THE FUCILLO AUTOMOTIVE GROUP
WOULD LIKE TO OFFER
A HUGE congratulations to
JEFFERSON COMMUNITY COLLEGE
on their 50TH ANNIVERSARY!

2011 Dodge Durango
FUCILLO DODGE
2187 S. Washington

2011 Mitsubishi Outlander Sport
FUCILLO MITSUBISHI
1145 S. Washington

2011 Hyundai Elantra
FUCILLO IMPORTS
709 N. Washington

2011 Chevrolet Camaro
FUCILLO CHEVROLET BUICK
2187 S. Washington

2011 Ford Explorer
FUCILLO FORD
2187 S. Washington

2011 Ford EcoSport
FUCILLO FORD
2187 S. Washington

FUCILLO TOYOTA
8202 State Rt. 3
Syracuse
315.447.8444

FUCILLO SUBARU
3725 S. Washington
Syracuse
315.468.7515

FUCILLO BUICK
2187 S. Washington
Syracuse
315.447.8444

FUCILLO CHEVROLET
2187 S. Washington
Syracuse
315.447.8444

FUCILLO MITSUBISHI
1145 S. Washington
Syracuse
315.463.9900

FUCILLO IMPORTS
6200 State Rt. 3
Syracuse
315.498.2525

2011 Mitsubishi Outlander Sport
FUCILLO MITSUBISHI
1145 S. Washington
The defeat came a day earlier, at the hands of Jefferson County voters. A referendum to create a community college went down to defeat, but the margin was so close. There were 8,819 people who favored the proposal, but 8,827 who opposed it.

“The college advocates,” the Watertown Daily Times reported in an editorial, “must accept the will of the majority. After 10 years of effort and the defeat on the ballot, one can only say that the money was spent wisely.”

The defeat came a day earlier, at the hands of Jefferson County voters. A referendum to create a community college went down to defeat, but the margin was so close. There were 8,819 people who favored the proposal, but 8,827 who opposed it.

“The college advocates,” the Watertown Daily Times reported in an editorial, “must accept the will of the majority. After 10 years of effort and the defeat on the ballot, one can only say that the money was spent wisely.”

Russell Penney, left, a leader in establishing a community college in Jefferson County, receives the Israel A. Shapiro Award as Watertown’s “Citizen of the Year” from Arnold I. Shapiro in May 1962.
would have been found at a larger, established institution, but it had its unique appeal and advantages as well. For a somewhat wayward student such as myself, it certainly provided a very beneficial transitional experience that led to further academic study. I don’t know whether I could have achieved the later academic successes but for that timely opportunity to renew educational ambition within the type of environment I found at JCC.

Much can be said for attending all four years of a college education at a residential institution where most students live close to one another. It is not for everyone at that particular time of life, however, and I think I am an exception to that rule, given my proximity to fellow students and the experiences we had during the winter months. Memories of my years at JCC are clouded after these many years, but I recall with fondness a good many of the people from those days and the times we shared. There is a chapter that we all remember where we were at that time, and I was playing basketball in Tom Hoven’s physical education class on Friday, Nov. 22, 1963. I remember distinctly hearing the announcement of President Kennedy’s assassination in that gym.

In my second year there, I organized a hockey club and managed to put together a team and play a few games, despite the lack of funding, facilities or practice opportunities. Years before the building of Watertown Arena, some of those games were played out in the snow on the ice rink north country winter weather. Speaking of the weather, living on Mill Street enabled me to climb over snowbanks to get to class. I lacked the excuses available to those who had to drive, so my proximity was a mixed blessing during the winter. Some of the new campus was completed by the time the first associate degrees were conferred in the spring of 1966, and our graduation ceremony was held there. It was the first time those of us in the first JCC class had seen the new facility, and it was a marked contrast to the building in which we studied and those degrees. I don’t think any of us ever imagined where we spent our first two college years, however. Ours was a unique and memorable experience.

I now spend part of the year near Dexter, and from time to time I visit the “new” JCC. The buildings held no nostalgia for me, but it was exciting to see the campus that shared the name “Jefferson Community College” with that big building on the other side of town.

Lockridge spent a teaching career at Roger Williams College, Florida State University and SUNY Potsdam before holding positions in the Florida Department of Health, Administration and Department of Management Services Division of State Group Insurance. He is retired in Tallahassee, Fla.

FROM PAGE 8

ON FRIDAY, NOV. 22, 1963. I remember distinctly hearing the announcement of President Kennedy’s assassination in that gym.

In my second year there, I organized a hockey club and managed to put together a team and play a few games, despite the lack of funding, facilities or practice opportunities. Years before the building of Watertown Arena, some of those games were played out in the snow on the ice rink north country winter weather. Speaking of the weather, living on Mill Street enabled me to climb over snowbanks to get to class. I lacked the excuses available to those who had to drive, so my proximity was a mixed blessing during the winter. Some of the new campus was completed by the time the first associate degrees were conferred in the spring of 1966, and our graduation ceremony was held there. It was the first time those of us in the first JCC class had seen the new facility, and it was a marked contrast to the building in which we studied and earned those degrees. I don’t think any of us ever imagined where we spent our first two college years, however. Ours was a unique and memorable experience.

I now spend part of the year near Dexter, and from time to time I visit the “new” JCC. The buildings held no nostalgia for me, but it was exciting to see the campus that shared the name “Jefferson Community College” with that big building on the other side of town.

Lockridge spent a teaching career at Roger Williams College, Florida State University and SUNY Potsdam before holding positions in the Florida Department of Health, Administration and Department of Management Services Division of State Group Insurance. He is retired in Tallahassee, Fla.

JEFFERSON COMMUNITY COLLEGE

for

50 Years

of excellence to the North Country.

Thank you for your commitment to the community, its programs, and dedication in providing the best education possible to students of all ages.

Your generous donations have provided hundreds of thousands of dollars in scholarships for JCC students each year. You make dreams of higher education come true for your North Country neighbors!

THANKYOU
from the Jefferson Community Foundation

Please consider leaving a legacy for future scholars. For more information, please call 315-796-2291.

35 years, Jefferson has gathered $200,000 in alumni donations. Join the Alumni Association and re-connect with former classmates! There are Jefferson alumni living in 50 states and 65 countries around the world. Do you know of a fellow grad who has demonstrated exemplary service to the community, a great professional accomplishment or who has earned an Alumni Award of Academic or Distinguished Alumni Award? E-mail nominating info for a Distinguished Alumni Award at Alumni@jcc.suny.edu.

Congratulations Jefferson!
Commitment to college: ‘What can I do to help?’

By SYLVIA S. HEAP

It was 1959, and we were ready. My husband, Walker Heap, had completed four years at Bates College, four years at Yale Medical School and five years of internship and residencies at the University of Michigan Medical School. Walker’s best friend, Dr. John B. Smith, a radiologist in Watertown, had found a job at a school near us that needed a radiologist. Watertown needed an orthopedic surgeon, and John and his wife, Gini, invited us to visit. We were welcomed with their kindness, and Walker was impressed with the opportunity. Watertown had two hospitals, but all of the more difficult all-home and joint cases had to be sent 70 miles away to Syracuse.

To learn more about Watertown while we were still in Aum fellow, we subscribed to the Watertown Daily Times. In it, I learned about the formation of the Citizens Committee for a community college in Jefferson County. We had lived in college uranium cities most of our lives, and recognized how much higher education institutions added to the community, not only in terms of courses, but of educated people.

We arrived in Watertown with our 3-year-old daughter, Helen, and our 5-year-old son, Walker III. I called the chairman of the Citizens Committee, Russ Penney, and asked, “What can I do to help?” His response was, “What can you do to help?”

For months, visiting the door bell rang at the little half-house we were renting. Standing there were two gentlemen, both over six feet tall. Russ Penney had come to see me, along with the Rev. Graham Hodges. They had been several ways I could help. I was given a lot of advice and advice from various churches in the area. My first contact was to reach them to see who would be willing to hand-address informational brochures about the proposed college. There were to be sent to all of the registered voters before the referendum in November.

I called on the people who agreed to address the brochures, delivered to them the lists and materials, picked up the finished ones, and they were mailed out.

Graham asked me to be on the speakers bureau, going out to clubs and organizations in the community to tell them about the opportunities that would come from having a college in Jefferson County. Not everyone was convinced. I was surprised to find many well-educated people who thought that Syracus University to the south, Potsdam, Clarkson and St. Lawrence University to the north were sufficient. Our argument had to be that these were wonderful, but many young people could not afford these schools and needed to be near home where they could live and work while getting a quality education. The committee worked hard. But when November and the referendum of 1959 came, we were virtually ignored.

Disappointed, to say the least, the Citizens Committee began again. With more persistence and more information, we kept on. I was asked to do a television program with several students in area high schools, talking with them about their educational dreams and how a community college would enable them to take college courses for two years. Then, they could transfer to another college. All the way along, we were convincing people that our school would be of top quality, nothing less.

In the second referendum, held in November 1961, voters came out, and a jubilant group of supporters gathered at the home of Russ Penney on State Street to watch the final returns and to celebrate our victory.

Unlike her presidential predecessors, Mrs. McCoy has not spent her entire career in education, serving as research computing director at Boston University. In 1987, she joined the staff of the University of Massachusetts in Amherst, where she served as interim dean of the College of Arts and Sciences.

She has opened the new Extended Learning Center, a key step in her higher education initiative partnering with four-year universities to bring...
Early teaching staff learned routine alongside students...
Local college spurs life of achievement

‘FIRST ACADEMIC HOME’: JCC gave students, young teachers opportunities to blossom

By THOMAS LOCKRIDGE

There are those who know at an early age the path they wish to take in life, and they can plan the steps to their futures with confidence. At age 18 in 1963, I was certainly not one of those and had doubts that I wanted to pursue post-secondary education.

I started school in Watertown but graduated from high school in Whitesboro. With my brother, I spent summers at our grandparents’ place on Mill Street and at their college on the lake. I thought that a new community college would open for classes in September 1963, and it would be located within easy walking distance of my grandparents’ home, providing economical and convenient accommodations. I decided to enroll as part of the first class of students at Jefferson Community College.

That first class would spend its two years at the Lansing Street School, a converted elementary school I confess that, upon viewing the Lansing Street “campus” for the first time, I had major reservations about the wisdom of the choice I had made. This was not at all like the remnant of any college campus in my limited experience. A small and obviously very old red brick building, its exterior and interior showed its considerable age. Easily imagined to be a grade school for young children, it was much less easily pictured as a campus for college students. After a while, however, I would learn to regard it as my first academic home.

Reading about the new school’s faculty, I found that many of them were in new college teaching as new to college teaching as I was to being a college student. This new institution apparently had opened opportunities for a number of people on both sides of the teacher-student relationship.

But was this a progressive step or a misstep that would merely waste time and effort on students and work for teachers? Thelma Sboro was busy day and night and there is a constant clamor for more space for students to work together.

Building on the college’s excellence in service learning and internships, by 2061 all students will engage in community service as integral part of their programs of study.

By 2061, the campus will have committed to and achieved climate neutrality through the implementation of green technologies across all facilities. The hundreds of students in the college’s energy program will have hands-on experience in the gamut of renewable energies in use in the region and will be highly sought after by local employers. Working with local health care providers and institutions, the need for health care professionals will have been satisfied through additions of lab space and equipment to the nursing program and the creation of new allied health programs. Yet the demand for additional coursework in health and science will continue to be high because of the speed of advances in technology.

By then, Thelma Sboro will be a reality throughout the north country and JCC will be a leader in training not only providers but also consumers.

Working in an educational march from high school graduate to full adulthood, or in fact a misstep that would merely waste time and money and lead astray? No matter, my only die had been cast, so I was committed to my course for at least a year. As it happened, my time at JCC would be the foundation upon which I would build and complete my studies, including a bachelor’s degree from Harpur College (SUNY Binghamton), and a graduate fellowship and Ph.D. at Brown University.

I used those years at JCC to rejuvenate academic interests, rebuild study habits and develop an intellectual curiosity that had somehow been lost for years. Whether they take courses face-to-face or virtually, students will access course materials, books and reference materials electronically through their choice of device anywhere and anytime.

The bookstore at JCC 2061 is long gone. The library is busy day and night and there is a constant clamor for more space for students to work together.

That experience lacked many of the physical resources, comforts and conveniences that most students will continue to choose a campus-based experience for their learning, although all will take at least some coursework online.

Whether they take courses face-to-face, virtually, students will access course materials, books and reference materials electronically through their choice of device anywhere and anytime.

All students will continue to choose a campus-based experience for their learning, although all will take at least some coursework online.

The addition of the performing arts program has increased interest by the community in all of the arts and humanities programs and the liberal arts program is still the largest on campus.

By 2061, the campus will have opened opportunities for a number of people on both sides of the teacher-student relationship.

Building on the college’s excellence in service learning and internships, by 2061 all students will engage in community service as integral part of their programs of study.

By 2061, the campus will have committed to and achieved climate neutrality through the implementation of green technologies across all facilities. The hundreds of students in the college’s energy program will have hands-on experience in the gamut of renewable energies in use in the region and will be highly sought after by local employers. Working with local health care providers and institutions, the need for health care professionals will have been satisfied through additions of lab space and equipment to the nursing program and the creation of new allied health programs. Yet the demand for additional coursework in health and science will continue to be high because of the speed of advances in technology.

By then, Thelma Sboro will be a reality throughout the north country and JCC will be a leader in training not only providers but also consumers.

Working in an educational march from high school graduate to full adulthood, or in fact a misstep that would merely waste time and money and lead astray? No matter, my only die had been cast, so I was committed to my course for at least a year. As it happened, my time at JCC would be the foundation upon which I would build and complete my studies, including a bachelor’s degree from Harpur College (SUNY Binghamton), and a graduate fellowship and Ph.D. at Brown University.

I used those years at JCC to rejuvenate academic interests, rebuild study habits and develop an intellectual curiosity that had somehow been lost for years. Whether they take courses face-to-face or virtually, students will access course materials, books and reference materials electronically through their choice of device anywhere and anytime.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The liberal arts tradition at JCC 2061 is strong. The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.

The college’s expansion of services and courses to support entrepreneurs and business owners. The addition of courses for nonprofit and public sector organizations has been very beneficial to the community. The college’s programs for human services, mental health, social work and substance abuse are highly sought after by students and employers alike.
John T. Henderson

came home to the north country in 1962 to conquer what then was a higher education wilderness. Born in Missouri, he grew up in Saranac Lake and was a World War II Marine veteran who received degrees from Canton Agricultural College (1942), the University of Missouri (1949) and the University of New York (1954). A member of the founding faculty of what is now Brome Community College, he was one of the first to teach classes in Jefferson County.

He was about to take charge of a technical institution in Roanoke, Va., in 1961 when he heard of a college being started in Jefferson County. He wrote: “There was a raw enthusiasm here that intrigued me,” Mr. McVean recalled of the early days. The Water-town area then had one of New York’s lowest percentages of college-bound high school graduates. There was clearly a pool of prospective students just waiting to be tapped.

That development changed teaching methods for a number of courses, much in the way the Internet has for instruction today. In current “smart classrooms,” faculty have access to computer projectors, streaming video, presentation software and more.

The campus has grown from three sections of classes with 44 students enrolled in 2000 to having 17 percent of all credit-bearing course work taken online during the 2009-10 academic year. JCC now offers six degrees taught completely online.

From the vast amount of electronic resources provided by the Internet, the college’s half-century of commitment to technology has been an amazing one.

James E. McVean

During Jefferson Community College's half-century, only five individuals — two engineers, a history teacher, a criminal justice professional and an economist — have served as the college's president.

James E. McVean founded the college in 1962. Mr. Henderson served as its second president.

JCC joined the information superhighway — that phrase seems ancient now — in 1997, posting its first website. It initially was a marketing tool, but it now reaches prospective students via Facebook, Twitter and YouTube.

The campus was among the first to add closed-circuit television to provide interactive learning experiences. Today, the campus offers at least one class a year with a closed-circuit video component.

By the time he retired in 1977, Jefferson was solidly its community's college.

John T. Henderson

John T. Henderson

Starting in 1998 at the age of 76, his legacy lives on at the college, not only on the building that bears his name, but also through the James E. McVean Memorial Scholarship, endowed by his many community and college friends.

On the campus of what once was known as New York State Agricultural College, the college now offers six degrees taught completely online.

As a proud partner in the Jefferson Higher Education Initiative, Keuka College and JCC continue to provide educational pathways for students in the Watertown community.

Students make their way down stairs at the Jules Center on the Jefferson Community College campus in 2006.
In the '60s and early '70s, the world of technology included state-of-the-art 16 mm projectors. I wheeled those big projectors into the classroom and ... future; we had “opaque projectors” which allowed one to enlarge and display a picture or the printed page on a blank wall.

The tools of higher education in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education was once beyond their reach, both staff and students; and toward the end of the spring semester in 1970, class attendance became optional as teachers....
The following day. The lab had been closed altogether, which was not unheard of, and they would reset the cycle,” he said. “With a 15-week semester, we were able to complete full assignments.”

The need for both administrative and instructional computing remained to this day, and both areas received more planning resources. The college computing department purchased two Radio Shack microcomputers directly after they became available in the late 1970s, and in the mid-1980s the college became more comprehensive, faculty members began assembling computing labs. These labs included a “Geek lab” used by engineering students, an “App lab” in the Science Building, and as typewriters gave way to word processing, an office technologies lab. While the administrative computing staff did help assist faculty with a variety of issues relating to these labs, decisions relating to what to buy and maintenance and set up of the computers was left largely to faculty members.

Jack Donato, a student in the mid-1980s and now assistant professor of computer science, recalls the installation of a few computers in the Learning Skills Center and the Audio-Visual Center in the library in the mid-1980s, enabling students to use a computer outside of class time. Today, students have access to computers in the open lab and library and may use their own laptop computers on the wireless network in many locations around campus.

By the early 1990s, there was a need for a chief technology officer to oversee both the existing administrative computing area and the new instructional computing area. The title of chief technology officer was added to the college computing department, and while the office was not well staffed, the new position was critical.

The need for a chief technology officer to oversee both the existing administrative computing area and the new instructional computing area remains to this day, and both areas have grown immensely since that first mainframe computer was purchased in 1972, and the computing department continues to grow.

Men’s basketball team to win a regional title. The Lady Cannoneers took the NJCAA Region 3, Division III basketball championship and went on to finish third in the national competition for Division III.

Not to be outdone, in 1997 the men’s basketball team, coached by Robert H. Williams Jr., claimed the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

In 1998 and again in 1999, the men’s basketball team, coached by John Penrose, a chemistry professor, they were the first Jefferson men’s basketball team to win a regional title.

In 1995, the campus began installing a fiber-optic network to connect its on-campus computers, allowing access to electronic mail and the Internet. William Doe, professor of engineering and computer science, recalled that prior to that year, “the campus registration process throughout the 70s and into the 80s was time-consuming and frustrating for both students and advisers. Students and advisers met and scheduled classes on paper delivered by the registrar’s office the previous day. As soon as students started registering on a given day, class availability data was no longer valid. Thus students would run back and forth between their adviser and the registrar’s office trying to find a seat in a class that they needed for graduation.”

Technology has also greatly affected instruction on campus. In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors. In the 1970s, computer-based courses were introduced. The 1980s saw the introduction of personal computers, and by the 1990s, the majority of classroom instruction involved computers.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm slides, 16mm film projectors and a few overhead projectors.
By CAROLE A. MCCOY
PRESIDENT, JEFFERSON COMMUNITY COLLEGE

I’ve been trying to picture what the college will look like 50 years from now (JCC 2061). I wonder if someone had posed the question in 1961, “What will the college look like in 50 years?” Up to then, we all had gone to college, and the college had gone to us. The rest is simply my best guess and perhaps some optimistic thinking.

In many ways, JCC 2061 is not that much different than it is today. The college will be a vital and vibrant part of the community with a reputation for excellence. The physical plant will expand to accommodate the growth in students. Long before 2061, the community and the college will have created a performing arts center on campus which will be a regional hub for theater, music and cultural activities. There is always something happening at JCC 2061.

For local students, Jefferson 2061 is a top choice. By then, over 1,500 students a year complete associate degrees and certificates in a wide array of programs which is almost triple the number of students in the state. The number of graduates in specific career areas, the college will have been authorized to offer baccalaureate degrees in health care, criminal justice, and others under consideration.

For non-local students, Jefferson 2061 will have a full campus on Fort Drum and will serve as the leading educational resource for soldiers and their families. In 2001, the campus will provide residence halls for those who wish to live on campus, state-of-the-art technology for soldiers and their families to work virtually, and classes at all times of day and night for commuting students. While virtual learning is possible through Knowlton Technologies, LLC is a world-leader in the design, accelerated prototyping and manufacture of wetlaid nonwovens in filtration, friction and custom design composite webs. Our focus is on manufacturing filled composites and high performance nonwovens.

Knowlton Technologies, LLC would like to express its thanks to Jefferson Community College for continually striving to provide our organization, our employees, and the community with the finest quality education and resources.

Congratulations Jefferson Community College on your 50th Anniversary.

Samaritan salutes JCC on 50 years of providing education and training to the North Country community!

Over the last 50 years, thousands of students and hundreds of community organizations have benefited from the range of courses, excellent teaching and innovative services provided by Jefferson Community College (JCC). Samaritan Medical Center is very proud of our long-standing partnership with JCC. Through the years, we have worked together in a variety of ways to provide quality healthcare services for the North Country.

• Samaritan serves as the campus clinical site for the JCC Nursing Program, with students rotating through almost every emergency, including long-term care, medical-surgical, emergency, the operating room, the intensive care unit/progresive care unit, maternity, physical therapy, occupational therapy, and respiratory therapy.
• Samaritan is the proud employer of many JCC graduates, both in nursing and other areas.

It is with great pleasure that Samaritan congraulates JCC on 50 years of educational success! We look forward to another 50 years of partnership and achievement!
Early teaching staff learned roles while guiding students

Patricia Flath, Lake Clear, 1965-67, science

As a sophomore at Cornell, I wrote and sent a resume to Jim McVean as dean at Brome Tech for a job that was to be opened. I think it was a job at Cornell that I was offered a job as an instructor and was probably the first faculty member hired, as I was hired in September 1962, to start on July 1, 1963.

I teach science as a chemistry/physics teacher. My lab was in the basement of the building. My chemistry lab location was to be part of the girls’ bathroom; the physics lab location was to be part of boys’ bathroom.

The night of the seniors, who shared the faculty, all shared one room as my office. I had a wonderful back corner site where we were hoping for one opening student body of 100 and we were one or two short of that number, but a wonderful bunch of students who showed a lot of courage for selecting the very new college. I was the faculty advisor for almost every student organization. The cheerleaders used to practice on the top floor of the building. There was a lighthouse and I can imagine if you look at the floor plans below as the cheerleaders got more and more enthusiastic.

Marcia Walton, Alexandria Bay and Englewood F.C., Class of ‘67, social and physical education

I’ve been trying to picture what the college will look like 50 years from now. If someone had posed the question in 1961, “What will the college look like in 50 years?” it’s hard to say. I think the answers would have said, “Well, I don’t know what they would have said. They were there better making predictions than the one we have today!” Fifty years is a long time. There are some things I feel confident predicting based upon our history, our strategic plan, and national trends in community colleges. The rest is simply my best guess and perhaps some optimistic thinking.

In many ways, JCC 2061 is not that much different than it is today. The college will be a vital and vibrant part of the community and also a regional center for theater, music and cultural activities. There is always something happening at JCC 2061.

For local students, Jefferson 2061 is a top choice. By then, over 1,500 students a year complete associate degrees and certificates in a wide array of programs which is almost triple the number of today. The state and local demand for JCC graduates is increasing in specific career areas, the college will have expanded to accommodate the growth in students. Long before 2061, the community and the college will have created a performing arts center on campus which will be a regional hub for theater, music and cultural activities. There is always something happening at JCC 2061.

By CAROLE A. MCCOY

Putting the JCC 50 years into focus

Friday, February 11, 2011

WATERTOWN DAILY TIMES

WATERTOWN DAILY TIMES

JCC 50TH ANNIVERSARY

ConGRaTAuONs on your 50th Anniversary

Congratulations on your 50th Anniversary and our long-standing partnership in serving this community.

Whether you choose to learn online or on campus, you have the power to show your education and experience in our Empire State College. Locations in Watertown and Ft. Drum.

Knowlton Technologies, LLC is a world-leader in the design, accelerated prototyping and manufacture of wetlaid nonwovens in filtration, friction and custom design composite webs. Our focus is on manufacturing filled composites and high performance nonwovens.

Congratulations on your 50th Anniversary.

Jefferson Community College President Carole A. McCoy unveils a new logo in December 2008.

Jefferson Community College President Carole A. McCoy wishes to express its gratitude to Thank you for all of your hard work and dedication to our students.

Samaritan salutes JCC on 50 years of providing education and training to the North Country community!

Over the last 50 years, thousands of students and hundreds of community organizations have benefited from the range of courses, excellent teaching and innovative services provided by the Jefferson Community College (JCC). Samaritan Medical Center is very proud of our long-standing partnership with JCC. Through the years, we have worked together in a variety of ways to provide quality healthcare services for the North Country.

• Samaritan serves as the main clinical site for the JCC Nursing Program, with students rotating through all 20 areas of nursing care, including long-term care, medical/surgical, maternity, pediatrics, emergency, the intensive care unit, progressive care unit and more.

• Samaritan is the proud employer of many JCC graduates, both in nursing and other areas.

It is with great pleasure that Samaritan congratulates JCC on 50 years of educational successes: We look forward to another 50 years of partnership and achievement!
The next 30 years have seen an impressive growth of technology of all kinds, especially in relation to computing and communications, and this technological growth has affected Jefferson Community College significantly.

In the 1960s, classroom instruction involved blackboards, slide rules, mechanical calculators, carbon paper, mimeographs, 35mm computing staff did help assist faculty with a variety of issues relating to these labs, determining what to buy and the maintenance and setup of the computers was left largely to faculty and students.

Jack Donato, a student in the mid-1980s and now JCC assistant professor of computer science, recalls the installation of a few computers in the Learning Skills Center in the mid-1980s, enabling students to use a computer outside of class time. Today, students have access to computers in the open lab and lab and may use their own laptop computers on the wireless network in many locations around campus.

By the early 1990s, there was a need for a chief technology officer to oversee both the existing administrative computing area and the new instructional computing area. As a result, the purchase and maintenance of equipment became more systematic. In early athletic competition has been a part of Jefferson Community College since the college opened in the fall of 1963, and no sport has brought the college more acclaim than basketball.

By 1999, the Lady Cannoneers lost the national title for Division III in a 68-62 match to Anoka-Ramsey Community College of Minnesota.

In the 1960s, Jefferson offered tennis, wrestling, bowling, skiing and cross country. Currently, Jefferson fields men’s basketball, men and women’s soccer, men’s and women’s lacrosse, baseball, softball, volleyball and golf.

Mr. Williams was recognized by his fellow coaches and named Region 3 coach of the year.

As a former player, alumnus of the men’s basketball team, coached by Robert H. Williams Jr., claimed the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

In 1998 and again in 1999, the Lady Cannoneers repeated their performance under the direction of Jeffrey Wiley, former Cannoneer basketball player and the former assistant of Mr. Williams. The following year, Mr. Williams was recognized by his fellow coaches and named Region 3 coach of the year.

Mr. Williams was the men’s basketball team’s coach, declared the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

In 1999, the Lady Cannoneers lost the national title for Division III in a 68-62 match to Anoka-Ramsey Community College of Minnesota.

At various times over the past 40-plus years, Jefferson has purchased tennis, wrestling, bowling, skiing and snow sports. Currently, Jefferson fields 10 intercollegiate teams in Region 3, men’s and women’s basketball, men’s and women’s soccer, men’s and women’s lacrosse, baseball, softball, volleyball and golf.

The Cannoneer basketball program has a history that features many teams, seasons and athletes, and it is one of the most successful in the state. The Cannoneers are well-known for their strong tradition of winning and enthusiasm. The school is grateful for the success that he built with students and athletes, and with our colleague, coach, and former coach, Mike Williams. He said, “I am able to attest to the commitment of Jefferson Community College to student success, and as a result of sports and to our community.”

Mr. Williams said, “I am a part of Jefferson Community College since the college opened in the fall of 1963, and no sport has brought the college more acclaim than basketball.”

Under the direction of Coach Jim Jerome, Jefferson first men’s basketball team claimed the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

Mr. Williams said, “I am able to attest to the commitment of Jefferson Community College to student success, and as a result of sports and to our community.”

Mr. Williams said, “I am able to attest to the commitment of Jefferson Community College to student success, and as a result of sports and to our community.”

As a former player, alumnus of the men’s basketball team, coached by Robert H. Williams Jr., claimed the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

The need for a chief technology officer to oversee both the existing administrative computing area and the new instructional computing area. As a result, the purchase and maintenance of equipment became more systematic. In early 1995, the campus began installing a fiber-optic network to connect its on-campus computers, allowing access to electronic mail and the Internet. William Doe, professor of engineering and computer science, recalled that prior to that, “the campus computer processing of the data man-agement system for administrative computing and also out-put to the hardware. This elimi- nation required a few to adminis-ter to the campus and the same at the post office, 24/7 to support and backup.

Scholarship programs in 1998 and 1999.”

The engineering department purchased the Banner data management system for administrative computing and also purchased. In 2006 the college purchased the Banner data management system for administrative computing and also provided 24/7 tech support and backup.

In 1998 and again in 1999, the Lady Cannoneers repeated their performance under the direction of Jeffrey Wiley, former Cannoneer basketball player and the former assistant of Mr. Williams. The following year, Mr. Williams was recognized by his fellow coaches and named Region 3 coach of the year.

Mr. Williams was the men’s basketball team’s coach, declared the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

In 1999, the Lady Cannoneers lost the national title for Division III in a 68-62 match to Anoka-Ramsey Community College of Minnesota.

At various times over the past 40-plus years, Jefferson has purchased tennis, wrestling, bowling, skiing and snow sports. Currently, Jefferson fields 10 intercollegiate teams in Region 3, men’s and women’s basketball, men’s and women’s soccer, men’s and women’s lacrosse, baseball, softball, volleyball and golf.

The Cannoneer basketball program has a history that features many teams, seasons and athletes, and it is one of the most successful in the state. The Cannoneers are well-known for their strong tradition of winning and enthusiasm. The school is grateful for the success that he built with students and athletes, and with our colleague, coach, and former coach, Mike Williams. He said, “I am able to attest to the commitment of Jefferson Community College to student success, and as a result of sports and to our community.”

Mr. Williams said, “I am able to attest to the commitment of Jefferson Community College to student success, and as a result of sports and to our community.”

As a former player, alumnus of the men’s basketball team, coached by Robert H. Williams Jr., claimed the Region 3 championship title and was runner-up in the national contest, losing to Eastfield College by four points.

The need for both administra-
Missionary impulse drove ‘democracy’s college’

By JOHN W. DEANS

In late March 1967, I arrived at Jefferson Community College for a job interview as an instructor of history and political science. What resulted has been a career spanning over 40 years, serving as a professor in the college’s Continuing Education Division facilitating the Great Decisions global issues seminar.

My interview and campus tour drew to a close, “I do not hunt, nor am I a particularly good fisherman, but I have dreamed of being a teacher since my one-room school days.” That seemed to cinch it! In a letter to me dated April 20, 1967, James E. McVean, the college leader whose foresight, organizational skills, political acumen, and style of leadership were legendary, wrote, “I assure you that you will have a good job.”

As classes opened on the day after Labor Day 1967, I was one of 11 new hires (nine new faculty members and two non-classroom professionals) making up the college’s first full-time faculty. There was a well-justified “pride of birth” among this band of believers in what then Gov. Nelson Rockefeller called “democracy’s colleges.”

The Roaring Twenties. Considerable insight was added to the understanding each of us had of that by-gone era! Following a summer of study at the American Antiquarian Society, we brought to life some of the Roaring Twenties as our classroom projects. Culinary presentations, as many students may remember, always seemed to earn high grades!

In the 1960s and early 1970s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the tools of higher education in these early years may have been primitive, but what is glorious.

In the 1970s, class attendance became optional as teaching the Roaring Twenties. Considerable insight was added to the understanding each of us had of that by-gone era! Following a summer of study at the American Antiquarian Society, we brought to life some of the Roaring Twenties as our classroom projects. Culinary presentations, as many students may remember, always seemed to earn high grades!

In the 1960s and early 1970s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.

In the ‘60s and early ‘70s, the world of technology included state-of-the-art 16 mm movie projectors. I showed those big projectors in the fall of 1969 while classes also came with rolls of film on Middle Eastern cuisine. My students in my day classes at the college in these early years may have been primitive, but what is glorious is that hundreds of students for whom higher education and opportunities had largely been open to the privileged few.
During Jefferson Community College’s half-century, only five individuals — two engineers, a history teacher, a criminal justice professional and an economist — have served as the college’s president.

Mr. McVean died in 1998 at the age of 76. His legacy lives on at the college, not only in the building that bears his name, but also through the James E. McVean Memorial Scholarship, endowed by the community and college friends.

John J. Henderson inherited JCC in 1977 and founded the college’s first endowment. He held engineering degrees from McVean’s alma mater, Canton and Clarkson, as well as from Technische Universität Berlin.

Under his leadership, JCC continued to grow. The nation’s first associate degree in automotive technology commenced in 1968 — a structure known today as the Automotive Technology Program. JCC’s pre-eminence in the humanities continued to grow. In 1968, the college’s first faculty member was hired to teach English, followed by the hiring of several other humanities faculty members.

John T. Henderson served as the college’s first full-time president from 1962 to 1969. During his tenure, the college’s enrollment grew from 200 students to more than 2,000, and the campus expanded from its original building to include a science building and the administration building.

During his presidency, Henderson instituted the college’s first comprehensive master’s program, the Master of Arts in Education, and established the college’s first endowment. He also established the college’s first endowment, which provided financial support for the college’s ongoing operations.

John J. Henderson’s leadership was instrumental in shaping JCC into the college it is today. He oversaw the college’s growth from a small two-year institution to one of the largest community colleges in New York State. Under his leadership, JCC became a leader in workforce development and adult education, providing training and education to thousands of students.

Henderson’s legacy lives on in the college’s continued commitment to providing access to higher education for all students. The college remains committed to serving the needs of its local community and to preparing graduates for success in their chosen fields.

JCC’s future is bright, and it is well-positioned to continue to grow and expand its programs and services to meet the needs of its students and the communities it serves. It is a testament to the college’s dedication to excellence and commitment to providing a high-quality education to all who seek it.
Local college spurs life of achievement

'FIRST ACADEMIC HOME': JCC gave students, young teachers opportunities to blossom

By THOMAS LOCKRIDGE

JCC CLASS OF 1965

There are those who know at an early age the path they wish to take in life, and they can plan the steps to their futures with confidence. At age 18 in 1963, I was certainly not one of those and had doubts that I wanted to pursue post-secondary education.

I started school in Watertown but graduated from high school in Whitesboro. With my brother, I spent summers at my grandparents' place on Mill Street and at their college on the lake. I sensed that a new community college would open for classes in September 1963, and it would be located within easy walking distance of my grandparents' home, providing economical and convenient accommodations. I decided to enroll as part of the first class of students at Jefferson Community College.

That first class would spend its two years at the Lansing Street School, a converted elementary school. I confess that, upon viewing the Lansing Street "campus" for the first time, I had major reservations about the wisdom of the choice I had made. This was not at all like the remnant of any college campus in my limited experience. A small and obviously very old red brick building, its exterior and interior戴着其可数的年月。易

I started school in Watertown but graduated from high school in Whitesboro. With my brother, I spent summers at my grandparents' place on Mill Street and at their college on the lake. I sensed that a new community college would open for classes in September 1963, and it would be located within easy walking distance of my grandparents' home, providing economical and convenient accommodations. I decided to enroll as part of the first class of students at Jefferson Community College.

That first class would spend its two years at the Lansing Street School, a converted elementary school. I confess that, upon viewing the Lansing Street "campus" for the first time, I had major reservations about the wisdom of the choice I had made. This was not at all like the remnant of any college campus in my limited experience. A small and obviously very old red brick building, its exterior and interior shored its considerable age. Eas-

ily imagined to be an older school for young children, it was much less easily pictured as a campus for college students. After a while, however, I would learn to regard it as my first academic home.

Reading about the new school's faculty, I found that many of them were in new col-

lege teaching as I was to become a college student. This new institu-

tion apparently had opened oppor-

tunities for a number of peo-

ple on both sides of the teacher-

student relationship.

But what was this progressive step in an educational march from high school graduate to full adulthood, or in fact a misstep that would merely waste time and money and lead astray? No matter, my only job had been cast, so I was committed to my course for at least a year. As it hap-

pened, my time at JCC would be the foundation upon which I would build and complete my studies, including a bachelor's degree from Harpur College (SUNY Binghamton), and a grad-

uate fellowship and Ph.D. at Brown University.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

tellectual curiosity that had somehow been lost for years. It was an edifying experience for me.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.

I used those years at JCC to re-

new academic interests, rebuild study habits and develop an in-

TELIGENT CURIOUSITY THAT HAD SOMEBHOW BEEN LOST FOR YEARS. IT WAS AN EDDYFING EXPERIENCE FOR ME.
ụche school teaching staff learned alongside students...

**The Rhetorical Society**

Historically speaking, Social Studies could have been lectured in Sackets Harbor. So too could other liberal arts courses, the sciences and the rest of the curriculum at Jefferson Community College.

**Transportation**

Jefferson Community College started at Lansing Street School.

**Community College**

He reasoned the name would be appropriate because the tourist attraction was the largest school colors, nickname selected early, endure through time

**Coffeen Hill site chosen over others, many proposals offered**

The college had moved to its permanent home on Coffeen Hill when it got its authentic cannonballs and cannon.


**Source for the county, the islands had an international reputation**

The islands had an international reputation.

**Colorful history**

Jefferson Community College was in its second month of conducting classes in the old Lansing Street School when students were presented an option in...Should the school’s official colors be cranberry and white, and should the nickname for JCC athletic teams be CanNoneers?

**By David C. Shampine**

Their numbers were small, but their decisions about colors and a nickname had to be made.

**Jefferson Community College**

The college looked at the Sackets Harbor military site as the site for the ‘real’ campus.

**By Robert C. McEwen**

So too could other liberal arts courses, the sciences and the rest of the curriculum at Jefferson Community College.

The college had moved to its permanent home on Coffeen Hill when it got its authentic cannonballs and cannon.


He reasoned the name would be appropriate because the tourist attraction was the largest school colors, nickname selected early, endure through time
Commitment to college: ‘What can I do to help?’

Reading the story of the Jefferson College of Health Science in this issue, I was reminded of my time in Watertown, New York. I was living there with my family in 1959 when the citizens of Watertown proposed a referendum to create a community college.

It was a brave proposal, one that was opposed by the majority of the town’s residents. I was one of those who supported the college’s creation, and I worked to help bring it to fruition.

I was not alone in my support. Many others from Watertown, including my husband, Walker Heap, and our good friend, John McCreary, a radiologist in Watertown, also supported the idea of a community college. We believed that it would be beneficial for the community and its residents.

In the end, the referendum failed by eight votes. It was a disappointing result, but we didn’t give up. We continued to work towards the establishment of the college, and eventually, in 1969, Jefferson College of Health Science was opened in Watertown.

Looking back on that time, I am proud of the role I played in helping to bring the college to life. It was a challenging and rewarding experience, and one that I will always remember.

As I reflect on the founding of Jefferson College of Health Science, I am reminded of the importance of community college education. It is a place where people can come together to learn and grow, and where they can gain the skills they need to succeed in life.

I am grateful for the opportunity to have been a part of the college’s history, and I hope that future generations will continue to benefit from its programs and services.

Sylvia S. Heap, one of the earliest proponents of establishing a community college in Jefferson County, was interviewed for this issue of Jefferson College of Health Science's magazine, which recognizes an individual or organization who has demonstrated a commitment to JCC.

Five presidents have guided JCC through its five decades...

Chancellor’s Award for Excellence in Teaching, Mr. Deans continues his decades-long tradition of teaching an annual workshop on current events, making him Jefferson’s longest serving teacher.

Joseph B. McCoy, Jefferson's fourth president, served just three years, 2003 to 2006, moving on when college trustees opted not to renew his contract.

Educated in Boston, Mr. Olsten’s degrees included a bachelor’s in criminal studies. He held administrative positions at colleges in Tennessee, Texas and North Carolina, then spent five years at SUNY’s Adirondack Community College before being selected for Jefferson’s top spot.

Carole A. McCrugh holds a passion for community colleges.
Lockridge... would have been found at a larger, established institution, but it had its unique appeal and advantages as well. For somewhat wayward students such as myself, it certainly provided a very beneficial transitional experience that led to further academic study. I don’t know whether I could have achieved the later academic successes but for that timely opportunity to renew educational ambitions within the type of environment I found at JCC.

Much has evolved for attaining four or five years of a college education, but our first year community where students met, learned from, and formed a bond with each other is a premise that remains intact. Classes were small and personal. There was a camaraderie and a sense of community that made for a unique and memorable experience.

I now spend part of the year near Dexter, and from time to time I visit the “new” JCC. The buildings hold no nostalgic reference for those who attended all four years of the college prior to moving on to a four-year institution. Being part of that very first class at a new school was even more meaningful in its way. Memory of my years at JCC is clouded after these many years, but I recall with fondness a good many of the people from those days and the times we shared. There is a feeling that we all remember where we were at that time, and I know we played basketball in Tom Crown’s physical education class on Friday, Nov. 22, 1963. I remember distinctly hearing the announcement of President Kennedy’s assassination in that gym.

In my second year there, I organized a hockey club and we managed to put together a team and play a few games, despite the lack of funding, facilities or practice opportunities. Years before the building of Watertown arena, some of those games were played outdoors in the not-so-temperate north country winter weather. Special permission was needed to travel north on Mill Street enabled me to climb over the snow banks to get to class. I lacked the excuses available to those who had to drive, so my proximity was a mixed blessing during the winter.

Some of the new campus was completed by the time the first associate degrees were conferred in the spring of 1965, and our graduation ceremony was conducted there. It was the first time those of us in the first JCC class had seen the new facility, and it was a marked contrast to the building in which we studied and learned those degrees. I don’t think any of us would have preferred where we spent our first two college years, however. Ours was a unique and memorable experience.

Deans...

jefferson community college for 50 years of excellence to the north country. thank you for your commitment to the community, its programs, and dedication in providing the best education possible to students of all ages.
The defeat came a day earlier, at the hands of Jefferson County voters. A referendum to create a community college went down to defeat, but the margin was so close. There were 8,819 people who favored the proposal, but 8,827 who opposed it.

The association that he chaired quickly prepared and distributed material urging the Board of Supervisors to establish a junior college. "I knew he was the man for the job," Mr. Hall said. "Back then, we were thinking about the future, 30 or 40 years down the road. And we saw an opportunity to build a relationship between Fort Drum and the community. ... And none of it could have happened without Russ' s help."

Looking at a ridiculously low estimated budget for the proposed college, the Board of Supervisors in 1958 voted 30-2 in favor of allowing their county to have a community college. It was a tough vote on the part of the county, and there were many who opposed it. "It seemed at the time that no one, including many members of the county Board of Supervisors, was thinking about the importance of education," Mr. Hall said. "They were worried about mending potholes and monitoring milk prices."

Because of the renewed energy that came out of that night's surprise testimonial dinner, more than 18,000 young people in the decades to come would be able to get a college degree.

Rally from defeat: Citizens committee casts off 8-vote loss in initial referendum to gain widespread support 2 years later

By DAVID C. SHAMPINE
TIMES STAFF WRITER

Friday, February 11, 2011

The following were among leaders in the JCC movement:

Lawrence, Mass., who came to Watertown in 1943 to head a sub-district office of the state Division of Parole, a post he held for 19 years. Mr. Hodges later served as the director of the JCC of the United States, a post he held until his death in 1981 in Albany at the age of 74.

"Russell E. Penney, left, a leader in establishing a community college in Jefferson County, reviews the Israel A. Shapera Award at Watertown's Community leaders meet in January 1961 at the Black River Valley Club to discuss establishing a community college in Jefferson County. From left in front are Harold T. Wiley, superintendent of Watertown schools; Paul W. ... Supervisor Louis G. Girone; William P. Beach, Alexandria Bay, and Lyle H. Percy, president of the city Board of Education."

Rally from defeat: Citizens committee casts off 8-vote loss in initial referendum to gain widespread support 2 years later

Thursday, February 10, 2011

WATERTOWN TIMES
JCC 50TH ANNIVERSARY

By DAVID C. SHAMPINE
TIMES STAFF WRITER

Friday, February 11, 2011

Rally from defeat: Citizens committee casts off 8-vote loss in initial referendum to gain widespread support 2 years later

By DAVID C. SHAMPINE
TIMES STAFF WRITER

The following were among leaders in the JCC movement:

Lawrence, Mass., who came to Watertown in 1943 to head a sub-district office of the state Division of Parole, a post he held for 19 years. Mr. Hodges later served as the director of the JCC of the United States, a post he held until his death in 1981 in Albany at the age of 74.

"Russell E. Penney, left, a leader in establishing a community college in Jefferson County, reviews the Israel A. Shapera Award at Watertown's Community leaders meet in January 1961 at the Black River Valley Club to discuss establishing a community college in Jefferson County. From left in front are Harold T. Wiley, superintendent of Watertown schools; Paul W. Brown, chairman of the county Board of Supervisors; Paul Ortles, executive dean of the state Education Department; William B. Trinca, Carthage; and Russell E. Penney, chairman of the committee for the college; from left in rear are Supervisor Kenneth W. Rogaci; Supervisor Louis G. Girone; William P. Beach, Alexandria Bay, and Lyle H. Percy, president of the city Board of Education."

Rally from defeat: Citizens committee casts off 8-vote loss in initial referendum to gain widespread support 2 years later

The following were among leaders in the JCC movement:

Lawrence, Mass., who came to Watertown in 1943 to head a sub-district office of the state Division of Parole, a post he held for 19 years. Mr. Hodges later served as the director of the JCC of the United States, a post he held until his death in 1981 in Albany at the age of 74.

"Russell E. Penney, left, a leader in establishing a community college in Jefferson County, reviews the Israel A. Shapera Award at Watertown's Community leaders meet in January 1961 at the Black River Valley Club to discuss establishing a community college in Jefferson County. From left in front are Harold T. Wiley, superintendent of Watertown schools; Paul W. Brown, chairman of the county Board of Supervisors; Paul Ortles, executive dean of the state Education Department; William B. Trinca, Carthage; and Russell E. Penney, chairman of the committee for the college; from left in rear are Supervisor Kenneth W. Rogaci; Supervisor Louis G. Girone; William P. Beach, Alexandria Bay, and Lyle H. Percy, president of the city Board of Education."