



# NEW JERSEY AND YOU - LEARNING TOGETHER

## TEXTS FOR TEACHING NEW JERSEY STUDIES, 1792 - 1997

April 17 to July 31, 1997

Gallery '50  
Special Collections and University Archives Gallery  
Archibald Stevens Alexander Library

THE STATE UNIVERSITY OF NEW JERSEY  
**RUTGERS**







## INTRODUCTION

A Special Collections and University Archives exhibition should reveal our holdings, enliven the intellectual life at Rutgers, and build bridges to the larger community. Happily, our guest curator, Dr Maxine N. Lurie, Professor of History at Seton Hall, has done just that, and we thank her for the exhibition and for the catalog.

The idea for the exhibition is the result of Dr. Lurie's agreement to write an article for the New Jersey Social Studies Council publication, *THE DOCKET*, on texts for teaching New Jersey history and culture. After a few days of research, Dr. Lurie suggested an exhibition of New Jersey texts for the small gallery. She also decided to reach out, through the wonders of e-mail, to see if other individuals or institutions would loan some of their books, photographs or objects for the show. Neither Dr. Lurie nor I were prepared for the outpouring of interest in the show and the willingness to loan materials. The response demonstrates an invigorated spirit of cooperation between individuals and institutions interested in the history of our state. It became clear that we would have to use both our galleries. The bad news is that ultimately we could neither use all of the materials that were loaned nor all that the catalog describes, and we are sorry about that.

The good news is that the article on which Dr. Lurie was working will soon be published, and her catalog, free for the asking, includes an overview of texts for teaching NJ history as well as a bibliography. In addition, the tidal wave in interest in Lurie's exhibition demonstrates that the hundreds of people who have established the New Jersey Studies Academic Alliance, The Advocates for New Jersey History and the Task Force on New Jersey History have collectively developed a significant network devoted to the preservation and dissemination of New Jersey history and culture.

I want to thank all those members of the Special Collections and University Archives staff who helped in great and small ways to mount this exhibition including Janet Riemer, Steve Dalina and Ed Skipworth. A very special thanks goes to my colleague, Janice Levin. She worked long and hard with just the right touch of humor.

Ruth J. Simmons  
Curator of Exhibitions  
and the Griffis Collection







## **New Jersey and You: Learning Together. Texts for Teaching New Jersey Studies. 1792-1997.**

Catalogue for the Exhibition.

Maxine N. Lurie  
April 1997

From a book printed in 1792 to one issued in 1997 this exhibition incorporates a wide variety of materials used to teach New Jersey studies over 205 years. Included are textbooks, artifacts, photographs, multimedia resources -- some so new they are still "under construction." The exhibition provides a historical context for the field of New Jersey studies and indicates what is available today for use in the classroom.

The exhibition is as broad in content as it is in chronological scope. Incorporated here are materials from the fields of history, geography, anthropology, political science, literature, and even horticulture. The texts shown can be used to teach about Native Americans, African Americans, numerous immigrants, and women -- all long a part of New Jersey's diverse population.

Teaching materials vary from British to consciously American sources, from moralistic to scientific texts. The earliest works have very little, if any, specific references to New Jersey. Not until the late nineteenth century do textbooks, first those on geography, deal with the state in any significant way. State history texts are a creation of the twentieth century. They rapidly proliferate after World War II. Much of the material provided since the 1960s is a consequence of the efforts, or funding assistance, of the New Jersey Historical Commission. This is particularly true for materials that have appeared since the 1987 passage of the "Frelinghuysen amendment" by the New Jersey legislature requiring that information about the state be incorporated into the high school United States history curriculum.

The visual impact of texts from the early nineteenth century, with their simple black and white drawings, is strikingly different from recent books bursting with color photographs, graphs, and other illustrations. Over time written text recedes. The ultimate change appears in the multimedia materials, at least the video and computer ones, which are primarily visual.

In addition to showing how texts for teaching have changed over time, the exhibition hopefully will indicate



what is currently available for use in the classroom serving to encourage New Jersey studies. At the same time, because critical examination of the texts also reveals gaps and suggests what remains to be done, this exhibition should prompt more comprehensive and inclusive new textbooks for use in the twenty-first century.

While most of the material for this exhibition comes from the riches of Rutgers University Libraries Special Collections and University Archives, the New Jersey history community has been extremely generous in its help. I would like to thank the following individuals and institutions for their support, advice, and loans:

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 Michael Joseph, Rutgers Libraries.

All items in the exhibition, unless otherwise noted, are from the collections of Rutgers Universities Libraries. With a few exceptions this refers to Special Collections and University Archives -- Rare Books, Museum Collections, and Sinclair/New Jersey materials.



### Exhibition Contents.

- (1) New Jersey flag.
- (2) United States flag.
- (3) School desk and chair. n.d. (early 20th century).  
Elementary school desk and chair used in the Oakhurst  
School.  
Township of Ocean Historical Museum.

#### 1. Earliest texts. Seventeenth, Eighteenth and Nineteenth Centuries.

The first texts used in New Jersey, as in England and other colonies, were hornbooks. Attached to a piece of wood in the shape of a paddle was a lesson consisting of the printed alphabet, the Lord's Prayer, and other reading material. The lesson was protected by a thin sheet of transparent horn (source of the term "hornbook"). Battledores were also used. Battledores were books consisting of two or three cardboard pages covered with the alphabet, numbers, and other basic material for beginning learners.

Between 1686 and 1690 the first New England Primer was printed. A number of eighteenth century editions followed. Like the hornbooks and battledores, it contained the alphabet and religious sayings. These early texts were meant to teach religion and morality along with reading. Thus the New England Primer included the following under "Verses for Little Children":

"Though I am young, a little one,  
If I can speak and go alone,  
Then I must learn to know the Lord,  
And learn to read his holy word." [Allen, 63]

The difficulty of passages in this Primer changed quickly following the example of similar books printed in England. This reflected the fact that students were not extensively graded by age or ability, there were no uniform standards among publishers, and pedagogy was nonexistent. Beginning in the 1830s, with the professionalization of education, systematic scaling of vocabulary and concepts developed.

Lyman Cobb was one of the first authors to provide graded "juvenile" readers. However, in 1844 when the New Jersey Society of Teachers adopted his texts for use in the state the action provoked a bitter dispute with those who preferred Noah Webster's textbooks. Cobb was criticized for



inappropriate lessons -- some too easy and others too hard. Webster was accused of being inconsistent and "peculiar" in his spelling. Since the 1840s the grading of textbooks has become more precise based on increased knowledge of child development.

#### A. Early American Texts. 1792-1900.

After the American Revolution Noah Webster set out to create a distinctive American language through the spelling system worked out in his dictionary. He also provided reading texts that deliberately included American materials for use in the schools of the new nation. Webster faced competition, by the early nineteenth century the number of texts available for use in the schools increased. These early texts did not have material on New Jersey, but some of those shown here were printed and/or used in the state.

When upper level students studied history in the eighteenth and early nineteenth centuries, it was ancient history or British history. Thus, when James Spencer Cannon, Rutgers College Professor of Metaphysics, in his Lectures on History and Chronology published in 1830, urged young gentlemen to study history because it was "highly useful, as well as amusing" and provided moral lessons, all his examples came from ancient history.

Even as Cannon wrote others began to advocate adding United States national history to the curriculum. Robert Davidson, a New Brunswick minister, in an address on The Study of History given at the Freehold Young Ladies Seminary in 1853 thought reading history better than reading novels because it instructed "about life," "enlarged" and "liberalized the mind." He specifically mentioned ancient texts and George Bancroft's History of the United States which, he said, provided a "healthy and national entertainment." Yet "Even after the Civil War, when this subject became more popular, its chief materials were national heroes and the glories of the Revolutionary War" [West, 65].

While Webster's reader of 1787 included a brief history of the United States, the "earliest history for American children" was The History of America, abridged for the use of children of all denominations (1795) [Avery, 52]. In 1822 Charles Goodrich wrote his History of the United States of America, and later a Child's History of the United States which was still being printed in 1878. By the late 1820s an increasing number of texts were available, including Emma Willard's History of the United States, or Republic of America. By the end of the nineteenth century there was a



shift to the writing of textbooks by such professional historians as John Bach MacMaster, Benson J. Lossing, and John Fiske. This was also the period in which United States history was more frequently taught. However, there was still little effort to teach state or local history.

(4) Quill pen. Found in Joseph Iszard's Saw Mill Account Book 1835-38.

(5) Ink well. Eighteenth century pewter ink well. Loaned by Maxine N. Lurie.

(6) Lunch Pail. n.d.  
Round metal lunch box with cover and handle.  
Township of Ocean Historical Museum.

(7) Book. Miscellanies, Moral and Instructive, in Prose and Verse; Collected from Various Authors, for the Use of School and Improvement of Young Persons of Both Sexes. Second Edition. (Burlington, New Jersey, 1792).

Nothing specifically on New Jersey but good example of very early text book which was printed in New Jersey.

(8) Book. John Pierpont, American First Class Book; or, Exercises in Reading and Recitation Selected Principally from Modern Authors of Great Britain and America; and Designed for the Use of the Highest Class in Publick and Private Schools (Boston: Hilliard, Gray, Little, and Wilkins and Richardson & Lord, 1828).

This text contains a variety of materials from British and American authors, both serious and humorous.

(9) Book. Noah Webster, The Elementary Spelling Book (New Brunswick, New Jersey: Terhune & Letson, 1829).

Webster's first speller appeared in 1783 and contained lessons on pronunciation, as well as reading materials. He wanted children to learn "with the first rudiments of the language, some just ideas of religion, morals and domestic economy." [Elson, 1]. Usually local publication of his texts was arranged. John Terhune of New Brunswick became Webster's official publisher in New Jersey.

(10) Book. McGuffey's Rhetorical Guide or Fifth Reader (Cincinnati: Winthrop B. Smith, 1845).

Readers began to appear after 1800 and usually included, like the earlier hornbooks and primers, moral lessons. The McGuffey readers, described as "a portable school for the new priests of the republic," are the best known and were used for the longest time [Westerhoff, 16]. They first appeared in 1836 and continued to be published in revised editions until after 1900. By 1920 an estimated



122,000,000 copies had been printed for the use in American schools.

(11) Book. Rev. Charles A. Goodrich, History of the United States (Hartford: Barber and Robinson, 1823).

This early textbook divided United States history into periods and then provided section headings, engraved illustrations, and summary "reflections" at the end of chapters -- all as aids for learning. There are about two paragraphs in the book on New Jersey.

(12) Book. Emma Willard, History of the United States or Republic of America: Exhibited in Connexion with its Chronology & Progressive Geography: By Means of A Series of Maps... (New York: White, Gallaher & White, 1828).

This popular early text was written by Emma Hart Willard author of many books, reformer, early advocate of higher education for women, and the principal of the Troy Female Seminary.

(13) Broadside. Schermerhorn, Bancroft and Co. Advertisement for school supplies. c.1887.

(14) Book slate. 1857-18??

Slates were not common until after 1820. Before that time copy books of rough paper were used.

Harding Township Historical Society.

## **B. Early New Jersey Materials. 1700s to 1900.**

A number of early New Jersey schools, invariably one-room buildings in which children of different ages usually were taught by a single teacher, have survived. However, there are only a few examples of these students being taught history, especially New Jersey history. Some insight into this comes from the diary of Mary Jane Larison a student and teacher-in-training at the Trenton Normal School, in 1855-1856. She studied arithmetic, grammar, drawing, singing (which she strongly disliked), and geography. Only once does she mention history and then she comments that:

"History has been much neglected in our schools principally because the mode of teaching it caused it to be dry and burdensome to the memory.

History on account of its immensity has been considered a subject out of the reach of school education. It is necessary to not only know the facts of history but to know what they mean."

Since she found history boring and difficult, one can only wonder what, if any, history she went on to teach. By



the end of the nineteenth century this situation was changing. An 1878 list of subjects taught to students in the 7th year includes advanced history, essentially American history from the "inter-colonial wars to the Grant administration." However, not until the 1920s was state history required and even then it was to be studied only in the high schools. [Campbell, 30-31]. This requirement shifted in the 1950s to the elementary schools.

(15) Ink well.

Glass. Used by Dr. Mayo in 1838 when he taught at Queen's College, New Brunswick [now Rutgers].

(16) Whale oil student lamp, 1850-1858.

Used by Rutgers College student, Daniel Rapaljie, Class of 1855.

(17) Slates

(a) School slate. Eighteenth century.

One cover and two leaves left in what was a small book containing slate pages. 3"x2".

(b) School slate. Late Nineteenth century. Cardboard. c.4"x2". Colored picture on the cover of four children who appear to be drinking wine.

(c) School slate c.1900.

Large and in two parts. 10"x6".

(18) Book. Carolyn M. Campbell, M. Peryl King, Martha Smith, Chickaree in the Wall: A History of One-room Schools in Ocean County, New Jersey (Toms River, New Jersey: Ocean County Historical Society, 1987).

Copy 1. Rutgers.

Copy 2. New Jersey Historical Commission.

(19) Photo. Centre Grove School, which is now located on the grounds of Wheaton Village.

This one room school house was built in 1876 and used for c.30 children per year in grades 1-7 until 1937. It was then purchased by Mr. and Mrs. Leon Spencer to prevent it from becoming either "a pighthouse" or "speakeasy." Mr. Spencer had been the school's custodian. In 1970 it was moved to Wheaton Village Museum where it was restored and opened to the public in 1977.

Museum of American Glass at Wheaton Village.

(20) Photo. Old Stone School House. Eighteenth-century one room school house. Located on grounds of the Newark Museum.

The original Old Stone School House was built in 1728



on Pot-Pie-Lane in Lyons Farms, then a small town outside of Newark. It was destroyed by fire. Another was built of fireproof sandstone on the same spot in 1784. The building was moved to the Newark Museum's garden in 1938.

Newark Museum.

(21) Pamphlet. The Museum (Spring 1957) v.9 #2 New Series.

This issue contains a story on the origins of the Old Stone Schoolhouse.

Newark Museum.

(22) Drawing. School House at Recklestown, Burlington County, New Jersey.

1894 drawing by A. L. Burtis. School house "as it was in 1823, ther[sic] has been but little change since." According to tradition it was built in 1747.

(23) Map of New Jersey, January 10, 1853. From Cipherring Book Collection.

Cipherring books were usually math books, but this one, closer to an atlas, includes geography lessons. The volume contains handdrawn maps of states, countries, and continents.

Monmouth County Historical Association.

(24) Excerpts from the diary of Mary Jane Sergeant Larison while she was a student at Trenton Normal School 1855-1856.

Shows what a future teacher learned about New Jersey as a student in the first class at the Trenton Normal School which was the state's first teachers college. There were fifteen students that year. As the text indicates she was taught some geography, including how to draw an outline of the state.

Copied from Rutgers typescript; original at the College of New Jersey, Trenton.

(25) Broadside. Plan of Recitations in Fischer's School, Winter 1861. New Brunswick, New Jersey.

This notice lists the subjects taught at the school, including history and geography. There is no indication that information on New Jersey was part of the curriculum.

(26) Letter/Lesson. "History of New Jersey from its Settlement to the Revolution" November 5, 1867 from the Perrine Family Papers.

This example of an early school lesson specifically on New Jersey history is the only one found for this exhibition. It was written by David V. Perrine (1853-1938) who was fourteen at the time and a student at the Freehold



Institute. It is probably based on the reading of an early history book on the state.

Monmouth County Historical Association.

(27) Wenman lunch box. Belonged to a New Vernon school student c.1880.

Gift of Lois Wenman. Harding Township Historical Society.

## 2. Elementary school texts. 1900-1950.

The first regional school history, Hannah Adams' History of New England appeared in 1779. A few state histories were written in the nineteenth century. Texts that specifically deal with New Jersey history, and were meant for use in the schools, first appear in the early twentieth century. Only one example is included here, but there are also texts from the same period (included in the exhibit) used to teach about the government and geography of the state.

(28) Photo. Old Oakhurst School, 1900.

163 Monmouth Road, Oakhurst. This building replaced a one-room school house located on the same site that had been built c.1870. It was a K-8 school that contained four classrooms. There was no electricity or running water. By the 1950s the building had been enlarged three times. Today it serves as an administrative building and museum.

Township of Ocean Historical Museum.

(29) Certificate. Honor Diploma of 1913 given to Mary Larkin. From Oakhurst Graded School.

Township of Ocean Historical Museum.

(30) Book. J. Earle Thomson, An Elementary History of New Jersey (New York, 1924).

This is the earliest text found for this exhibition on state history. It was created for use by the "Intermediate Grades."

Copy 1. Rutgers.

Copy 2. Loaned by Prof. Ralph Walz, History Department, Seton Hall University.

(31) Photo. Picture of a horsedrawn school bus. n.d. (before 1920).

Harding Township Historical Society.

(32) Photo. Picture of the New Vernon School with Belfry. 1912.

Harding Township Historical Society.



(33) Photo. Class of 1913, New Vernon School.

Picture shows school interior, second floor. Includes pot bellied stove used to heat the room.

From Fred Roscoe Album, Harding Township Historical Society.

(34) Photo. Freehold Grammar School Students 1932.

Grammar school students on steps of their school.

Monmouth County Historical Association.

### 3. Elementary school texts. 1950-1997

There is a noticeable increase in the number of texts available after 1950. This is a response to the inclusion of New Jersey studies in the third grade (sometimes fourth grade) curriculum. Not only are there more choices, designed for a greater variety of reading levels, but with time the number of types of illustrations also change. Drawings are replaced by photographs, and the number of charts and graphs climbs. Current text books have been described as "paragons of sophisticated modern design. They look like...Architectural Digest or Vogue." [FitzGerald, 14]

John Cunningham's textbook first appeared in 1972 and has since undergone frequent revisions. It filled a real need by being more comprehensive and taking the story further than earlier texts, which had done little with recent history.

Despite updating, current texts fail to reflect fully the diversity of New Jersey and much of the additional information from recent historical research.

(35) Book. The Edward R. Johnstone Elementary School (Vineland, New Jersey, 1957).

Book of photographs collected for the dedication of the new school in Vineland. This low brick 1957 building is representative of many schools built across the state in the late 1950s through the 1960s.

(36) Photo. 1953 Eighth Grade Graduation Class, Oakhurst School.

Because there was no town high school students went on to Long Branch, Asbury Park, or a Catholic high school. In the back row are the teachers and principal, Miss Estelle Voorhees, who worked in education for fifty-one years.

Township of Ocean Historical Museum.

(37) Kindergarten Materials, 1973.

(a) Stephen Michael Dalina Diploma. Our Lady of Peace School, Fords, New Jersey.



(b) Photo. Kindergarten Class. Our Lady of Peace.  
 (c) Kindergarten Report Card. Our Lady of Peace.  
 Loaned by Stephen Michael Dalina.

(38) Lunch boxes.

(a) 1995s lunch box and thermos with space scene.

(b) 1993 plastic lunch box with Mickey Mouse.

Shawn P. Aubitz, Morrisville, Pennsylvania.

(39) Photos. New Jersey Schools of the 1990s.  
 Quibbletown Middle School, and Knollwood Elementary  
 School, Piscataway, New Jersey.  
 Maxine N. Lurie.

(40) Book. Adaline P. Hagaman, Early New Jersey (New  
 York: The University Publishing Co., 1963).

The first edition of this text appeared in 1948. This  
 was followed by several other editions. A text for grades  
 6-8, it deals only with the earliest portion of New Jersey's  
 history.

(41) Book. Adaline P. Hagaman, The Story of New Jersey  
 (New York: The University Publishing Co., 1969).

This enlarged edition of Early New Jersey shows an  
 effort to add content on the state's history since the  
 eighteenth century.

(42) Book. Allan Carpenter, Enchantment of America:  
 New Jersey (Chicago: Children's Press, 1965).  
 Elementary school textbook.

(43) Book. Allan Carpenter, The New Enchantment of  
 America: New Jersey (Chicago: Children's Press, 1978).  
 Revised edition of elementary school textbook.

(44) Book. John T. Cunningham, You, New Jersey and the  
 World (Andover, New Jersey: Afton Publishing Co., 1994).

Most frequently used social studies text for elementary  
 schools. First edition appeared in 1972, subsequent ones in  
 1981, 1986, 1990, and 1994.

Copy 1. Student's edition.

Copy 2. Teacher's edition.

(45) Book. Phillip Fair and Ted Rabold, New Jersey  
 Yesterday and Today (Harrisburg, Pennsylvania: Penns Valley  
 Publishers, 1981).

Textbook for elementary schools with hand drawn  
 illustrations, questions and suggested activities at the end  
 of each chapter.



(46) Book. Elaine Fay and Charles A. Stansfield, Jr., New Jersey Yesterday and Today (Morristown, New Jersey: Silver Burdett & Ginn, 1987).

Elementary school textbook produced by company specializing in such texts, working with several scholars in New Jersey history.

(47) Books. Deborah Kent, America the Beautiful: New Jersey (Chicago: Childrens Press, 1987).

Lynn S. Parisi, America the Beautiful: New Jersey, Teacher's Manual (Chicago: Children,s Press, 1987).

Elementary school textbook accompanied by teachers manual which contains activities and sample questions.

Copy 1. Student's edition.

Copy 2. Teacher's edition.

#### **4. Local History Texts Created by and for Elementary School Teachers.**

New Jersey history usually is taught in the third grade, sometimes in the fourth. In either case, because the emphasis is on local communities, a number of teachers have created their own texts and supplemental materials. With one exception (Oleskie), these texts are on loan from the collection of Professor Claribel Young, History Department, Georgian Court College.

(48) Toy School Bus.

Loaned by Stephen Michael Dalina.

(49) (a) Brick, Our Town (Brick Township Board of Education, n.d.).

Workbook for use in classroom. This copy was used by a township student and contains answers plus the teacher's corrections.

(b) Discovering Jackson (1983).

Social Studies text-book for third grade, produced by curriculum committee.

(c) Diane Bauernhuber, et al, Lacey Township: A Community Grows and Changes (c.1993).

Text, pictures, and activities for elementary school students.

(d) Alfonso J. Gallo, et al, compilers, Our Toms River: Township of Dover.

Includes chapters with information, pictures to color, and worksheets for third grade students in Toms River Regional Schools. Editions from 1981, 1983, and 1984 (revised and enlarged).



(e) Joan A. Fields, Middletown A Study of Our Community (Middletown Board of Education, c.1975).

Designed for third grade students.

(f) Sandra Beck, et al, Phillipsburg: Our Town. Part I, Part II, (1989, revision of 1970 publication).

Pictures, text, and questions for students to answer.

(g) Charles Edgar Nash, Lure of Long Beach: Elementary Edition (Long Beach Island Board of Education, 1981).

Revised update of 1936 pamphlet. Brief chapters followed by suggested activities.

(h) Investigating Howell (1988).

Social studies text designed for use by third grade students in the classroom.

(i) Bob Bittner, et al, Manchester Township New Jersey: 1865 (1990).

Written for third grade students. Contains pictures, text, vocabulary lessons, and interesting facts about the town.

(j) Lindy Thomas, A Child's Scrapbook of Vincentown Memories (c. 1989).

Brief historic text interspersed with numerous photographs.

(k) Rosalie C. D'Amico, Sue D. Keych, Robert C. Sigmund, Origins of Haddon Township: An Historical Narrative of the history, events, & lives of the people and community of Haddon Township, 1681-1980 (1980).

Preface states that "This text was written to introduce the history of Haddon Township to students within the district."

(50) Book. Margery R. Oleskie, Piscataway's Story: A Workbook for Children in the Early Grades Book 1: From the Beginnings Until the Revolutionary War (1982).

This is the first of two books prepared by a former township librarian for use in the elementary schools.

## 5. Trivia Books/supplemental Materials and Worksheets

Most of the local texts created by teachers for use in the classroom contain games, puzzles -- a whole range of student activities -- reflecting the notion that children should be entertained while being educated. There are also a number of texts that consist entirely of such supplemental material. Such supplements can provide fun and interest. Used alone they offer only a grab bag of disjointed facts



and can lead to incoherent historical accounts.

A second category of supplemental material included here is books intended for young children first learning to read, probably in the school library. These are usually small in size, brief in length, and simple in content.

(51) Book. Albert and Shirley Menendez, compilers, New Jersey Trivia (Nashville, Tennessee: Rutledge Hill Press, 1993).

Paperback book with questions and answers listed topically.

(52) Carole Marsh trivia books.

(a) Carole Marsh, New Jersey Silly Trivia! (Decatur, Georgia: Gallopade Publishing Group, 1992).

(b) Carole Marsh, My First Book About New Jersey!: Why Wait To Learn About Our Great State (Decatur, Georgia: Gallopade Publishing Group, 1992).

(c) Carole Marsh, New Jersey Quiz Bowl Crash Course! (Decatur, Georgia: Gallopade Publishing Group, 1992).

(d) Carole Marsh, New Jersey Timeline: A Chronology of New Jersey History, Mystery, Trivia, Legend, Lore & More (Decatur, Georgia: Gallopade Publishing Group, 1992).

(53) Book. John T. Cunningham, On the Go in New Jersey (Andover, New Jersey: Afton Publishing Co., 1980)  
Activities book for elementary grades.

(54) Book. Constance K. Escher, New Jersey in 1886: Farm and Factory (n.p., 1986).

Source book for teachers and students containing reproductions of maps, documents, pictures, cartoons and other material.

(55) Book. W. E. Krawiec and Barabara A. Krawiec, New Jersey in a Nut Shell: A Workbook Approach to the Study of New Jersey, Teachers' Edition (n.p. 1980).

This typescript of materials put together by teachers is primarily a collection of worksheets with the answers used in teaching.

(56) Book. Bernadine Bailey, Picture Book of New Jersey (Chicago: Albert Whitman and Co., 1965).

Another example that shows supplemental elementary school materials.

(57) Book. Geri Bain, New Jersey (New York: Franklin Watts, 1987).

A brief book used to illustrate supplemental elementary school materials.

(58) Book. Charles Fredeen, Hello U.S.A.: New Jersey (Minneapolis, Minnesota: Lerner Publications Co., 1993).

A recent little book with supplemental reading for the early grades.

## 6. Texts for high schools/colleges.

Today there are a few books specifically on New Jersey that can be used either for high school or college courses. Nineteenth century textbooks also often served a dual purpose, their titles indicating that they were meant for use in both "academies and colleges." There is still no real college level textbook on the history of the state. This makes it difficult for teachers to learn New Jersey history before they go on to teach it in their classrooms.

There are some examples of books not meant to be texts but that have been and can be adapted to such use. The basic surveys of state history that have served this purpose are now twenty years old and in need of updating.

In addition to New Jersey history being taught in the elementary schools, it is, under the terms of the "Frelinghuysen amendment," required in the high school curriculum. In 1987 then State Assemblyman Rodney Frelinghuysen and State Senator Lawrence Weiss introduced in the legislature an amendment to the state law requiring a "two-year course of study in the history of the United States" that added the phrase "including the history of New Jersey." The impact of this amendment is seen in the increase of reference and supplemental materials, documentary collections and topical books, for grades 8-12 produced since 1990. The amendment's mandate can be met either through a New Jersey history course, or by infusing information on New Jersey into United States history courses.

(59) Broadside. Class Day Exercises, 1901.

Atlantic City Public Schools, graduation program. Includes a poem on the high school.

(60) Photo. New Brunswick High School Teaching Staff, 1928. Van Derveer Photo Collection.

Teachers/staff on the front steps of the building.



(61) Photo. Freehold High School, 1932.  
Picture of High School graduating class.  
Monmouth County Historical Association.

(62) Postcards of schools. No dates.  
(a) Barringer High School, Newark.  
(b) Central High School, Newark  
(c) Newark High Schools. A collage of several schools.  
(d) Franklin Public School, Newark.

(63) High School Materials.  
(a) Stephen Joseph Dalina, Diploma. Woodbridge High School, 1949.  
(b) Sixty Third Annual Commencement Program. Woodbridge High School, 1949.  
(c) Stephen Michael Dalina, Diploma. Woodbridge High School, 1985.  
(d) Ninety Ninth Annual Commencement Program. Woodbridge High School, 1985.  
(e) Athletic Letter. Woodbridge High School, 1949.  
Loaned by Stephen Dalina.

(64) Book. John T. Cunningham, New Jersey: America's Main Road (Garden City, New York: Doubleday, 1966).  
One volume history of state that has been used to teach high school and college courses.

(65) Book. John T. Cunningham, New Jersey: America's Main Road (Garden City, New York: Doubleday, 1976).  
Revised edition.

(66) Book. Thomas Fleming, New Jersey: A Bicentennial History (New York: W.W. Norton Co., 1977).  
Brief text used in New Jersey history courses.

(67) Book. Richard P. McCormick, New Jersey: A Students' Guide to Localized History (New York: Bureau of Publications Teachers College Columbia University, 1965).  
Brief book designed to get older students started on local history projects. Contains short history chapters with sources, bibliography, and suggestions for places to visit.

(68) Book. Marc Mappen, Jerseyanna: The Underside of New Jersey History (New Brunswick, New Jersey: Rutgers University Press, 1992).

Collection of essays that originally appeared in the New York Times Sunday section on New Jersey. Appropriate for use as short historical takes on the state.

(69) Book. Maxine N. Lurie, ed., A New Jersey Anthology (Newark: New Jersey Historical Society, 1994).

Collection of seventeen scholarly articles on New Jersey history in a text designed for use in teaching high school and college courses.

## 7. Social Studies Texts.

Social studies, like civics, first appeared in the early twentieth century as part of "progressive education." In 1917 the National Education Association proposed a "shift from history to the social sciences and from the past to the present and the future." [FitzGerald, 169] Concrete social problems would be used to teach about the real world. By the 1930s many textbooks reflected the new approach. The resulting social studies texts included more geography, politics, sociology, and economics than history texts.

In the 1960s a second cycle called the "New Social Studies," also using the technique of grouping topics for teaching, adding material from other disciplines, and de-emphasizing history, started. From these texts children learn "concepts" rather than chronology and became ahistorical -- unable to place past events in the context of their time.

(70) Book. Maurice Moffatt and Pauline V. Ploch, Exploring New Jersey (Chicago: Follett Publishing Co., 1959).

Elementary school social studies text with early history, economics, and government.

(71) Book. Stanley N. Worton, Wilbur E. Apgar, Daniel Jacobson, Abraham Resnick, New Jersey: Past and Present, A Record of Achievement (New York: Hayden Book Company, 1964).

A social studies text for high school and college, that covers geography, history, government, and sociology.

(72) Book. Abraham Resnick, New Jersey: Its People and Culture (Minneapolis, Minnesota: T.S. Denison & Co., 1974).

An elementary school social studies textbook.

## 8. Political Science Texts.

These texts were designed for "civics" or political science courses. Included here is an early, nineteenth century book that contains the Declaration of Independence, the United States Constitution, and political speeches, but no specific state material from New Jersey or other states. Not until the twentieth century is the study of state and local government included in the curriculum, and then it is



often called "civics," reflecting the intent to educate citizens that comes out of the movement for "progressive education" often associated with John Dewey.

Interest in teaching civics escalated during WWI, WWII, and the Cold War, all periods when there was concern to promote patriotism as well as educate future voters. In 1919 the New Jersey legislature required high schools to teach courses on the problems of American democracy and on community civics. The purpose was to develop "some sense of personal obligation and responsibility for high endeavor and active participation in the practical and social life."  
[Bole and Johnson, 102]

(73) Photo of Lithograph. State Capitol of New Jersey at Trenton, built in 1794.

(74) Book. Lyman Cobb, The North American Reader; Containing A Great Variety of Pieces in Prose and Poetry, from Very Highly Esteemed American and English Writers. Also Observations on Good Reading; the Declaration of Independence; the Constitution of the United States... (Trenton: B. Davenport, 1836).

In the 1830s Cobb began to publish readers and other texts for children. This one is a compilation of a wide range of political speeches and documents. At the end there are questions "for scholars" on the United States Constitution, along with rules of pronunciation.

(75) Book. John E. Bebout, Documents and Readings in New Jersey Government v.1 (Ann Arbor, Michigan: Edwards Brothers, Inc., 1931).

Photo-print of volume "designed primarily for the use of college classes in state and local government in New Jersey." This is an early state and local politics text.

(76) Book. Leonard B. Irwin and Herbert Lee Ellis, New Jersey: The Garden State (New York: Oxford Book Company, 1962).

According to the preface this text was "intended primarily for use in New Jersey secondary school social studies courses, such as Civics, Problems of American Democracy, and American History" as well as in similar college courses.

(77) Book. Richard J. Connors and William J. Dunham, The Government of New Jersey: An Introduction (Lanham, Maryland: University Press of America, 1984)

Book for teaching, as well as reference, on state and local history. Contains chapters describing the constitution, branches of government, and political

participation. Includes brief "snap shots" dealing with important issues and controversies.

(78) Book. Richard J. Connors and William J. Dunham, The Government of New Jersey: An Introduction (Lanham, Maryland: University Press of America, 1993).  
Revised edition.

(79) Book. Barbara Salmore and Stephen A. Salmore, New Jersey Politics and Government: Suburban Politics Comes of Age (Lincoln: University of Nebraska Press, 1993).  
Political science text for college courses on state government.

(80) Booklets and Brochures on the State Capitol and government. Office of Legislative Services, n.d. (1990s).  
Produced for distribution to school groups that tour the State Capitol and intended to give them an idea of how state government works.

- (a) The Legislative Process in New Jersey
  - (b) El Proceso Legislativo En Nueva Jersey.
  - (c) Your State Capitol. Student guide.
  - (d) The New Jersey State House: Student Activity Booklet.
  - (e) Glossary of Legislative Terms
- From the New Jersey Office of Legislative Services.

(81) Brochures. Middlesex County Government Serving People: A Comprehensive Civics Resource Guide (1994).  
Brochure describing a kit that contains materials for teaching about county government. The box itself includes a workbook, resource files with information on county services, maps, and photographs.  
Middlesex County Cultural and Heritage Commission.

## 9. Geography Texts and Map Exercises.

In the seventeenth century geography was occasionally studied by gentlemen scholars; by 1815 it was required for admission to Harvard. It apparently was not taught as a separate subject in New Jersey until after the American Revolution. State-specific materials, incorporated within more general texts, appear in the early nineteenth century.

Geography was commonly taught before history, or at least "modern" history. An 1878 list of subjects taught in a Monmouth County elementary school notes ninety six students were taking spelling and reading, twenty three geography, and two history.

The first American textbook on geography was written by



Jedediah Morse and published in 1784. Other general works quickly followed. The Civil War increased interest in geography and led to the production of additional texts. A move to print in a larger format began in the 1870s as a way to obtain a competitive advantage. By the 1880s geography texts were adding state specific material in special sections; after 1900 texts devoted to a single state appear.

Individual maps of the state were available much earlier and possibly used in the schools. The Old Stone Schoolhouse in Newark exhibits such a 1786 map of New Jersey.

(82) Boxed Set of Cards. Geography An Amusement or a Complete Set of Geographical Cards (Burlington, New Jersey: David Allinson Bookseller, 1805).

Educational game intended for use by "youth and others." The box contains a card for each state, New Jersey included. These cards resembles modern "flash cards" more than such current games as Trivial Pursuit.

(83) Book. Sidney E. Morse, A New System of Modern Geography or a View of the Present State of the World... [with atlas] (Boston: George Clark, 1822).

Geographical description of the "world" with a section on the United States and a state-by-state account of the "face of the country, production, rivers, towns, population, education, government, commerce etc." This text was put together by the son of Jedediah Morse who produced the first American geography text.

(84) Book. William Channing Woodbridge, Rudiments of Geography, On a New Plan, Designed to Assist the Memory by Comparison and Classification... [with atlas]. (Hartford: John Beach, 1838).

This is the nineteenth edition of a book that first appeared c.1822. The preface contains advice for instructors. The book also has suggested lessons and activities, questions for scholars. The section on the "Middle United States" includes New Jersey. There is a one-paragraph description of the state with questions for students.

(85) Book. New Jersey, Pennsylvania, and Delaware: Harper's School Geography (New York: Harper & Brothers, 1887).

Geography text for upper elementary grades. Contains a special section on the three states mentioned in the title. This copy was used in a Pennsylvania school.

Frank Curcio Collection, Annandale, New Jersey.

(86) Broadside. New Jersey Teachers' Association Meeting 1890.

Program for meeting that included "Discussion. Map Drawing as an Auxiliary to the Teaching of Geography and History."

(87) Book. Jacques W. Redway and Russell Hinman, Natural Advanced Geography (New York: American Book Co., 1916).

Earlier editions appeared in 1898, 1901, 1913. A world geography text with sections on New Jersey and Pennsylvania at the end. Used in the Bergen Street school (town not given).

Frank Curcio Collection, Annandale, New Jersey

(88) Book. Harmon B. Niver, Geography of the State of New Jersey (New York: Hinds, Hayden & Eldredge, Inc., 1917).  
An early geography textbook.

(89) Book. Charles A. Stansfield, Jr., New Jersey: A Geography (Boulder, Colorado: Westview Press, 1983).

Recent geography textbook that includes cultural and historical information as well as maps.

(90) Book. Carole Marsh, New Jersey "Jography": "Geography Fun!" (Decatur, Georgia: Gallopade Publishing Group, 1993)

Trivia book with questions for elementary grades on geography.

Rutgers and Gallopade Publishing

## 10. Texts on Trees/plants

Two examples were found of texts designed for use in the schools that specifically deal with the trees found in the state.

(91) Wooden acorn carved from piece of the Kilmer oak.  
Donald Riemer, Cook College.

(92) Book. Joseph S. Illick, Common Trees of New Jersey (Washington D.C.: American Tree Association, 1927).

A manual of trees, produced for schools in the state that contains hand drawn illustrations. The frontispiece includes Joyce Kilmer's poem on a tree.

(93) Book. Austin Lentz, James R. Grace, Common Forest Trees of New Jersey (New Brunswick, New Jersey: Cooperative Extension Service Rutgers, 1981).

A manual of trees with hand drawn illustrations.



## 11. Treatment of Women

Early texts mention a few prominent women from the state; more often those for elementary schools contain material on such legendary figures as Molly Pitcher and Tempe Wick. The recent biographical directory of women in New Jersey, Past and Promise, should prove a rich resource for those who write future texts, making it possible for authors to give multiple examples of real women who have made contributions in New Jersey and the nation.

(94) Xeroxed copies of pages from assorted old texts.

(95) Book. Ann Rindaldi, A Ride Into Morning: The Story of Tempe Wick (San Diego, California: 1991).

A fictional book written for teens about Tempe Wick the legendary Revolutionary War heroine from Morristown, New Jersey, who saved her horse during the war from mutinous American soldiers.

(96) Book. Joan Burstyn, ed., Past and Promise: Lives of New Jersey Women (Metuchen, New Jersey: Scarecrow Press, 1990).

This work is the product of the Women's Project of New Jersey and contains numerous biographies of New Jersey women organized chronologically. Each section has an introductory "historical overview" followed by entries. The biographies end with brief bibliographies.

## 12. Ethnic Groups in New Jersey.

Increasing awareness of American diversity, stemming from the Civil Rights movement of the 1960s, has led to a proliferation of ethnic studies and materials. This awareness has produced a number of texts that are appropriate for use in New Jersey classrooms, and which should also become a source for expanded materials as new textbooks are written in the future. The lag between research on ethnic groups and inclusion of that new information in textbooks occurs nation wide. [Apple, 101]

(97) Slave collar. Metal with label that says "Spader." Includes metal key.

(98) Book. John T. Cunningham, You, New Jersey and the World (Andover, New Jersey: Afton Publishing Co., 1990).

This is the most frequently used social studies text for elementary schools and it includes information on African Americans.

(99) Book. Clement Alexander Price, Freedom Not Far Distant: A Documentary History of Afro-Americans in New Jersey (Newark: New Jersey Historical Society, 1980).

A collection of documents that can be used in the classroom. The book places the selections in historical context.

(100) Book. Giles R. Wright, Afro-Americans in New Jersey: A Short History (Trenton: New Jersey Historical Commission, 1988).

Brief book designed for reference as well as use in high school classes.

New Jersey Historical Commission.

(101) Book. Elaine Greenfield, Paul Robeson (New York: Thomas Y. Crowell Co., 1975).

A biography for children of Paul Robeson, an African-American raised in Princeton who graduated from Rutgers. He was a scholar, football player, singer, actor, and political radical.

(102) Book. David Mitros, Slave Records of Morris County, New Jersey: 1756-1841 (Morris County: Morris County Heritage Commission, 1991).

A collection of local documents designed for use in the schools.

(103) Book. Larry A. Greene and Lenworth Gunther, The New Jersey African American History Curriculum Guide: Grades 9 to 12 (Trenton, New Jersey: New Jersey Historical Commission, 1997).

Fifteen chronological lesson units containing background information, a core lesson including citation of readings for students and teachers, and materials (maps, documents, excerpts).

Loaned by Maxine N. Lurie.

(104) Pamphlets. New Jersey Historical Commission: Ethnic Life Series.

These pamphlets illustrate the diversity of the state's population and the experiences of immigrants. Each one contains interviews, capsule histories of ethnic groups, and suggestions for additional reading.

New Jersey Historical Commission.

(a) Howard L. Green and Lee R. Parks, What is Ethnicity? (1987).

(b) Giles R. Wright and Howard L. Green, Work (1987).

(c) Giles R. Wright, Schooling and Education (1987).



(d) Giles R. Wright, Compiler, Looking Back: Eleven Life Histories (1986).

(e) Giles R. Wright, The Reasons for Migrating (1986).

### 13. Texts with Documents.

The development of documentary collections reflects an effort to teach students not only what happened in the past but also how to use and interpret the sources. Such materials also reflect the desire to engage students' attention by making the past more immediate, utilizing the words of real people as they created history.

(105) Book. Robert I. Vexler and William F. Swindler, Chronology and Documentary Handbook of the State of New Jersey (Dobbs Ferry, New York: Oceana Publications, 1978).

Contains chronology of state's history, abbreviated biographies, and five documents including General George Washington's Report on the Battles of Trenton and Princeton.

(106) Book. George Kirsch, Voices from the Garden State: Documents in New Jersey History (Lido Beach, New York: Whittier Publications, 1993).

Collection of documents that includes a WWII production award. This example illustrates the wide variety of documentary material available for teaching.

(107) Book. Howard L. Green, ed., Words that Make New Jersey History (New Brunswick, New Jersey: Rutgers University Press, 1995). New Jersey Historical Commission project.

This paperback contains numerous brief documents for use in the classroom. The book is organized chronologically and contains a range of materials.

### 14. Native Americans.

Virtually all textbooks on the state, whether on its history or its geography, usually start with information on the Native Americans who first inhabited the area. Books and pamphlets specifically on this topic are recent, and most are based on the scholarship of archaeologists, particularly Herbert Kraft. Interest in the state's earliest residents is long standing, what is new is both a more scientific approach and greater concern with accuracy.

(108) Nine Arrowheads. From Mrs. Mary Vander Veer 1951.

(109) Longhouse model. Daniel Spengeman, 1994.  
Fourth grade project from Oceanport. Daniel Spengeman  
is now a Museum friend and volunteer.  
Township of Ocean Historical Museum.

(110) Book. M. R. Harrington, Dickon Among the Lenape  
Indians (Chicago: John C. Winston Co., 1938; Reprinted  
Rutgers University Press, 1963).

Novel about a young English boy shipwrecked in 1612 who  
is rescued and reared by Lenape Indians for two years.  
Designed to teach children about the customs of American  
Indians.

(111) Book. Sonia Bleeker, The Delaware Indians:  
Eastern Fishermen and Farmers (New York: William Morrow &  
Co., 1953).

A book about the customs and lives of the Delaware  
Indians told for children. The text contains line drawings  
to illustrate the activities of its fictional characters.

(112) Booklet. George H. Moss, Jr., Monmouth: Our  
Indian Heritage (1974). Bicentennial publication.

Local publication for use in the county's schools based  
on more general works.

Township of Ocean Historical Museum.

(113) Book. Herbert C. Kraft and John T. Kraft, The  
Indians of Lenapehoking (South Orange, New Jersey: Seton  
Hall University Museum, 1985).

Oversized paperback with numerous hand drawn  
illustrations.

(114) Book. Herbert C. Kraft, The Lenape: Archaeology,  
History, and Ethnography (Newark: New Jersey Historical  
Society, 1986).

Reference and resource text on the Lenape.

(115) Book. Gregory Evans Dowd, The Indians of New  
Jersey (Trenton: New Jersey Historical Commission, 1992).

Brief text designed for use by high school students.  
New Jersey Historical Commission.

(116) Pamphlet. Ilene Levine, Studying Lenape Life  
Using A Multi-Dimensional Approach (Roosevelt, New Jersey:  
Roosevelt School, 1997).

Curriculum Guide for a third grade social studies unit  
on the Lenapes.

Loaned by Ilene Levine.



## 15. Multimedia Materials

A number of multimedia sources are available for teaching New Jersey studies -- these include audio tapes, videos, CD-Roms, and the internet. Web pages list other sources that are available, but increasingly they also provide immediate access to documents and other materials that can be used for teaching. This newest resource is best considered as "under construction."

The New Jersey Historical Commission has begun producing a series of films on the history of the state, titled New Jersey Legacy. Like some of the earliest textbooks, to date these only go through the American Revolution. Brief shorts, designed for use in the elementary schools, cover a broad range of topics, as do the New Jerseytimes radio programs produced by Rutgers.

(117) Film cassette, "Fortunes in Furs," New Jersey Legacy (1992).

One of series of half-hour films produced by New Jersey Network and the New Jersey Historical Commission.

New Jersey Historical Commission.

(118) Brochure, New Jersey Legacy

Advertisement for chronological film series on state history.

New Jersey Historical Commission.

(119) Film cassette, "Silk City, Paterson," Around and About New Jersey (1991).

One of series of fifteen-minute films on New Jersey history produced by New Jersey Network and the New Jersey Historical Commission.

New Jersey Historical Commission.

(120) Brochure, Around and About New Jersey: Morristown National Park.

Advertisement for film series.

New Jersey Historical Commission.

(121) Radio tape, "America: The Dream of My Life" (1992).

Tapes from a series of three half-hour programs documenting the experiences of immigrants in New Jersey. Produced by WBGO and the New Jersey Historical Commission.

New Jersey Historical Commission.

(122) Radio tape, "Seabrook at War: A Radio Documentary" (1995).

(a) Tapes of three programs, each half hour long.

Produced by WWFM/WWNJ and the New Jersey Historical Commission.

(b) Typescript from program.  
New Jersey Historical Commission.

(123) Brochure, Seabrook at War: A Radio Documentary  
Advertisement for taped programs.  
New Jersey Historical Commission.

(124) Production materials from the filming of  
"Roosevelt," Around and About New Jersey. 1996-1997.  
Photograph of film crew working, student drawings of  
the film crew working, and a booklet produced by teacher  
Ilene Levine. All of these items are connected to a new  
video on the town of Roosevelt, a model planned community  
built during the New Deal. The film is being produced by  
New Jersey Network and the New Jersey Historical Commission.  
The photograph shows David S. Cohen, the film crew, students  
Laurel Hamilton and Joshua Nulman, and Bernarda Shahn during  
filming.

David Cohen, New Jersey Historical Commission and Ilene  
Levine, Roosevelt Elementary School.

(125) New Jerseytimes.

Programs produced by Rutgers Radio and TV on New  
Jersey. Tapes of half hour programs produced by Rutgers  
Radio and TV and distributed to public and commercial  
stations across the state. Two series of programs have been  
produced to date and a third is planned.

- (a) "NJ Leaders"
- (b) "Musical Notes"
- (c) "New Jersey People"
- (d) "Science and Technology"
- (e) "Dream Communities"
- (f) "The New Immigrants"

Loaned by Maxine N. Lurie.

(126) Poster of Rutgers Radio and TV Web Page for New  
Jerseytimes.

Two pages printed out showing what the web site looks  
like. To find this Web site check <http://uc.rutgers.edu/njtimes/>

Courtesy of Debbie Lurie, Rockwell Corporation.

(127) Box. Carole Marsh, Facts and Factivities CD-Rom.  
(Atlanta, Georgia: Gallopade Publishing Group, 1997).

Container for CD-ROM which consists of an interactive  
program for children based on interesting facts about New  
Jersey.

Gallopade Publishing Group.



## 16. Topical Series.

The New Jersey Historical Commission is producing an on going series of topical books about the state for use in the schools. Each is approximately 100 pages in length and is suitable for use in upper grade courses (8-12) as well as for reference. These books all have been published since 1987, when the state legislature required that New Jersey history be incorporated into the high school curriculum.

(128) Book. Paul G. E. Clemens, The Uses of Abundance: A History of New Jersey's Economy (Trenton: New Jersey Historical Commission, 1992).

A brief economic history of the state for use in high school classes.

(129) Book. Mark Edward Lender, One State in Arms: A Short Military History of New Jersey (Trenton: New Jersey Historical Society, 1991).

A concise military history of the state for use in high school classes.

New Jersey Historical Commission.

(130) Book. Susanne C. Hand, New Jersey Architecture (Trenton: New Jersey Historical Commission, 1995).

This text examines the architectural styles important at different times, which New Jersey shares with other regions of the country.

New Jersey Historical Commission.

(131) Lowe House Materials. 1988/89.

Paper model of the Lowe house intended for construction by children. Built by David B. Lurie, 1997.

Middlesex County Cultural and Heritage Commission.

(132) Book. Douglass V. Shaw, Immigration (Trenton: New Jersey Historical Commission, 1994).

A short history of immigration in the state.

New Jersey Historical Commission.

(133) Book. Joseph Gowaskie, Workers in New Jersey History (Trenton: New Jersey Historical Commission, 1996).

A brief history of labor in the state.

New Jersey Historical Commission.

(134) Book. Hildreth York and Mary Murrin, The Arts and Entertainment in New Jersey (Trenton: New Jersey Historical Commission, 1996).

A concise history of visual arts, music and dance, theater, radio, and TV.

New Jersey Historical Commission.

(135) Book. Charles A. Stansfield, Jr., An Ecological History of New Jersey (Trenton: New Jersey Historical Commission, 1996).

A brief environmental history of New Jersey from "the time of the Amerindians before European discovery to the present."

New Jersey Historical Commission.

## 16. Literature Texts/ Stories and Legends.

These are examples of novels and short stories about real and fictional figures from New Jersey that can be used in the classroom. They range from stories written in the 1830s for children that have a very obvious moral lesson, to recent works meant to catch the attention and spark the interest of early readers.

The earliest juvenile fiction written and published in the United States appeared during the War of 1812 when trade with England was suspended. The surge of nationalism that followed the 1815 peace produced a literature that self consciously utilized American settings and characters -- such as a New Brunswick apple girl and a New Jersey born sailor boy.

A collection of stories set in New Jersey appeared at the end of the nineteenth century. Similar recent works also use local settings to catch children's attention.

(136) Book. William S. Cardell, Story of Jack Halyard, the Sailor Boy; or the Virtuous Family (New York: Wilder and Campbell, 1825).

The subtitle states the book is "Designed for American Children, in Families and Schools." It is a tale about a virtuous young man and his family living on a farm in New Jersey. The father dies suddenly forcing the family to sell their land and move to New York. Jack becomes a sailor and makes several voyages. He eventually returns, buys back the farm, marries, and settles down. His hard work and honesty have been rewarded with success.

(137) Book. The New-Jersey Apple Girl (New York: Mahlon Day, 1833).

3"x5" toy book for children. Story about a young girl who sells apples in New Brunswick to help her family.

(138) Wooden Apple  
Loaned by Maxine N. Lurie.



(139) Book. J. Kennaday, The Falls of Pasaic; or, a Visit from New-York to Paterson (New York: Carlton and Porter, n.d. [c.1837]).

A short story in a collection of pieces for children. About a family from New York that travels to see the Great Falls in Paterson.

(140) Book. Frank P. Stockton, Stories of New Jersey (New York: American Book Company, 1896).

A collection of stories about New Jersey written "with regard to the interest, and instructiveness, and so far as possible the novelty, of the matter chosen."

(141) Book. Patricia Lee Gauch, This Time, Tempe Wick? (New York: Coward, McCann and Geoghegan, 1974).

Story with many illustrations for elementary school grades. Based on the legend from the Revolutionary War about a young girl who hid her horse in her house to prevent American soldiers, camped at Morristown, from taking it.

(142) Glass model of the New Jersey Devil.  
Loaned by Claribel Young, Georgian Court College.

(143) Book. James F. McCloy and Ray Miller, Jr., The Jersey Devil (Wallingford, Pennsylvania: Middle Atlantic Press, 1976).

There are numerous different stories based on legends about a New Jersey devil, a creature who inhabited/inhabits the pine barrens. This book illustrates the genre and contains the best known likeness of the Jersey Devil.

(144) Book. William McMahon, Pine Barrens Legends, Lore and Lies (Wallingford, Pennsylvania: Middle Atlantic Press, 1980).

Source of tales and stories to be read to children.

(145) Book. Edward Brown, Just Around the Corner, in New Jersey (Wallingford, Pennsylvania: The Middle Atlantic Press, 1984).

Short stories that take place in New Jersey based on history, biography, and legends (including, of course, the New Jersey Devil).

## 18. Site Materials for Teaching.

Increasingly historic sites across the state are preparing materials that are site specific for use by visiting school groups. In addition the National Park Service has started a program, "Teaching with Historic Places," to encourage the parks within its system to produce materials that will help teachers, and several are available

for New Jersey historic locations.

The materials shown here are just a sample of what exists. Unfortunately there is no comprehensive single source list of these materials. The League of New Jersey Historical Societies does have a list of sites and the programs they offer, as do some of the county historical and cultural agencies.

(146) Paper model of Lowe House, 1988/89. Not constructed.

Eighteenth century home that was part of Raritan Landing, now in Piscataway.

Middlesex County Cultural and Heritage Commission.

(147) Book. Historic Speedwell: Student Activity Book. (n.d.).

Booklet with activities for elementary school children from the Morristown historic site where Samuel Morse and Alfred Vail perfected the telegraph.

Loaned by Maxine N. Lurie.

(148) Brochures.

(a) Living History Program at the Old Barracks Museum.

List of programs, including outreach ones, available for schools.

(b) Huzzah!: Become a Soldier in Washington's Rag-tag Army at the Old Barracks Museum.

Old Barracks, Trenton.

(149) Broadside and Map. Four Centuries in a Weekend: A Journey Through Union County's History. (Union County Cultural and Heritage Affairs, 1994).

(a) Map Activity.

(b) Map with list of museum sites by municipality.

Loaned by Maxine N. Lurie.

(150) Brochure. The Historical Society of Princeton: School Programs, 1996-1997.

Description of programs for grades 3-12.

Historical Society of Princeton.

(151) Longstreet Farm.

(a) A picture of the farmhouse.

(b) Description of the program offered to school children.

(c) A "sad" iron used to teach about life in an earlier period.

Monmouth County Park System.



(152) Brochures and Teachers' Materials, c.1996.

(a) Educational Opportunities For School Groups:  
Through the MID-Atlantic Center for the Arts.

Description of programs offered at MAC sites or through outreach.

(b) The Beacon/School Outreach Program Teacher Packet.

(c) Lesson Plan/Anatomy of a Lighthouse.

Includes worksheets for use in the classroom.

(d) Pamphlet. Questions Most Often Asked About the Cape  
May Lighthouse.

Mid-Atlantic Center for the Arts.

**A Brief Bibliography on the History of Texts Books and History of Education in New Jersey**

Rufus B. Allen, A Fragmentary Story of New Jersey Education in the 1600's (Perth Amboy: Raritan Bay Publishing Co., 1931).

Michael W. Apple and Linda K. Christian-Smith, eds. The Politics of the Textbook (New York: Routledge, 1991).

Gillian Avery, Behold the Child: American Children and Their Books 1621-1922 (Baltimore: John Hopkins University Press, 1994).

Robert D. Bole and Lawrence E. Johnson, The New Jersey High School: A History (Princeton: D. Van Nostrand, 1964).

Nelson R. Burr, Education in New Jersey, 1630-1871 (Princeton: Princeton University Press, 1942).

Carolyn Campbell, M. Peryl King, Martha Smith, Chickaree in the Wall: A History of One-room Schools in Ocean County, New Jersey (Toms River, New Jersey: Ocean County Historical Society, 1987).

James Spencer Cannon, Lectures on History and Chronology: Introductory to the Reading of Ancient, Sacred and Profane History (New Brunswick, New Jersey: Terhune & Letson, 1830).

Charles Carpenter, History of American Schoolbooks (Philadelphia: University of Pennsylvania Press, 1963).

Robert Davidson, The Study of History: An Address Delivered at the Anniversary of the Freehold Young Ladies Seminary (New Brunswick, New Jersey: J. Terhune & Son, 1853).

Ruth Miller Elson, Guardians of Tradition: American Schoolbooks of the Nineteenth Century (Lincoln: University of Nebraska, 1964).

Frances FitzGerald, America Revised: History Schoolbooks in the Twentieth Century (Boston: Little Brown and Co., 1979).

David Murray, History of Education in New Jersey (1899; Reprint Port Washington, New York: Kennikat Press, 1972).

John A. Nietz, The Evolution of American Secondary School Textbooks...before 1900 (Rutland, Vermont: Charles E.



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