the peers would give them feedback and if they felt any change was necessary and so forth. After that was taken care of then they would be ready to teach the revised lesson to the children.

SILVER: Actually in the classroom.

MOORE: Actually in the classroom. And then we had two college students in a classroom so that while one was teaching the lesson to the children the other one was videotaping it. So that every lesson that the college student taught was videotaped and then subsequently they would come back to one of the college professors for critiques of the lesson.

SILVER: And they would sit down with them..

MOORE: On an individual basis.

SILVER: And you could stop the tape if necessary and say let's look at this point and even maybe reverse the tape.

MOORE: Yes.

SILVER: You haven't said it and I wouldn't expect you to because you're not that kind of person but even now, didn't you just write an article recently about this program that was printed in one of the journals?

MOORE: Yes, yeah. It was really a description of the program in Willingboro that was just published in last summer's issue of Association of Teacher Educators.

SILVER: That's great. But even more significant than that, you guys did get some kind of an award didn't you? Whether it was the group or the program?

MOORE: Oh yeah, yeah.

SILVER: What was that all about? Don't be modest.

MOORE: No, it was, and I forget the date now but it was around 1980, '82 something like that but it was the Association of Teacher Educators gives a--and it really was an international award because there were projects submitted from Canada and I don't know whether from Puerto Rico--but it was for the unique program in education for the year. Our program happened to get that.

SILVER: That's really great. And the program today?

MOORE: The program today? It's still functioning in Willingboro and surprisingly without me but things do go on.

SILVER: You did lay the ground work, that's for sure. You mentioned that when you first came to the college that-- you mentioned Warren Hill, was he the president of the college when you came here?

MOORE: Yes.

SILVER: Was he the individual that actually said yeah you can work for us? How did that work?

MOORE: Yes, well interestingly...

SILVER: Tell us about Warren a little bit too as you remember.

MOORE: I guess if I have to-- I find it very easy to describe Warren Hill because he was a very outgoing, very positive kind of person. The surprising thing is that I don't think this happen too often anymore, here's the president who sat in interviewing me for a position, you know. I mean of course the department chairperson was there but I sort of challenge you to find me a situation today where the president sits in on an interview. He was the one probably he gave Ed Watson as the chairperson the final say so but you know maybe he was the one who, I don't really know who said yeah...

SILVER: I'm sure it was Warren Hill.



MOORE: He was a pushover. No he wasn't.

SILVER: He was a real gentleman and a very congenial person.

MOORE: But his type of interview was interesting too because he would ask me, at that time we didn't supervise outside New Jersey, and this was a radical thing so he asked me what I thought of our placing our student teachers from Trenton State College in Pennsylvania to supervise them.

SILVER: And that's interesting I never realized that

MOORE: Which was, to me a radical... I must have given him the right answer because my feeling then was the same as it is now: what is the difference between a school in Morrisville or you know, Morrisville or Trenton there's not much difference at all. The rivers serve an artificial boundary anyway. But he at that time, you know and this was a long time ago in 1966, just sort of showed how far thinking he was.

SILVER: Well today I don't know what the percentage of our students would be that do their senior student teaching in Pennsylvania but it would be very, very high. We have tremendous success with those schools because if you go north and south on the river you just can't find a district that I wouldn't call a quality district.

MOORE: No.

SILVER: I think that was-- in other words he was asking you based on your experience would you have...

MOORE: Yeah based on my experience I guess because he knew my experience he knew I had been a teacher, he knew I had been an administrator and that sort of impresses you in a person that they knew you that well.

SILVER: Just a word too about Warren Hill's personality, maybe you could tell us a little bit about that. How did you...

MOORE: Well as I told you before you know he was a person who asked people's opinions and I felt that he valued what I was telling him and that to me is something that you don't run into as often as I used to run into it. He really made me feel as though he wanted to know what I thought and as a result of what I thought he was putting that in with all the other stuff that he heard and I just somehow felt that part of what I had said was part of a final decision.

SILVER: It wasn't just-- it was significant.

MOORE: No.

SILVER: Did he play the violin for you when you were in his office?

MOORE: No he didn't.

SILVER: You know he played the violin.

MOORE: Yeah, no I didn't, I missed that.

SILVER: He played the down-home type of the violin.

MOORE: Did he?

SILVER: You know the (imitating violin).

MOORE: Fiddling.

SILVER: Yeah. It was great. Well now, as long as we're in on the president's thing, you have not outlived a lot of presidents but...

MOORE: Outlasted anyway.

SILVER: Whatever the phrase might be. Tell us about successions of presidents you know and a little bit, you know reactions.

MOORE: It's funny.

SILVER: You came with Warren Hill.

MOORE: Yeah. And it's funny I was, before I came today I was trying to list all of these because I'm not sure I remember all of them but after Warren I think...

SILVER: Was it Gillenwater?

MOORE: Probably Virgil Gillenwater. I have-- Virgil Gillenwater again, a very, very tall man. He must have been six-four that man must have been. Anyway...

SILVER: Reminds me a lot of Abe Lincoln but go ahead.

MOORE: Yes. He impressed me, impressed me favorably because and maybe this is an easy way to be impressed and maybe it doesn't have much validity but he remembered people. This man was only here for not much more than a year or two but he could see me walking out the door and say to my back as I was going down "Hi Sheldon" and that's unusual.

SILVER: He recognized your back.

MOORE: Yeah didn't recognize my face at all. But anyway, Virgil Gillenwater became frustrated with the trying to get funds from the state and so forth and finally left to go back to Arizona I think.

SILVER: Okay I'm going to refresh your memory, then came President Heisler and President Heisler was here during a very, very, very unrestful time.

MOORE: Yeah that's one of the time we carried our picket signs.

SILVER: Right. Then came President Brower.

MOORE: Right. Clayt, Clayt Brower came up to the ranks of the work.

SILVER: Yeah he came in as the head of the education, the old education department right?

MOORE: Yes, yes he was chairman of the old education department of the education department when we were in Green Hall. Then he moved up and then finally moved into the presidency.

SILVER: Right and then he retired and then we have the president incoming Harold Eickhoff.

MOORE: Interestingly, we mentioned before about the Heisler times, the active times. You remember this, we used to have meetings in Green Hall and one time we had a meeting standing up because the students had taken the door off, they had taken-- in fact the door almost fell I went to open the door and they'd taken the bolts out of the door and we went into where we keep our supplies and they were in sleeping bags all over the floor. So we had to have a meeting deciding what we were going to do with JPE, whether or not we're going to continue with JPE or whether we are not going to.

SILVER: Those times were very, very difficult.

MOORE: They were. In fact we had a couple of relocatables that burned you know. We had people from student activists groups on campus.

SILVER: Right, people from the outside. As I recollect, there were a number of mini kinds of classes carried on by various people, not related to art and literature so much as the ways of protesting and all that kind of things.

MOORE: Well you know they took over my office and I imagine they took over yours too. Before they cut the telephones off these kids were calling all over the country, they were calling California. Finally

when we came back to our office I opened my desk drawer one day and found a note in there, a note of apology from a student.

SILVER: No kidding.

MOORE: Oh yeah. You know I guess they were sort of carried along too with things.

SILVER: Well, yeah. As I recollect, the big problem came when we began to extend the war and we invaded Cambodia.

MOORE: Yes.

SILVER: I think that was the thing that triggered it off.

MOORE: We had huge meetings at Kendall. I mean where it'd be filled, overflowing.

SILVER: I'll even go back further. When you came to college here, Roscoe West must have been the president.

MOORE: Yes he was.

SILVER: I mean he's an institution. Tell us about Roscoe.

MOORE: Well that's funny. That whole period looking back was just humorous and anybody, any student today would say "My God." We had, when Roscoe West was president here we had I think they were weekly assembly programs over in Kendall and the attendance was required. I mean, you know our section would sit up in a certain section and if anyone was absent, I mean they had to tell where they were. And in fact, and then Roscoe would stand up and give his little talk about things happening on campus, things he expected to be done.

SILVER: He was in touch.

MOORE: Oh he was in touch, yeah. When he was there, I'm just trying to think now who was the dean of women. Bernetta Decker?

SILVER: Was it Hope Jackman?

MOORE: Yeah Hope Jackman.

SILVER: Decker?

MOORE: Miss Decker was but Jackman, I forget what her title was but she was...

SILVER: Well there was the dean of women, I have some notes her. The dean of instruction was Bertha Lawrence.

MOORE: Yes.

SILVER: And the dean of women was Bernetta Decker and the assistant to the dean of women was Hope Jackman. One other thing I want to get this in, the dean of men was Bill Hausdoerffer and the chairman of the elementary ed department was Dorothy Petersen.

MOORE: Yes.

SILVER: Now that's when you first came here.

MOORE: Yes. An interesting thing to carry that a little further about the absences, now I was married when I came to college and you just couldn't be absent, I mean you had to take a note to Green Hall and Hope Jackman had to get it. So I was sick one day and I was out and I was told I had to bring a note so I got a little huffy about it and I said "This is ridiculous," I said "but I'll bring a note from my wife if you want it." So I brought a note from my wife and gave it to Hope Jackman. I happened to see Hope Jackman believe it or not, two days ago in Pennington market and she called out to me, she said "I've been making a collection," she said "I've got your note." I forgot what she was talking about and it was that note.

SILVER: No kidding.

MOORE: Yeah.

SILVER: That's terrific. She's making a collection, a historical collection or recollections or whatever?

MOORE: That's what she said, yeah.

SILVER: Memor-

MOORE: Memorabilia? Something.

SILVER: Yes. For Trenton State College?

MOORE: Well she just said she was making a collection of those notes I have received, the wild notes I have received.

SILVER: She comes up with a book that tells it all.

MOORE: Maybe, oh my gosh.

SILVER: Now so those were the kinds of-- that's very interesting because there certainly is a contrast and that's what I'd like to get into a little bit: the contrast between then and now so to speak. Tell us a little bit about this great expansive lawn in front of Green Hall

called Quimby's Prairie. I don't think that many of the students today would have any idea what Quimby's prairie is or what's so significant about it or whatever.

MOORE: When I came here, I guess one of the first things I found out that that was hallowed ground.

SILVER: First let's locate this place.

MOORE: Well it's the expansive lawn in front of Green Hall which now has the crisscross walks across it. But at that time, nobody set anyone's foot, let alone a car.

SILVER: There weren't any guards there.

MOORE: Oh no, no, no.

SILVER: Just a tradition.

MOORE: You just didn't do it. And in fact when I came up here for my interview I remember looking out the window, this was in '66, and seeing tire marks out there and I thought my God, I mean things have really changed. But that was the kind of thing and you know if you'd ask us why we weren't supposed to do it, we didn't really know. I guess that's really, that's the difference in the students that I sort of like. I like students that I've had later in my career here because they ask why. We would never ask why. We had our whole schedule, we had no electives at all I mean it was just a schedule every course was required.

SILVER: This is it.

MOORE: Yeah. And I never thought of asking "why can't I take something else?" So we were much easier to get along I think with because we certainly just accepted everything. I didn't remember being unhappy about it at the time but I like the new students that can feel comfortable with me, they could question me, they could ask me why I was doing things.

SILVER: So you feel that there has been a significant change in the relationships and the nature of the students say in the sixties when you were here rather, when you were here undergraduate as compared to now. Is it all good? Are the changes that you've seen over these many, many years all good? Are there some negatives.

MOORE: Yeah but I think there were negatives in each period. I mean, you had the student regardless of whether it was in 1966 or presently who came to college because they really wanted to learn something.

Both in '66 and now you had those who came because life was a party, you know. I find it very difficult to attribute anything to a particular time.

SILVER: They all have their pluses and their minuses.

MOORE: I think so.

SILVER: When you were, do you remember when you came here the school was entirely teacher education, was it not?

MOORE: Yes.

SILVER: And it was Trenton State Teacher's College.

MOORE: Yes.

SILVER: And now it's Trenton State College.

MOORE: In fact I was looking in one of my yearbook which is always great for a laugh and it used to be called STC which was probably State Teacher's College and yeah that was all it was. I guess it was when, I don't know whether it was Heisler, when Heisler came, when they began to make the broad base.

SILVER: About that time I think.

MOORE: The broad base which simply meant that they would have something other than teacher education but when I was here as an undergraduate we had music but it was music education major, business but it was business education major, secondary like history and so forth but they were teaching majors. Elementary, early childhood, but they were all teaching majors.

SILVER: How did you feel about that transition from a single-purpose college to multi-purpose college?

MOORE: Well, I guess I thought it was I guess a natural progression. Maybe I got a little defensive sometimes in thinking that the teaching aspect was sort of looked on as scants (?) or apologetically because I don't think there were any apologies that had to be made for the preparation of teachers. In fact, from what I understand and even having been here as a faculty member, we had an excellent reputation nationwide as a teacher preparation institution. You know, the natural progression of things would I guess almost mandate that it became broad based and that's alright but I think part of that to be proud of would be the teacher preparation program.

SILVER: I'm going to ask you a question that may be difficult for you to answer because you have a lot of things that you have done in this college, in your opinion, when you look back over the years, what would you say was the most significant, most important, perhaps most satisfying—maybe those are different kinds of things I don't know—accomplishment that you've had here? What would you say?

MOORE: That's very difficult. The thing that keeps coming to my mind when I was even thinking—I was sort of thinking that you might ask me that because that's a logical question and Jim Silver would ask logical questions—is that the year that I was chairman of the library committee.

SILVER: When was that?

MOORE: That was in...

SILVER: Eighty?

MOORE: Eighty, eighty-two something like that. The access for handicap was federal legislation and our college still had not provided the access for handicaps in many areas and I was shocked to find out that there was not an access for the handicapped for the library of all places on campus. I mean if you had it anywhere. The only access they had was down to the bursar's office in Green Hall. So we...

SILVER: That's kind of ironic.

MOORE: It is oh, very.

SILVER: If you stop to think about it.

MOORE: So what I was instrumental in doing was getting some of the high administration in Green Hall and getting a handicapped student and meeting and having the handicapped student go through everything that she had to go through to get into the library which was a very demeaning kind of thing.

SILVER: You arranged that?

MOORE: Yes.

SILVER: That's great.

MOORE: Right from the beginning having to call the library to have somebody waiting, come to the back, rear up in your wheelchair, push a button, come in and take you up in the elevator then after you get up there you can't get around because the chairs are out. Well anyway, the director sent me a note and said how much that my influence had



helped get that access down at the handicapped and that makes me feel-- I think that's probably one of the high points in my career.

SILVER: I must say that when they built it they built a good one, in fact I frequently use it and I'm not handicapped. It's an easy way to get up the steps.

MOORE: Well it's funny, we came up with all kinds of possibilities because they were dragging their feet. We even had the industrial arts come over and do a temporary drawing for us but they wouldn't have that but we finally feel pretty good about it because we got it.

SILVER: It's a good system now. When you were on the library committee-- were you on the library committee prior to the addition? Well you must have been chairman of the committee when you built the access, in other words yes in the addition but I can't remember if you were part of making that new addition.

MOORE: No.

SILVER: Because that was a significant thing especially the curriculum resource room upstairs.

MOORE: It was, I think the big part of that too that seems sort of expected but it wasn't expected. The fact is that they left the old library intact and there was a time they were going to demolish the old section.

SILVER: What a shame that would have been.

MOORE: And here they added to it and we had almost twice the amount of room that they were going to have.

SILVER: Well Felix Hirsh was the librarian at that time and he was a very, very strong academician.

MOORE: Yes he was.

SILVER: But I think that you and a number of other people held strong for that curriculum resource room and that children's section upstairs and I think Felix saw the wisdom of your...

MOORE: Yeah, I was chairman after Felix left because Paul...

SILVER: DuBois.

MOORE: DuBois.

SILVER: You were also on the athletic-

MOORE: Advisory committee.

SILVER: -advisory committee for many years. Tell us about that. Especially your relationships with-- not so much your relationship but your impressions of Roy Van Ness.

MOORE: Well of course all anybody has to do is look around the campus to see what Roy Van Ness could accomplish and he accomplished this sometimes when there wasn't an emphasis on athletics either. But he's very persistent, he has his figures down, he knows what he needs, he knows the people to talk to. He's a very strong individual and I think he's a person who can convince people of what the college needs. You know, maybe people in other areas don't always agree with that's the need but if other areas had the people made up like Roy Van Ness...

SILVER: He was a great leader.

MOORE: He's a great leader. Even with the-- you and I talked about this earlier about the Wapalanne program.

SILVER: Now maybe you better tell a little bit about Wapalanne because a lot of people may say what is that, some foreign country you know what I mean? What is Wapalanne?

MOORE: That's what I thought when I first came here. All our elementary early childhood and before that I guess other curricula as well, in their junior year as part of their junior teaching experience took an outdoor education program that started out as a week I think but then probably is down to three days and it took place in Stokes State park on a lake that is called Wapalanne so the experience has just been called Wapalanne. It's an experience that a lot of students really were fearful of.

SILVER: Still are.

MOORE: They would do anything to get out of it. But in general, when they came back, they had learned a lot about the environment. They had some excellent instructors up there on the staff as well as the volunteers from the college. It was a program I think that for many of the students it was a highlight.

SILVER: And Roy's part was...

MOORE: And Roy was I guess the original director of the program.

SILVER: There was a person before him but then Roy came in; had to come in in a sense as far as I was concerned.

MOORE: Well he was a fantastic organizer. I mean, he had events happening just like this. He knew where everybody was from one minute to the next. Even running bed checks at night, that was Roy. But Roy was the director of the program and finally when he decided he would give it up, it was a shock. The person who took it over I think assumed a very difficult kind of a role because Roy was Wapalanne.

SILVER: Right. Well that was Dave Smith and Dave has done an exemplary job.

MOORE: Yes. Well there were a couple people before Dave.

SILVER: There could well have been, yeah, we had an interim kind of thing yeah. Is there anything else that you feel that you would like to say for posterity relative to your experiences at the college or whatever?

MOORE: Yeah, I really would. I have to go back down to my undergraduate days and as part of the preparation here; something that I think would bear being placed on video tape is a description of two of the requirements that the department of sociology had us students do. One was called—this was before we went out to do our student teaching in our senior year—one was called The Labor Survey and we had to go, in person, interview, go to various industries in the area and find out about everything, not just products but their hiring practices, pay, everything. By the time you finish you had a good idea of what the area was in terms of labor and hiring opportunities and where the children sometimes come from that you're teaching. Then, right just prior to student teaching, we had to do what was called a community survey and depending on what school you were going to be assigned to, you had to go to that community and do a complete knock on the door community survey: what kind of problems do you have, what's upsetting you at the time, see if the areas changing, the whole thing. By the time you finished, you knew the community very well also. There was only one slight problem with me, I did mine on the Junior 3 area because that's where I was going to go and then I was placed in Junior 2, but I knew the Cadwalader park area very well.

SILVER: That really impressed you.

MOORE: It really impressed me.

SILVER: You said that was a really worthwhile experience?

MOORE: It was.

SILVER: Difficult but worth it.

MOORE: Yes, it was very difficult.

SILVER: What would be your final words now relative to your work here and your relationships, in general? How would you wrap this up? What would you say?

MOORE: Well, I guess, I tell myself this quite often I was fortunate enough to have done something in my life that I really enjoyed doing. I mean, I've been on jobs during my life where I hated to see Monday morning come around, hated to get up. My time at Trenton State has really been something that I've looked forward to everyday. I've enjoyed the people I've worked with, I've enjoyed the students and I don't think there are too many people who can say they've done something for as many years that I've done that I've really enjoyed.

SILVER: Well thank you very much Sheldon, you certainly gave us a lot of information here, I don't know where some of this information could possibly be found other than through this kind of an interview. We hope that students in the future, maybe historians, look back on this and be able to put the things that you said together with other things that other people have said and be of good use to us all. Thank you very much.

MOORE: Thank you.