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EDUCATION IN MIDDLESEX COUNTY

Pre-revolutionary days to the present

Before plunging into the history of education in Middlesex County the following is a brief summary of our early settlers. The Dutch settled New Amsterdam in early 1620's and were soon crossing the Hudson to establish farms in New Jersey. They had a northern settlement called Bergen and a southern settlement in Delaware and the natural road between the two crossed the Raritan River at New Brunswick. In 1664, the same year the English took New Amsterdam from the Dutch, Woodbridge was bought from the Indians by colonists escaping the rigors of New England. Piscataway was established in 1668 also by men from New England. Perth Amboy was settled, with only three houses, by the Scots in 1683. In 1686 John Inian established Inian's Ferry which became New Brunswick in 1724. In 1730 Dutch settlers came down from New York and settling along the public road they named it Albany Street. There were Dutch, English, Germans, and Scots and Middlesex County was well on its way to becoming a crossroads of bustling activity.

However the school situation did not take such swift strides. This was wilderness and the hardy settlers were thinking first of survival rather than education. In the charter of Woodbridge in 1664, 100 acres was set aside for a free school but it was not until 20 years later that they thought of getting a teacher. The large tract of land granted for one small schoolhouse was to supply wood to build it and a continuing supply of fuel to heat it. In 1694 Jacob Brown was engaged as a schoolteacher over the protest of a John Conger who signed his protest with an "X". Piscataway had a school in 1682 as did Short Hills. In the last decade of the 17th century the General Assembly of East Jersey passed the first education laws requiring "the inhabitants of the towns to select three representatives to hire a teacher and to fix rates to be paid by the inhabitants." Until this time the children were educated for the most part by their parents with the few schools mentioned as exceptions.

There was a book of manners published in 1715 which clearly stated the behavior expected of children of that period. To quote a few:

After class - they were not to go singing, whistling,
or hallooing along the street
At table - Ask not for anything but tarry till it be
offered thee
Take not salt with a greasy knife
Smell not of thy meat, nor put it to thy nose
Throw not anything under the table

In these early days of the 18th century the schools were built of logs with desks nailed to the walls and the seats were backless. In winter the roads were impassible and in the spring and fall the children were needed on the farms. The standards

were not high. There were "Dame Schools" - a housewife taught in here home while she continued her work - alphabet, reading and the catechisms. The girls received much less education but learned needlework and knitting which was essential to them at that time. In New Brunswick in 1794 there was a boarding school for girls. The tuition was \$75 per year and the courses covered were; spelling, reading, drawing, grammar, geography, "clear starching", point work, making baby linen, muslin work, embroidery, and attention to health and morals.

Because of the different religious and national backgrounds of the settlers the schools were the responsibility of the home and church. The churches controlled their own school since they provided the financial aid. If the church was strong (as the Dutch Reform) then the school was well supported and supervised. But the Dutch in democratic tradition soon established elementary schools that were common to all and supported by all. The teachers kept order. One, Miss Saunders, was described as "sour, prim, sandy-haired, iron-visaged, and sharp tongued." However, she was respected and feared as one might have "entertained a pet dragon or tigress."

By 1800 the demand for public elementary schools was increasing and between 1800-1844 state school funds were established. In 1825 there was a set of rules and regulations for the Center School which was located two miles NW from the head of the Raritan. Spelling was emphasized and no liquor was to be given to the teacher. In 1850 the average charge per quarter per pupil was \$2.10. The teachers held a convention in 1853 in New Brunswick and founded the New Jersey Education Association. During the same period there were growing complaints of the inadequate preparation of the teachers. There were no standards. The superintendent at Perth Amboy recommended a Normal School be established. John T. Clark who was then principal in New Brunswick was awarded a prize of \$20 for his eloquent essay on education and the need for a Normal School.. The first opened October 1, 1855 in Trenton with 15 students. In 1880 the enrollment was up to 291 with one from Middlesex County. At this point it was not too successful. The demand for teachers was high and many dropped out to work before finishing the course. To go back to 1856, Robert Freeman of Perth Amboy proposed each school district be given an appropriate sum to run a school 10 months. The money was to be raised by a direct tax on all taxable property of the state. This raised as much discussion in the homes and taverns as it does today.

The Civil War impeded the progress of the "free school". Money was being spent on the war and this influenced the repeal of the law granting state money to church schools in 1866. A state superintendent was appointed. In 1867 there was a determined effort to substitute the metric system of weights and measures. Unfortunately it did not succeed and there has been no progress since in that direction. In 1876, 100 years after the signing of the Declaration of Independence, the states had a constitutional guarantee that all children, ages 5-12, could attend elementary school free. The principle book used in the elementary schools

was William McGuffey's Reader. Since these were used from 1837-1900 it has been suggested that the American Way of Thinking at the end of the 19th century could be traced to McGuffey. Whether good or bad - an outstanding accomplishment. - PASS BOOKS

Before McGuffey the curriculum throughout the 1700 and 1800s remained Reading, Writing, and Arithmetic on the simplest level. In 1888 manual training became compulsory in the schools to help all the children who had to work for a living at a very early age. Fortunately there is little need for that today. There are now 145 elementary schools in Middlesex County - one new one having been built this year. In one sweeping statement, elementary education from 1900 to the present has progressed far beyond the dreams and imaginations of those early settlers who came to this country for the very purpose of giving their children a freer, more meaningful life with education as the basis.

While the elementary school was forming its standards and requirements the early colonists were simultaneously interested in secondary schools that would prepare their children for college. Those who first came to Middlesex County had to send their children to secondary schools in New York, Philadelphia, or New England to prepare them for Harvard, Yale, or William and Mary which were already in existence. However, rather than sending the students away it was more likely to find them boarding at the local parsonage and being tutored in Greek and Latin. In 1695 the townsmen would move ~~of~~ the site of any existing school from time to time so that more inhabitants could benefit. Even at that early date it was obvious there was going to be a necessity for regional schools.

By 1700 the Scotch-Irish Presbyterians emigrated to New Jersey. These Calvinists drew the New Jersey Puritans and Congregationalists into their folds and began to raise the level of education. They were the focal group to urge education beyond the common or elementary school. Up to this point the county was sparsely settled with about 8,000 in East Jersey and only 10 towns.

The Reverend Theodore Frelinghuysen came from the Hudson Valley in 1720. His pastorate covered 300 sq. miles. The school-teacher was Jacob Schureman. Frelinghuysen was very interested in rising independence of the American church. His sons carried on his work and it was one son, Theodore, who wanted an American College so the students would not have to go back to Holland for studies. He himself went back to Amsterdam to ask for a charter but died at sea on the return voyage. Another son John took over his father's pastorate, teaching students at the parsonage, and it was one of his pupils, Jacob Hardenburgh who succeeded in founding Queen's College. One of John Frelinghuysen's sons, Frederick was the first tutor at the college at the age of 18.

It was in hopes that this college would be established in New Brunswick that a prep school, known as the grammar school, was begun in 1760. The New York "Mercury" of February 22, 1760 reported: "At New Brunswick is taught reading, writing and arithmetic, vulgar and decimal; and in a separate room, Geometry, Navigation, Surveying and Bookkeeping, after the true Italian method; Algebra and several branches of the Mathematics; and young Gentleman may be boarded reasonably by Edward Cooper."

In the mid 18th century only those destined to be ministers had higher learning. Entrance to college was based on your knowledge of Latin and Greek and having finishes common school at 12 with two years tutoring at a parsonage the boys entered college at 14 or 15 and that explains Frelinghuysens youthful 18 to be a tutor at Queens College. We are not as ready today to say that a boy of 18 is prepared for a career. New Brunswick was not the only town with an "academy". Hackensack, Basking Ridge, Freehold, and Hopewell each had a school by 1760. Morristown had two.

After the revolution the economy was expanding and by 1800 the states population was up to 200,000. The Episcopalians and Methodists also had academies. They were springing up in all the towns. A typical academy had 50 students with 2 teachers. Supported by tuition they offered a classical education for the college bound, so-called English course for those whose ambitions were not so high, and bookkeeping and commercial studies for children destined for business careers. The success of these academies probably slowed the growth of the public high school but the rapid growth of the population and the growing tradition of public education was bound to overcome the academies. Their peak was around 1860. The reverse is true today. The rapid growth in population and multiplying problems of society today are creating an upsurge in the academy.

There were many men who advocated public high schools. James Parker an Assemblyman from Perth Amboy persuaded lawmakers to create State Schools Funds. Robert Baird, a preacher, toured the state to support it. As you can imagine it took dedication to ride the rough roads of that time. These men and others saw that local communities levied taxes to educate the children of the poor, created a system of common schools, township school committees were set up. In 1845 the office of the State Superintendent of Schools was established. In 1846 they replaced the township committees with one township superintendent and required townships rather than the communities to levy taxes for the schools. In 1866 the State Board of Education was established and they halted money to sectarian schools. That argument still goes on today. In 1871 the Free School Law was passed guaranteeing school for 9 months with a 2 mill tax distributed to local schools. New Jersey was the last state in the Union to abolish rate bills and tuition.

By 1868 New Brunswick had a 3 year high school. The curriculum was as follows:

- 1st - reading, grammar, mental arithmetic, penmanship
- 2nd - algebra, geometry, trigonometry, physiology, rhetoric
- 3rd - chemistry, natural philosophy, Latin, American literature, astronomy, botany, "universal history"

It is interesting to note that today, 100 years later, the curriculum is very similar although greatly expanded.

The law of 1871 guaranteeing "Free School" was only for the elementary school and did not include secondary. Shortly thereafter, at a joint meeting of the Senate and Assembly, James McCosh President of Princeton University said "Our educational system is in this respect like a house built at great expense by a friend of mine, it was two stories high, and commodious, and elegant in every respect, but he forgot to put a stair to lead them from the

every respect ,but he forgot to put a stair to lead them from the lower to the upper floor." Many distinguished men addressed the Assembly but the law was not passed. The opposition felt that the elementary system needed strengthening first, that the new high schools were not conducive to training for business (too many "ologies" taught) andthirdly that there was too much control by the state superintendent. The control had been taken away from the local communities.

In 1874 the basic amendments of the state constitution were under study. The following amendment was included: "The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the state between the ages of 5-18. This amendment was the basis for bringing high schools to the rural areas in early 1900s and again in 1940-1950 when the expanding school system badly needed state aid.

One of the champions of the high school was Addison B. Poland State Superintendent of Schools in 1894. He proposed township system and consolidated 1408 schools^{UNIT} to 374 school districts. This created better teachers for fewer schools. But still in 1894 only 4% of the total school enrollment was in high school and in 1960 only 27% was in high school. In the late 1800s the boys were attracted by factory wages. The reason for a low percentage in high school today is more complicated. To go back to the 19th century the Normal Schools were also putting pressure on the high schools to have better quality and standards. If the high school was accredited the student didn't have to take an entrance exam into the normal school. In 1892 17 were accredited, three years later 31 were.

NO

Times were changing. By 1890 New Jersey had begun^{to} shift from a purely rural agricultural state to one more urbanized and industrial. The population increased rapidly after the Civil War and immigrants were coming in from Southern Europe. There was an increasing demand for a change to a more "practical" curriculum, and a need to supplement it with other activities. New Brunswick had one of the earliest debating societies, established in 1884. One of its debates was "to promote love for animals and gentler treatment of them." In 1904 New Brunswick defeated Perth Amboy. The topics under debate was "Resolved that our national government should own and operate all railroads in the U.S." It is not recorded which stand New Brunswick took. Debates were very popular and enthusiastically attended. One minor change in 1891 was the grading system. From percents to letters. This provoked the following comment: "We lose, of course, the advantages (?) of that mysterious plan whereby there is involved from a jugglery of figures a final figure which is supposed to accurately gauge a pupil's knowledge and developement so that a boy who gets 94.5 is supposed to know just eight-tenths of a percent more than one who received only 93.7.

Charles J. Baxter succeeded Poland as state superintendent and was such an outstanding leader in his quest for a free high school education for every child in New Jersey that he became known as the "Father of the High School". His statement on educational leadership should be mailed throughout the United States today. It is the following: "The correct administration of school affairs implies leadership

NO

the gift of initiative and the ability to arouse others to intelligent action in support of measures that will improve educational conditions and then promote public welfare." He felt that with the excellent railroads, trolleys, and flat country roads for bicycling no child should miss a high school education. During his reign the New Brunswick looked like this. The problems then seem to come from our headlines of today. The Frelighuysen township Board of education refused to pay the cost of transporting a student to a neighboring district high school. The county superintendent cut off their state aid, whereupon the local board took it to court. The state supreme court upheld the local boards position, calling the 1900 state law ^{PERMISSIVE} and not mandatory for each school district to provide facilities for all children 5-20. PICTURE

In the early 1900s a commercial curriculum was introduced. Some schools created a 2 year course made up of only technical subjects. Others inserted a few courses into the existing curriculum. The New Brunswick Superintendent said "I believe in a commercial course, one of high grade; but I am opposed to the plan of intermingling such a department with our regular high school classes. Whenever advanced pupils in sufficient number indicate a desire for a years work in commercial branches, I recommend that they be assigned a classroom by themselves and placed under the sole charge of an instructor who has had special training for that kind of work." By 1911 Creek had almost disappeared. NO

Middlesex County's small high schools had a common curriculum in 1906. It was a single program geared chiefly for college preparation and included English, Mathematics, Science, Latin, and History in 4 years. No electives were offered. Like these Middlesex County schools many throughout the state did not have facilities or equipment to include manual training. One drawback was a constant lack of qualified teachers. The following is the payscale for Jersey City at the turn of the century. In the high school men teachers earned from \$1500 to \$2400, while women teachers earned from \$700 to \$1200. The teachers in the elementary school earned from \$408 to \$936. A survey was taken and a vast difference was found in the pay scale throughout the state. One conclusion was: it was financially advantageous to be a male teacher in the secondary schools in the large cities of northern New Jersey. New York was draining New Jersey of the best equipped teachers. One aid in stabilizing the high school curriculum was the College Entrance Examination Board established in 1901. And while the high schools were gradually working out their standards they complained about the elementary schools standards. One high school teacher defined an elementary school graduate as "a creature who knows no mathematics, less language, and likes to play tag in the corridor."

To solve the manual training problems vocational education was given federal support in 1917. Middlesex established a county vocational school. Today there are three schools with a total enrollment of 1,071 students and 69 teachers. One each in New Brunswick, Perth Amboy, and Woodbridge.

The next step was to establish jr. high schools. The 9th grade included academic, commercial, and industrial courses. The principal of the Trenton Jr. High in 1916 said "The shop life will inculcate the spirit of work. What society needs today is

fewer boys with the creased trouser spirit and more boys with the "over all" spirit.

WWI brought rising costs, teacher shortage, severe salary difficulties and a jump in the birth rate. Women could make more money as clerks and began to give up teaching. There was great concern for the lack of discipline for youth. Without exception each of these problem still exist today.

By 1926 it was said that education had departed from creating leaders in society to educating the masses. In the 30's the schools were urged to have less ostentatious graduations, to do away with formal evening dress and carriages(?). Legislation forbade secret societies and fraternities. These All of this was against the democratic principle.

In 1932 the Council of Education heard a report on our smug secondary schools. Their recommendations began to put the emphasis on the individual need of the student rather than insistance on an outmoded curriculum. Interestingly enough the depression and its lack of jobs sent more students back to the high school and the percentage enrolled in college prep courses dropped accordingly.

WWII brought further changes in curriculum. There was a growing emphasis on citizenship, principles of democracy, and 2 years of American History was required. The trade and industrial schools were open 24 hours a day to train both men and women. After the war the high school programs were modified to help servicemen get their degrees. Patriotism was carried to extremes with local school boards selecting the text books to insure that the teachers did not teach anything un-american.

There are 23 high schools in Middlesex County today including one new one this year and many of the same problems remain. The population is increasing rapidly, there are not enough teachers, the individual needs ~~not~~ are not being met sufficiently, and there are continued controversies on the proper subject matter to be taught.

This notebook of articles from the Daily Home News on education in Middlesex County from May 1, 1968 to November 1, 1968 clearly indicates the problems today. Having only used the Home News it does not represent the entire county.

Middlesex County was fortunate notonly to have leaders dedicated to improving the elementary and high school system but foresighted enough to establish one of the earliest colleges in the colonies. One the eve of the American Revolution New Jersey had two of the nine colleges in North America. Governor Jonathan Belcher, in 1747, said it was not because of the superior intellect in fact New Jerseyians were "a very rustical people deficient in learning." The two colleges were the result of the religious, national, and social stratification of the colony which was situated between New and Philadelphia and continually received the overflow population. There were Dutch farmers, English from New England, ~~and~~ English Quakers, Swedish settlers, Scottish immigrants, and German Lutherans. Both the Dutch and the Scots in the colonies were dissatisfied with the conservatism of their Mother Churches in Europe. They ^{were} progressive and wanted to establish a college in this country to educate their own ministers. As I mentioned earlier the Rev. Teodore Frelinghuysen came in 1720. He held a degree from the U. of Halle in Germany which was the center of a

movement to emphasize the emotional and ethical elements of Christianity rather than the doctrines and rituals. At the same time Frelinghuysen arrived there were two brothers from Penn, William and Gilbert Tennent, who shared his views. They all held pastorates in the Raritan Valley and they joined forces to promote their ideas. Gilbert Tennent denounced the other ministers as "dead dogs, madmen, and enemies of God."

The Presbyterians were in greater numbers and they moved first to establish the College of New Jersey in 1744. It opened in May 1747 in Elizabeth with 10 students. Soon it was evident it was not close enough to the Presbyterian activities. New Brunswick was sought for a site and although the town put up the 10 acres for a campus, and 200 acres of woodland for fuel it could not find the 1,000 pounds in New Jersey currency that was necessary. Princeton did meet the requirements and "besides it was well protected from the once famous New Jersey mosquito."

In 1766 the Dutch Reform Church had to declare its ⁱⁿdependence from the ecclesiastical authority of the Dutch church. There was no money from the mother country and gradually the opposition of the conservatives in this country was overcome. It had been a bitter squabble with the Coetus or progressives wanting their ministers ordained here and the Conferentie or conservatives feeling they should return to Amsterdam to be ordained. It was during this struggle that Frelinghuysen's son was lost at sea returning from the Netherlands to plead the case. In 1766 (Nov) Governor William Franklin secured a charter from George III for Queens College, but for 5 years nothing happened. However, in 1770 a second charter was secured. Unfortunately there isn't a copy of the original charter. In fact it was forgotten until 100 years later when 1870 was mistakenly chosen as the date for the centennial celebration. Am I right that the original charter was never found?

Both Hackensack and New Brunswick vied for the college. But New Brunswick was determined to succeed this time and as I mentioned had started a secondary school in 1767 to show interest. They also offered a large financial inducement. In 1771, on the corner of what is now Albany and Nielsen Street in "The Sign of the Red Lion" classes were begun. One source says it was a house but it seems more colorful and colonial to think of them starting in what I presume was a tavern. They had "instruction in all the Arts and Sciences usually taught in Public schools" so that they could become "a pleasure to their friends and an ornament to their species." Appropriately, their first tutor was Frederick Frelinghuysen, a grandson of the originator of the idea of a college. The first graduating class was in 1774 and consisted of one man, Matthew Leydt, who delivered orations in Latin, Dutch, and English all by himself. However the second graduating class had 5 members. During the revolution classes were held in Millstone and North Branch.

Jacob Hardenburgh was the first president. He was sympathetic to the cause of the colonies and because of this his church was burned by raiders. In the winter of 1779 Washington was quartered next door to his home and with similar views of the revolution they became good friends. Hardenburgh was an untiring President dying at ^{an} ~~an~~ early age ^{of 54} having travelled extensively to keep his

college from bankruptcy. He realized that in order to keep Queens College alive it was necessary to have the help of influential laymen and clergy of the community.

The charter read that the board of trustees had to include the governor of the province and several other public officials. It was not to be owned or governed by a religious body. The first board of governors had 37 members in addition to Governor Franklin and 3 other officials - there were 24 laymen and 13 ministers. There was a stipulation that only 13 could be clergy. Geographically the board was divided between New York and New Jersey. The charter stated the college was for "the education of youth in the Learned Languages and in the Liberal and Useful Arts and Sciences". The inclusion of the word Useful was to be influential in securing the benefits of the Land Grant Act many years later. The charter also mentions the desirability of training ministers. However, it granted admission to all who qualified regardless of their religious views. They wanted the charter approved so it was presented in the most liberal terms. Another stipulation was that one professor well versed in English must be maintained. At this time Dutch was still the principle language in the church and home.

Queens College during the revolutionary war had a sketchy existence. The first extra-legal Provincial Assembly met there to condemn the coercive acts of Parliament and to elect members to the Continental Congress. Can you imagine the excitement and unrest of those days. The college began operating again in 1782 in a slightly war damaged building but only 30 students had enrolled in those years and there was no money. Hardenburgh died in 1790 with his salary 330 pounds in arrears and his successor, Ira Condict, went from house to house in New Brunswick asking for contributions. They ranged from a shilling to a dollar.

In the first half of the 19th century the American economic life became very competitive and education followed suit with hundreds of colleges and schools opening. At Queens classes had to be suspended from 1795-1807 and again from 1817-1825. During its first period of difficulty in 1795 Princeton offered to assist if Queens would become a preparatory school for Princeton. The Princeton Board of Trustees, although favorably inclined, postponed action. Before they reconvened the trustees of Queens voted 8-7 against the proposal and thus by one vote changed the course of higher education in New Jersey.

In 1809 "Old Queens" was erected at a cost \$30,000. It was the first academic building and there was great relief not to have to shuffle from house to house any more. Although lotteries were legal, tickets could not be sold in New Jersey. This was the method used to pay for this building. The records are fragmentary so the results are not known. Although unfinished the building was occupied in 1811. At that time the Rev. John H. Livingston was President. He was an outstanding leader in the Reformed Church and a biblical scholar with a great interest in science. His salary was paid by the church and was to be \$1400 plus the rent of a house. However in two years time he received only \$771.86. In 1817 the money completely ran out again.

Perhaps Colonel Henry Rutgers of New York City had become aware of Queens Colleges plight through the lotteries because in 1825 with the proceeds of another lottery and a sizeable gift of \$5,000 from Colonel Rutgers the college was back on its feet. The name was immediately changed to Rutgers. The "Old Queens" building was deeded to the church and this paid off a debt of \$4,000 and collected \$4,800 for current expenses. At this point Rutgers was practically a theological seminary with a literary course. However, gradually the church began to relax its control as the college achieved financial stability. In 1856 the seminary left the campus and established its own college and Rutgers bought back "Old Queens". Even in those days it was up to the President No to take to the road to gain support for his college. One source of revenue was the alumni. As early as 1832 the Alumni Assoc. was formed and by 1846 they gave \$2,000 towards Van Nest Hall, the second building on campus.

At this time the President of Columbia said "Here in college is to be fashioned in the highest attainable perfection, the scholar, the citizen, the good man, the Christian gentleman." And towards that end the freshman and sophmores at Rutgers were studying Latin and Greek classics, rhetoric, mathematics, natural philosophy, and simple experiments in physics and chemistry. the experiments were for the most part disastrous. The juniors and seniors moved on to Logic, Metaphysics, ethics, polemical lectures on the evidence of christianity, a bit of modern languages, history political economics, botany, and geology. (Finding my own education lacking I found polemical to mean controversial.) There was a library but it was only open for an hour so the students would not be distracted from the studies by browsing. Chemistry and geology appeared in the catalogue by 1841 but they stuck to the classical line both literally and figureatively. "We shall not aim at innovations". Most colleges of this period had ^{more} or less the same curriculum and students could drift from one to the other without difficulty. Here is an example of the type of question on the exam of the day; In ethics - define conscience, how far it is cognitive and emotional. Define truth, Explain professional ethics, especially as related to the various obligations of lawyers. In chemistry - Apound of marble contains how much oxygen? If ten grams of iron rust, it is then what and how much?

Life on the campus was far from serene. "The Laws of Queens College" had been published in 1811. To quote a few - Extravagance as well as slovenliness in dress were discontenanced. They were not allowed to keep dogs, horses, or guns, forbidden to take dancing lessons, go to the theatre, play billiards, cards or dice for a wager. They had to have permission to visit billiard halls taverns etc. No part of Sunday was to be spent in amusement or even visiting each other. These confining rules only caused rebellion. The reports from Princeton were the same. A wagon was carried piece by piece to the fourth, reassembled, and sent rumbling up and down the corridor. Horses were ridden on the first floor at midnight. When they didn't like the food, knives, forks and plates and the tablecloths were thrown out the window. Even

a log filled with dynamite blew open the center door of Nassau Hall, cracking walls and breaking windows. One student walking to his dormitory saw the President sitting at the window of his home. Unable to resist such a target he took a shot at him with a pistol. Fortunately he was a poor marksman. Think of the reaction today if anyone of these pranks was performed. Rutgers students were separated because they lived with families and thus eliminated some of this anarchy. The first dormitory was built in 1890 - Winant Hall held 85 students.

The college felt extra-curricular activities were frivolous and not conducive to serious study. There were a few that were approved. One was the debating society. Peithessophian and Philoclean dated back to colonial times. Usually serious, some of the debates were tongue-in-cheek- "The Stupidity of Skepticism". "Is the Warrior to be Preferred before the Philosopher?" - "The Deterioration of Fashion", "Which tends to Relieve a Female of Celibacy, Wealth or a Pretty Face?" All could be debated again today. Dramatics were also permitted and Literary Magazines. The "Targum" was first published in 1867 and has continued without interruption to the present. Physical Education was "low and unbecoming a gentleman". but Rutgers did have an outdoor bowling alley. Swimming and skating were permitted and sometimes sleighing although this might lead to a stop at a tavern which was forbidden. Rowing was the first competitive sport and in the 1870's they held races on the canal with Stevens Institute, Lawrence Scientific School of Harvard, and Princeton. Unfortunately a flood swept the boathouse away and it was not resumed until 1930. As early as 1866 on May 5th ~~the~~ a baseball ^{game} was played with Princeton - the score was 40-2 but Princeton said Rutgers was handicapped by playing on a strange field and by having only 8 men. In 1869 the first football game was played at College Field Where the Gym is now. There were 25 men on each team, Rutgers wore scarlet turbans, Princeton had no uniform at all. They played without coaches or referees from 3 P.M. until dark. One row of spectators was knocked flat when two players crashed into the fence. The teams had supper together and sang songs. However Rutgers college song "On The Banks" was not written until 1873. One winter afternoon when the glee club was staging an opening concert in Metuchen, Howard Fuller wrote it in two hours, the glee club fitted it to a popular song, and sang it that evening.

The commencements were long. They took all day. In the 1850's there were 17 speeches and 21 musical interludes. It was an exciting ^{event} in town. Even the farmers came and a carnival atmosphere prevailed with hucksters sellin their wares. One bystander was annoyed by ladies throwing bouquets of flowers. Another report was that police had to quell crowds competing for seats 3 hours ahead of time. As the alumni swelled in numbers and the town and country people became more sophisticated this delightful custom disappeared and today the celebrations are taken over by the nostalgic alumni.

An important step in Rutgers history was the law passed in 1864 by the New Jersey Legislature granting Rutgers the beneficiary of the Federal Land Grant Act of 1862. The Morrill Act, as it was called, appropriated the proceeds of the sale of land in the public domain for the purpose of furthering higher education.

Although New Jersey had no public land it could lay claim to land in the West. Each state was entitled to 30,000 acres for each Senator and Representative in Congress. The college benefitting had to offer courses in agriculture and the mechanical arts and must provide military training. Rutgers was a little more separated from the church than was Princeton. Its President from 1850-1862 was another Frelinghuysen - the son of the first tutor at Queens College. - And his brother was a U.S. Senator. But even more influential in the decision was the professor of chemistry George H. Cook who came to Rutgers in 1853. He had promoted scientific agriculture. These were the reasons why Rutgers was chosen to benefit by the law in New Jersey.

And so in 1864 began the gradual conversion of a private ~~col~~ college to a state university. The first 25 years they received \$5,000 a year but it cost them \$30,000 to buy and equip the "College Farm". The Agricultural college took time to be recognized. There were 13 men in the first graduating class but they were all engineers. In 1880 the New Jersey Agri Exper Station was established and located on College Farm. In 1890 the tuition scholarships came directly from the the state. 1918 Douglass College was established since the Land Grant stated higher education for women as well^{as} men. Early 20th century amendments to the constitution removed the requirement that a fixed percentage of the Trustees be members of the Reform Church. After 150 years the religious ties were gone. In 1916 it was still a small college. There were 500 students with a tuition of \$100 a year. It was not until 1924 that Rutgers was officially called a university.

The influence of the European universities, especially German, was being felt in this country. Their curriculum was more liberal than ours. They introduced the lecture, laboratory, and seminar to our university. It was said "Dramatic Lecturers would continue to flourish but henceforth their soaring passages would be anchored by footnotes." To fit these new areas of teaching into the curriculum graduate schools were established. The college was growing vertically as well as horizontally. George Eliot, president of Harvard in 1869 had advocated letting the students choose their own courses but it took 20 years to achieve it. He said "the vulgar demand that the study of classics is necessary to make a gentleman is beyond contempt." Another educator, Andrew White of Cornell said "eastern colleges are as stagnant as a Spanish Convent." Rutgers and Princeton opposed Harvards innovations. Pres. McCosh of Princeton said "The Harvard graduates were mental monstrosities who dabbled in music, art and French plays." At the same time he was carefully introducing electives.

Rutgers was changing slowly on its own. The B.S. degrees began to outnumber the B.A. at the turn of the century. In 1916 the curriculum was reorganized. Specific courses were required in the lower years with major, minors, and electives in the upper years. One seminar was given in American Constitutional History which was a pioneering venture and widely acclaimed. It was conceived and taught by Austin Scott who after being president of Rutgers for 15 years returned to the faculty. University status was hastened by the creation of the office of the Dean of the ~~col~~ college and then a dean of engineering followed by dean of agri-

culture. The president of the time had to "encourage the science faculty while at the same time reassure the parents and public that the college still cherished the eternal values and had no intention of undermining anybody's faith."

The ideals of the college were high but it often found "the student body inert and the majority neither cared for nor recognized the pearls of wisdom that were daily cast before them." ~~Ma~~ Many students were feverishly busy, but with extra-curricular activities. It was thought "intellect was no handicap provided it was tactfully concealed" and the classroom was a place to relax. A Yale of the class of '99 said "we could sit and sit while ideas about evolution and Shakespeare dropped upon us like gentle rain from heaven which seeped in or evaporated according to our mental temperatures."

Actually the measure of superiority was the football. Intellectual is hard to measure but the football score is conclusive. Rutgers had welcomed football as an organized sport to stop the pranks. The trustees even recommended the scarlet. Only the woman's college adopted the honor system where the morale was high, the faculty enlightened, and they didn't play football. Besides they didn't have the burden of many years of sinful history.

It took 92 years for Rutgers to become the State University with great discussion pro and con during those years. Some of the presidents were for it and some against it. There is some thought that the heterogeneous society of our state was not anxious to have as their state university one whose beginnings were so definitely associated with one religion. Some alumni hoped to keep it under private control as did some faculty. It was not until 1956 that the proposal was adopted. Rutgers should be a public corporation, directed by a new board of governors, while the original board of trustees would continue as legal owners of the property and serve as in an advisory capacity.

Rutgers today then is controlled by a state dominated board of governors. It receives one half of its operating expenses from the annual appropriation of the legislatures and the rest in student fees, and income from a modest endowment fund plus money from annual giving. There are also sums of money for special purposes from the Federal government, educational foundations and private industry. Nine tenths of its students are from New Jersey.

Fortunately for Middlesex County there are still men who are dedicated to education and a County College was established in July 1964. I am sorry to say I know nothing of its history but 100 years from now when a like paper is written for the Study Club the college will be included as another very worthwhile addition to the education in Middlesex County.

From the elementary schools of the late 1800's, to the high schools of the early 1900's, to the colleges of the mid 1900's, and on to the graduate schools of the late 1900's, education progresses and certainly Middlesex County has done its share.

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1968