

Old **Rutgers** at 250: An Anniversary Commemoration

by

Frederick M. Herrmann, Ph.D.

In memory of two of its most Loyal Sons:

Dean Richard P. McCormick, Class of 1938

Donald S. Sinclair, Class of 1938

About the Author

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Frederick M. Herrmann Ph.D. has a longstanding career in government ethics and election law. In 1969, he earned a bachelor of arts degree in history from the University of Pennsylvania. He went on to earn a master of arts degree in 1970, and in 1976, a Ph.D. in history from Rutgers University–New Brunswick in New Jersey.

Herrmann began his career in public service as a research associate in the Office of Legislative Services for the New Jersey Legislature, and became an assistant research director for the Assembly Minority Office. In these roles, he was responsible for drafting election law, analyzing legislation, and coordinating district offices. From 1984–2009, Herrmann served as executive director of the New Jersey Election Law Enforcement Commission, where he oversaw a staff of 70, a \$10 million budget, and the distribution of more than \$7.5 million in public funds for gubernatorial and legislative campaigns.

Herrmann has won numerous awards, including the Council on Governmental Ethics Laws Award, an honor that has also been presented to Senator John McCain and Former President Jimmy Carter. Herrmann also contributed more than 30 published works, which include articles, handbooks, as well as studies and reports.

Part One

“Old Rutgers at 250: An Overview”

Rutgers, The State University of New Jersey, which will be 250 years old in 2016, was founded as Queen’s College in 1766, and was originally named after King George III’s wife Charlotte of Mecklenberg-Strelitz. It is the eighth oldest institution of higher education in the United States and was one of the nine Colonial Colleges that came into existence before the American Revolution. Uniquely, Rutgers not only has a colonial heritage but was also a land-grant college that became a major state university. Its development was a product of many influences especially: the Frelinghuysen family, the Reformed Dutch Church, Princeton University, and the state of New Jersey.

The father of the movement that led to the creation of Rutgers was Theodorus Jacobus Frelinghuysen, a Reformed Dutch minister and leader of the Great Awakening revival movement. He believed that his church’s ministry needed to be educated in the colonies not in Europe. After his death around the mid-eighteenth century, his son, Theodore Frelinghuysen, continued his work and championed the creation of a novel entity to train ministers and educate other youth in the useful arts and sciences. His hard work prevailed over others in the church who favored simply fulfilling this need by cooperating with an already established college.

On November 10, 1766, William Franklin, the last royal governor of New Jersey and the son of Benjamin Franklin, signed the original charter of Queen’s College in the name of the king. Two years later, an affiliated Grammar School was established that became the Rutgers Preparatory School, which did not separate from its parent institution until 1957. Unfortunately, the original charter has never been found. According to University Archivist Thomas J. Frusciano, it was replaced in 1770 by a new one that is believed to be somewhat revised.

Although sectarian in its origins, the new college had no religious test for its Board of Trustees, faculty, or students. The only church requirements were that the president had to be a member of the Reformed Dutch Church and serve as a professor of theology. While established, Queen's College had no buildings, president, teachers, or funds. The first major order of business for the Trustees was to choose a location for their institution. By a vote of ten to seven on May 7, 1771, they chose New Brunswick over Hackensack thereby redeeming the former municipality whose citizens had failed in a similar contest in 1753 to acquire the small college that later became Princeton University.

In November, 1771, Queen's College opened with a curriculum modeled after Princeton in a former tavern once known as the "Sign of the Red Lion." The single building housed the students of both the College and its Grammar School along with the lone teacher Frederick Frelinghuysen. He was a 1770 graduate of Princeton, a student of its legendary president John Witherspoon, and only 18 years old. Moreover, young Frelinghuysen was the grandson of Theodorus, nephew of his son Theodore, and the future father of Rutgers antebellum president, Theodore F. Frelinghuysen (1850-1862), who was to graduate from Princeton in the Class of 1804 and become presidential candidate Henry Clay's running mate forty years later. With a building and a teacher but still little in the way of financing, the fledgling institution held its first commencement in 1774. The initial graduating class consisted of only one student, Matthew Leydt, but Queen's College had begun its journey.

Unfortunately, the American Revolution intervened. Beginning on December 1, 1776, the British occupied New Brunswick, and the College could no longer safely operate there. Following five years of exile in nearby communities, the school returned to its home city in the spring of 1781. In 1786, Queen's College named its first president, Jacob Rutsen Hardenbergh (1786-1790), a Reformed Dutch minister with a doctorate in divinity from Princeton.

However, even with its new leader, the infant college still struggled due to a lack of funding. The continued hard times led to the Trustees considering a merger with Princeton in 1793, but the proposal was rejected by the narrowest of margins nine to eight. Nonetheless, within two years, their difficulties led them to shut the college down for the next dozen years. In 1807, the first of a series of

antebellum covenants with the Reformed Dutch Church and a fundraising effort assisted Queen's College in reopening.

A new building to be called Old Queens was ready for occupancy in 1811. Under terms of the covenant, the structure would house not only the College and the Grammar School but also the New Brunswick Theological Seminary founded as a separate institution in 1784 and located in Brooklyn from 1796. Yet, the fiscal difficulties refused to go away. The small Reformed Dutch Church lacked resources to support adequately the troubled College, Grammar School, and Seminary. So, a number of initiatives were tried to keep the tripartite institution afloat. A lottery held in 1812 managed to raise some needed funds, while a large gift in 1814 from a Princeton graduate, Elias van Bunschooten, also proved helpful. Further, the Trustees experimented with adding medical education to the curriculum.

Sadly, none of these efforts succeeded in preventing another suspension of classes after the War of 1812. But, then, between 1822 and 1825, the College's fortunes began to turn around, when the church became able to purchase the school's property releasing the Trustees from a crippling debt and a revival of the 1812 lottery promised renewed income. The institution reopened in 1825 but was now to be called Rutgers College. It was named after a Revolutionary War officer and Princeton trustee, Colonel Henry Rutgers, who donated the interest on a five thousand dollar bond as well as a two hundred dollar bell to hang in the Old Queens' cupola, which had been donated by Stephen Van Rensselaer. While far from the most generous gift in American collegiate history, Rutgers did give the school a symbolic boost and it never had to close its doors again.

A small but growing faculty in the years before the Civil War placed its primary emphasis on teaching classical languages and religion but also found time to give some instruction in applied science, mathematics, and modern languages. The institution continued to have three clearly defined parts, however, a literary college and a theological seminary as well as a grammar school. But, in 1856, a major event occurred that was the start of setting Rutgers on a new course. With the completion of nearby Peter Hertzog Theological Hall in that year, the Seminary departed from Old Queens. By 1867, it had become independent of the

College, while the Church returned the previously purchased campus to the Trustees.

Another significant development happened in 1864. For the first time, the state of New Jersey became involved with Rutgers. Under the Morrill Act of 1862, the state had received from the federal government funding from the sale of public lands to support higher education in the fields of agriculture, engineering, and chemistry. According to longtime university official Jean Sidar, both Rutgers and Princeton competed for the designation of state land-grant college. Princeton relied on its “superior merits,” while Rutgers led by Professor George H. Cook decided to lobby. In 1864, the state designated the infant Rutgers Scientific School (renamed Cook College in 1971) as the recipient of the federal funds. This entity began the movement away from a primarily classical and religious emphasis on education toward one with more science as well as practical training and research.

Due to New Jersey’s inherent fiscal conservatism dating from the colonial period that stemmed from an inferiority complex created by the state lying between dominant New York City and Philadelphia, Garden State public officials were slow in responding to various societal needs including those of higher education. Not surprisingly, then, national assistance to Rutgers continued to be superior to state aid. In 1887, the federal Hatch Act helped to support the Agricultural Experiment Station created in 1880, while in 1890 more funding came from the Second Morrill Act. At last, also in that year, the State Scholarship Act became New Jersey’s first direct appropriation to Rutgers even though Princeton strongly opposed the legislation and hired a lobbyist to block it.

More troubles with the new initiative followed its enactment. The state comptroller refused to fund any scholarships because of a concern with constitutional language that prevented the appropriation of public funds to private institutions. It was not until 1904 that a lower court found in favor of Rutgers on the issue. The next year the state’s highest court affirmed the ruling. Interestingly, three of the six judges voting in the affirmative were Rutgers alumni, while four of the five in the negative had graduated from Princeton.

In 1917, the Rutgers Scientific School, which was functioning in part as the state’s agricultural college, was designated by law as “The State University of New

Jersey.” Oddly, the State University would only be a division of Rutgers College. A year later, the New Jersey College for Women (renamed Douglass College in 1955) became a part of Rutgers, which was chosen to house the new entity because it was a land-grant school “open to all” supported by federal and state funds as well as a venerable independent college of colonial origins with a long tradition of classical education. Then, in 1924, after an extensive reorganization of the entire institution, the Trustees approved a new title for their school. It would now be known as Rutgers University and was headed in the direction of becoming more of a public institution.

Still, the depression not surprisingly led to a temporary reduction in state funding, and the Second World War’s needs for specialized military training took precedence over normal university concerns and plans. Nonetheless, an expansion began that created a template for future growth. In 1945, a new law designated several parts of Rutgers collectively as the State University. However, only a minority of the Trustees were to be public officials or appointees. This situation led in part to the rejection by the voters in 1948 of the first bond issue in New Jersey to support the funding of higher education. Many citizens simply felt that Rutgers was still more of a private school than a public one. At about the same time on a positive note, the new State University made two key acquisitions creating Rutgers-Newark out of the former University of Newark in 1946 and founding Rutgers-Camden out of the South Jersey Law School and the two-year College of South Jersey in 1950.

The perceived need to have a “real State University” led to the Act of 1956, which created a new entity, the Board of Governors. Comprised of a majority of gubernatorial appointees, it took charge of the management of the institution, while the old Board of Trustees was to function in an advisory capacity with some oversight of governance, funds, and properties. This change was of enormous importance in finally clarifying Rutgers’ role as a true instrumentality of the state. With its status clear, voters approved a series of new multi-million dollar bond issues for higher education over the next decade and a half. President Robert Goheen of Princeton University was instrumental in supporting the first of the issues in 1959 arguing that its passage was crucial to the future of collegiate education in the Garden State. A notable gift from the federal government of the former Camp Kilmer in 1964 added to Rutgers ability to forge ahead with a

massive expansion of facilities and properties. The Busch Campus emerged along with it as a home to the University's scientific research buildings.

In the fall of 1972, Rutgers College, the historic heart of the University, admitted its first class of women making it the last public, all-male, non-military American college to become coeducational. The University in 1989 was invited to join the highly prestigious Association of American Universities. This small group of select American and Canadian institutions of higher education promotes academic research and scholarship at the undergraduate, graduate, and professional levels. A major reorganization in 2007 merged the University's undergraduate liberal arts colleges into the new School of Arts and Sciences. Four previous undergraduate colleges: Rutgers (1766), Douglass (1918), University (1934), and Livingston (1969) had found a new home with one set of admissions and graduation requirements and a universal core curriculum. The year 2012 witnessed the New Jersey Medical and Health Sciences Education Restructuring Act that transferred most of the University of Medicine and Dentistry of New Jersey to Rutgers. Later in the same year, the voters approved another major bond referendum providing funds for technical upgrades and new academic buildings at Rutgers and other colleges and universities, and in the fall of 2015 the new Honors College opened with 530 students on the New Brunswick campus.

So, as Rutgers, The State University of New Jersey celebrates its 250th anniversary in 2016, its future appears very bright. The university can boast of its recent admittance to the Big Ten and its premier consortium of top research universities including the University of Chicago, the Committee on Institutional Cooperation. Rutgers had progressed from a small colonial college in the eighteenth century, to a land-grant institution in the nineteenth century, to a state university in the twentieth century, and to one of the nation's largest comprehensive research academies in the twenty-first century. With more than 65,500 students, Rutgers is poised to continue its trajectory as a leader not only in state but also national higher education.

Part Two

Architecture: Around the Heart of the Historic College Avenue Campus

According to George P. Schmidt, an eminent historian of higher education and former professor at Douglass College, “no better laboratories exist for the study of American Architecture than university campuses especially those that extend back to colonial times.” Although Rutgers was one of the nine Colonial Colleges, none of its current buildings pre-date the American Revolution. Still, much of its old campus in New Brunswick is architecturally distinguished preserving much of the university’s “quasi-Ivy League image.” The history of the Rutgers’ campus began five years after its founding in 1766.

Queen’s College leased its first building on December 13, 1771. The structure was a former tavern built in 1740 on the northeastern corner of what is now Albany and Neilson Streets. Classes began for the nascent college and its grammar school in an edifice once known as “The Sign of the Red Lion.” In 1787, the Trustees started to erect their first hall. Located at the junction of Livingston Avenue and George Street on the site of the present Monument Square, the new structure was a plain two-story frame building painted in white with no cupola or belfry attached. There were two rooms on the first floor and one or two on the second. The College and Grammar School moved into it in 1791.

The first building still in existence at Rutgers is the iconic Old Queens, which was begun in 1809 and continues to be the architectural pinnacle of the University. Constructed on five acres of future Princeton trustee James Parker’s estate, it is bounded by George and Somerset Streets on the present Queens

Campus. The architect John McComb was considered to be the finest of his day and was also the designer of Gracie Mansion and Battery Park in New York City as well as Alexander Hall at the Princeton Theological Seminary. His New Brunswick creation is a fine example of Federalist Architecture and has been designated as a national monument. Old Queens marked simplicity is one of its greatest assets. Ready for use in 1811, the College and Grammar School as well as the New Brunswick Theological Seminary moved in. There were classrooms on the first floor, a chapel and library on the second floor, and living quarters for the faculty in the wings.

In 1830, the Grammar School moved to a new brick building on the corner of College Avenue and Somerset Street built by Nicholas Wyckoff. Pupils of the school were taught on the first floor, while the two college literary societies, Peithessophian and Philoclean, occupied the second floor. The building was named in 1964 after Alexander Johnston, a former teacher at the school and Princeton. Rutgers next edifice was the Old President's House built just east of Old Queens in 1841. By the 1920s, it had become the Alumni Faculty Club until it was demolished by a hurricane in 1948.

Van Nest Hall, the second academic building, dates from 1847. Designed by Wyckoff in the Renaissance Revival Style and named after trustee Abraham Van Nest, it was a plain, spacious two-story structure to which a third story and porch were added in 1893. The two literary societies left the Grammar School students to occupy separate rooms on the first floor, while a chemistry laboratory and a museum shared with them the rest of the space. In 1856, the Seminary left Old Queens for its new home in Peter Hertzog Memorial Hall. This building was a gift from Anna Hertzog of Philadelphia as a memorial to her husband and was located a city block north of the Queens Campus before its demolition. So, by the beginning of the Civil War, Rutgers College consisted of three buildings: Old Queens, a President's House, and Van Nest Hall with a structure across College Avenue for its Grammar School and Hertzog Hall nearby for its seminarians.

The first postwar building was the Schanck Observatory, a small octagonal structure whose architect was Willard Smith. A gift from Daniel S. Schanck, who was not affiliated with the College, the edifice constructed in 1865 is an example of Neoclassicism based on a Roman building in Athens called the Tower of the

Winds dating from the first century BCE. It linked the College with its classical heritage and enabled instruction in astronomy. The next building added to the Queens Campus was Geological Hall with its Renaissance elements in 1872. Henry Janeway Hardenbergh, a great-great-grandson of the College's first president, was the architect. The main floor contained science lecture rooms and laboratories, while the top floor was a science museum featuring the bones of a 100,000-year old mastodon (installed in the 1890s) and the basement was a military armory.

Hardenbergh was the designer too of the College's next building, Kirkpatrick Chapel, in the following year. A gift from Sophia Astley Kirkpatrick, whose father-in-law Andrew Kirkpatrick had been a Princeton graduate, Rutgers' trustee, and chief justice of the New Jersey Supreme Court, the chapel was built in the Gothic Revival style and renovated by the architect in 1916. It was not only used for religious services but also housed administrative offices, classrooms, and the library. Later, Hardenbergh designed Princeton's Palmer Stadium as well as New York City's Plaza Hotel and Dakota Apartment Building.

New Jersey Hall finished in 1889 was the first building constructed on land donated by James Neilson, an 1866 graduate, and his family. Built in the High Victorian style by architect George Parsell, this originally state-owned edifice was to be used for agricultural education as well as chemistry and biology and was located on the block just north of Hamilton Street and across from the Queens Campus. The next year, the last building erected on that campus and the college's first dormitory was occupied by 85 students. Winants Hall, named after its benefactor Garret E. Winants of Bayonne and designed by Van Campen Taylor of the Class of 1867, was an eclectic Neoclassical structure made of brick and stone and containing a dining hall and lounge. For the first time, the College provided some of its students with campus housing so that they would not have to live with local families, dwell in boarding houses, commute from home, or reside in one of the two newly built fraternity houses. In 1894, the new Neilson Campus got its second building with the opening of Rutgers' first gymnasium named after trustee Robert F. Ballantine. It was also used for academic and social functions before it burned down to be replaced by a new facility completed in 1932 on a site adjacent to the playing field of the nation's first collegiate football game between Rutgers and Princeton.

The Neilson Campus expanded over the next 30 years. A new library, Voorhees Hall, was put up in 1903 with funds donated by Elizabeth Rodman Voorhees and a blueprint provided by Henry Rutgers Marshall. Murray Hall, named after Professor David Murray and built to house engineering courses in 1909, was designed by Douwe D. Williamson, a member of the Class of 1870 and the first football team, working with Frederick P. Hill, who graduated in 1883. Louis D. Ayres from the Class of 1896 was the architect in 1910 of Milledoler Hall, which housed the Chemistry Department and is considered by many to be second only in appearance to Old Queens. It honors the memory of Professor Philip Milledoler.

Five years later, a second dormitory housing 80 students in 16 houses was built in the Colonial Revival Style of architecture. Ford Hall was the gift of two brothers James and John. The architect was Bertram Goodhue. A Ceramics Building, constructed in 1920, and a Physics Building, finished in 1928, completed the historic core of the recently redesignated Rutgers University. The latter edifice was named after the first dean of Rutgers College, Francis Cuyler Van Dyck from the Class of 1865

A last enlargement to the early campus infrastructure was not a building but a statue. The University unveiled its copy of a sculpture by Lodewyck Royer on June 9, 1928. William the Silent was a gift from Fenton B. Turck through the Holland Society of New York and was a representation of the sixteenth-century Dutch leader who led the Protestant rebellion against the Catholic Phillip II of Spain. It remains a symbolic reminder of Rutgers link to the Netherlands and stands as the last early addition to the historic Queens and Neilson Campuses.

Finally, mention should be made of the four Queens Campus Gates. Made of wrought iron, these distinctive structures surround the earliest buildings. The Henry Rutgers Baldwin Gate and the gateways named after the classes of 1882, 1883, and 1902 commemorate their benefactors. Various legends surround passage through them by undergraduates.

Part Three

Academics and Administration: Inside the Halls and Classrooms

The mission of Queen's College as stated in its charter was to train ministers. But, it was also deemed desirable by that document for the school to educate all youth in the "learned languages and in the liberal and useful arts and sciences." Consequently, the new college was established to not only instruct future clergy but also to provide general education to them and other students. Like its sister Colonial Colleges, the curriculum was borrowed from the European classical course of learning and was based on the study of Latin, Greek, and religion with some attention paid to mathematics and science. The twenty-five or so male students in the late eighteenth century studied under a president and faculty who were the only persons qualified to teach in those days – clergymen.

An interesting early departure from the traditional educational model was the College's three experiments with teaching medicine, the other great professional study of the time along with theology. The Trustees from 1792-93, 1812-16, and 1826-27 agreed to award medical degrees to students who studied at private institutions in New York City. Philip Freneau, known as "the poet of the Revolution" and a member of the Princeton Class of 1771, satirized this activity writing that a medical institution in New York City ordaining ministers made as much sense as the New Brunswick College granting degrees to physicians. Nonetheless, the experiments in medical education were legitimate in that the degrees were vetted by competent individuals affiliated with the Gotham schools. Moreover, the programs marked significantly a departure from the classical curriculum paving the way for more important and lasting future changes.

In 1840, the College, now known as Rutgers, hired its first lay president, Abraham Bruyn Hasbrouck (1840-1850). The Trustees could at last appoint their

top administrator without approval from the Reformed Dutch Church. Under him, curricular reform proceeded with scientific instruction being doubled and modern languages being introduced. Pedagogy moved away from one professor teaching all subjects to specialization in which each faculty member taught only one subject or group of subjects. By the Civil War, a majority of the teaching staff were laymen. Rutgers' 124 students were required to study all subjects allowing no flexibility in course selection. The curriculum despite the additions was still heavily classical preparing a large number of the students for clerical careers.

The beginning of movement toward the modern university and practical education came in 1864 when the nascent Rutgers Scientific School was named New Jersey's land-grant college under the Morrill Act of 1862. Behind the new law was the sense that American colleges were too classical in orientation and not adapted to students looking for scientific and practical careers. The two decades after the Civil War were a transformative time in the nation's developing system of higher education with the emphasis increasing on scientific and relevant studies. Rutgers was led in this period according to University Historian Richard P. McCormick by its first effective president, William Henry Campbell (1862-1882), who oversaw the introduction of engineering, chemistry, biology, and agriculture to the curriculum at the new school without the requirement to take Greek or Latin. Moreover, the elective system was introduced allowing students to diversify the subjects which they could study. By the end of the nineteenth century, Rutgers had developed a dual public and private role combining features of an old classical institution with those of a land-grant college for its 224 students. Early in the new century, the curriculum at the College and the Scientific School gradually merged with similar standards and expectations for a broad general education.

At the start of Rutgers' modernization after the Civil War, the College played an important historical role as one of the first American school enrolling Japanese students following the 1868 Meiji Restoration that freed Japan from its feudal past. Missionaries of the Reformed Dutch Church had provided the initial contacts that led to about 25 students coming to New Brunswick for study. Most were the sons of top officials who upon returning to Japan often attained high office or rank due in part to their American collegiate experience. In 1873, Professor David Murray travelled to their nation becoming an educational advisor

to the Japanese government during his six-year stay. Part of Murray's efforts laid the foundation for women's education in that newly developing society.

Interestingly, shortly after the time Murray was in Japan promoting coeducation, the Rutgers faculty in 1881 proposed to the Trustees that they admit women. The idea was rejected and was followed in 1895 by the College turning down a request by a female seminary in New York City to become an annex of Rutgers. Thanks in no small part to the work of Mabel Smith Douglass and the New Jersey Federation of Women's Clubs, female students became part of Rutgers with the founding of the New Jersey College for Women in 1918. The new entity originally emphasized preparing its students for "useful and economically rewarding occupations at home." But, due to the vision of Dean Douglass, who believed that literature, philosophy, and the social sciences were an essential part of the education of "all persons," her college managed to blend the vocational with the intellectual leading over time to the liberal arts becoming dominant. Fifty-four years after the creation of what became Douglass College in 1955, the largest and oldest college at the University, Rutgers College, finally admitted women in 1972.

Rutgers became a university in 1924; and, by 1930, it consisted of seven schools and colleges with 1,924 students, a diverse curriculum no longer requiring Latin and Greek, and a faculty comprised of professional scholars. A new entity developed, the Administration, which reported to the president and managed the daily operations of an increasingly complex institution including a student life program with academic advising, dormitory preceptors, and freshmen orientation. However, in order to become a genuine university, Rutgers needed to develop a graduate program. Although the institution had granted its first doctorate in 1884 and a second in 1912, it was not until 1932 that a separate graduate faculty was created and 1952 when the Graduate School was formally established. Most of the mid-century graduate students were in the sciences; but, by the middle of the 1960s, there was a large increase in non-scientific programs especially: history, English, economics, political science, and modern languages. According to a modern history of Rutgers by Professor Paul G.E. Clemens, it was under the presidency of Edward J. Bloustein (1971-1989) that the school truly began its trajectory as a prominent research institution.

The fruits of the 1969 Black student protests were as significant as the addition of women to the Rutgers community in 1918. Prior to the end of the sixties, the university had no more than 400 Black graduates over its entire history. As a result of the protests, a decade later only three other public universities had a higher proportion of Black students and in addition the number of Hispanic and Asian students was growing too. Rutgers once a chiefly white institution had become truly multiracial.

Today's University has one of the top educational programs in the nation and includes a new medical school opened in 2013 making it at last a major comprehensive scholarly academy of higher learning. Even as early as 1869, when the New Jersey Alpha Chapter of Phi Beta Kappa was founded at the College thirty years ahead of the next state chapter at Princeton, Rutgers showed its aspiration for academic excellence. U.S. News & World Report currently ranks the undergraduate program in the top thirty of national public universities. Two graduate programs: English and history were listed by the magazine in the top twenty in the country, while four others: nursing, sociology, mathematics, and physics placed in the top thirty. Moreover, the specialty of Women's history was rated best in the nation. Most impressive of all, The Philosophical Gourmet Report placed the Department of Philosophy as the third best in the English-speaking world tied with Princeton just behind New York University and Oxford.

Part Four

Athletics: At the Field, in the Gym, and on the River

Rutgers was one of the first colleges in the nation to participate in intercollegiate athletics. At a famous 1873 meeting in New York City, it met with representatives from Princeton, Yale, and Columbia to create guidelines for competitive college sports particularly football. Throughout its first one hundred years of competition, Rutgers maintained historic rivalries with Princeton and Columbia and from 1929 with Lafayette and Lehigh in the “Middle Three.” Prior to the Civil War, however, organized sports were not yet extant. The first athletic facility used by students in the early college was an outdoor bowling alley. They also found recreation in such activities as: walking, running, swimming, skating, sailing, sleighing, and horseback riding.

A fondness for stickball may have eventually led to the school’s first intercollegiate sporting event. In May of 1866, a Rutgers team visited Princeton for a baseball game. Perhaps because the squad from New Brunswick only had eight players, its loss by the disconcerting score of 40-2 was partially explainable. The two schools met again three years later in the first college football game to be played in the country, while Rutgers in its first crew meet took on Harvard’s Lawrence Scientific School in 1870. Other sports such as: Lacrosse (1887), Fencing (1889), Track (1899), Gymnastics (1902), Basketball (1914), Swimming (1916), and Cross Country (1919) followed. By the beginning of the 1920s, Rutgers had numerous intercollegiate teams and the basketball squad had made the finals of the national championship. Students originally had run the early sports program without funds, facilities, coaches, and gate receipts gaining assistance later from the faculty and alumni. It was not until 1932, with the creation of the Department

of Physical Education, that the students and their amateur supporters stopped their direct involvement with the management of sporting events.

One of the most important moments in collegiate athletic history was the first football game, which was played when Rutgers and Princeton met in New Brunswick on November 6, 1869. Contested at a location adjacent to the future site of the College Avenue Gymnasium, the Rutgers team won the meeting by the score of 6-4. The rules were more similar to soccer than modern football as the members of each 25-player squad were not allowed to throw or run with the ball. A point was scored when the ball went at any height between a pair of goal posts, which had no crossbar. Neither team had uniforms, but the Rutgers players wore scarlet turbans marking the initial use of college colors in American sports. Two other historic firsts of the game were Rutgers scoring the first collegiate goal and also becoming the first team to score a goal against itself according to the first historian of the university William H.S. Demarest. Amazingly, Rutgers did not defeat Princeton again in any other sporting event until its baseball team featuring a catcher named Paul Robeson beat its arch rival a half-century later in 1919.

It is probably impossible to reconstruct accurately the true story behind one of college football's greatest legends. During a game with Princeton allegedly set in the early 1890s, an unfortunate Rutgers player broke his leg. Before leaving the field, he was said to have heroically remarked, "I'd die for dear Old Rutgers." In some versions of the tale, a Princeton player responded, "Die, then." Years later, a Rutgers graduate added irreverently that now the whole team dies whenever it takes the field. In any event, the Rutgers remark became the national slogan for courageous, if not a bit silly, college spirit. A Broadway show, "High Button Shoes," further publicized the legend through satire in 1947, when Phil Silvers famously sang "Nobody Ever Died for Dear Old Rutgers."

The first paid coach was William V. B. Van Dyke of the class of 1895, who was the captain of the football team in his senior year and was hired after graduation to run the program. A Golden Age of Rutgers football began in 1913 with the procurement of Coach George Foster Sanford, who had been a star player at Yale and stayed at Rutgers for 13 years. A highly effective and innovative leader, he not only ended a notorious losing streak but also directed

the efforts of two All-Americans and two great teams with Paul Robeson in the 1917-18 season and Homer Hazel in the 1923-24 season. His overall record was an impressive 56 wins and only 32 losses.

Another major milestone came in 1938 with a 20-18 victory over Princeton to celebrate the dedication of the new stadium at Rutgers and end the “annual trouncing” with the first gridiron win since the inaugural game. The 69th anniversary of the 1869 contest was the most treasured triumph of the century and spoiled Princeton’s first trip to New Brunswick since 1888. Interestingly, it took Rutgers 92 years to achieve an undefeated season. But, in 1961, under Coach John Bateman and Team Captain and All-American Alex Kroll, the Scarlet Knights completed according to Rutgers chronicler George J. Lukac “a storybook season brought to an end in a fairy-tale ninth game” against traditional rival and Ivy League co-champion Columbia. In 1976, Rutgers had its other undefeated season, this time under Coach Frank Burns, when the team finished with an 11-0 record. Many consider Coach Greg Schiano’s 2006 victory over national powerhouse Louisville the greatest win in the school’s football history.

Olympic glory came to Rutgers at the Helsinki games in 1952. In one of the university’s greatest athletic stories, Chuck Logg, Jr. of the Class of 1953 and Tom Price of the Class of 1955, and only a freshman, won the pair-without-coxswain event in Cinderella fashion. Neither of them had ever rowed together in a paired shell, and they lost their first race on the Passaic River before winning the Olympic Trials. The twosome travelled to Finland without a coach to compete in one of the games toughest rowing events in which the United States had never even placed a crew. Competing in the final race against a team that had beaten them in the first round, the Rutgers duo planned a brilliant strategy against a strong head wind and won the event.

Basketball has had a rich history at the university too. In 1976, perhaps the greatest men’s team reached the Final Four under Coach Tom Young having finished the regular season undefeated and ranked fourth in the nation. But, it has been the women’s program that has placed Rutgers among the elite in the sport. After playing its first game in 1974 beating Princeton 76-60 at home, the Lady Knights flourished under Coach Theresa Grentz, who was the first fulltime women’s basketball coach in the United States when hired in 1976. In every

season between 1983-1984 and 1993-1994, her teams made nine straight postseason appearances following a national championship in 1982. When Coach Greutz left in 1995, she was replaced by another legend, C. Vivian Stringer. In 2008, Coach Stringer became the third women's coach in the country to win 800 games and in the next year she was enshrined in the Naismith Memorial Basketball Hall of Fame. The highlight of her Rutgers career so far has been winning the Big East Tournament Title in 2007 and advancing to the national championship game.

According to Rutgers' anthropologist, Michael Moffat, the University's role in early intercollegiate football aided its subsequent Ivy League reputation outside New Jersey as did its colonial origins. A former football star at the school, Bill Austin, who graduated in 1959, commented "at Rutgers football is part of college, not college a part of football." Indeed, Rutgers special image and its Ivy League approach to sports until late in its history probably contributed to the National Collegiate Football Hall of Fame not being built on campus after Rutgers donated land, office space, and administrative support for it beginning in 1949. But, a new era was beginning when Princeton pulled out of the storied football series with its New Brunswick rival after the 1980 game as Rutgers had begun its commitment to "big-time football." In 1991, the University joined the Big East for football and four years later for all sports. Since 2014, Rutgers men's and women's teams are competitors in the Big Ten as the University moves forward into a new chapter of its illustrious athletic tradition.

Part Five

Activities, Traditions, and Legends: Into the Extracurricular

Students went to Rutgers for a variety of reasons all of which were not academic and intellectual. Many came, as noted by historian George P. Schmidt, to prepare for careers, obtain social status, play sports, mature, or even simply have some fun. An undergraduate's view of a school's purpose could be quite different from that of the faculty and administration. Students tend to value the extracurricular more than the curricular. For many of them, the classroom was often the place to take it easy as they were frequently more occupied with activities than studies. Rutgers' students created their own world at school to meet needs that were not being provided by formal instruction. The extracurricular blossomed after the Civil War, and it was not until the twentieth century that the administration began to exert increasing supervision over "the other half of student life."

The early college did have strict rules governing the behavior of its pupils. Donald A. Sinclair, of the Class of 1938 and later the curator of special collections at the university library, discovered regulations for students written in 1787. They were required to take off their hats when meeting the president or their teachers, and cursing, gambling, drinking, fighting, rioting, and violating the Sabbath were forbidden. Pranks, however, were not uncommon and firecrackers were thrown into classrooms and professors locked into them with doors fastened from the outside. Students and faculty were required to wear black academic gowns in church, for exams, and at college exercises, practices that preceded the use of academic regalia for ceremonies only which began with the 1906 inauguration of President William H.S. Demarest (1906-1924). Not surprisingly, as a private sectarian school, daily chapel attendance was mandatory for students, a

requirement that was only discontinued in 1946 just after Rutgers became a state university.

Around the Civil War, the college class as an entity became an important social unit. Hazing of freshmen, who had to wear distinctive beanies or dinks and follow certain silly rules designed by the sophomores in proclamations, was designed to build class solidarity and lasted about a century. There were also various contests between the two younger classes and raids on secret class banquets that often led to brawls and mock kidnappings. Dances were a more benign expression of class spirit. Seniors and juniors played a supervisory role in the proceedings. With social and cultural changes in the 1960s, this era ended.

The first extracurricular organization formed at Rutgers was the Athenian Society around 1773. It was an endeavor in self-education that preceded the creation in 1825 of the two great literary societies that were to remain prominent campus fixtures until their decline at the end of the century. Pleithessophian and Philoclean were organized to train students in public speaking, writing, and debating. Founded by the faculty but run by the students, they were secret groups which met weekly and to which most students and some faculty belonged. An important adjunct to the education of the day, they also had honorary members from prominent societal positions outside the school including even Mark Twain, who was affiliated with Philoclean. Their libraries contained broader and larger collections of books than that of the College itself. The two societies anticipated the changes in the curriculum that were to come in the future.

With the founding of the Delta Phi fraternity in 1845, a new type of organization that placed an emphasis on the social rather than the intellectual came into existence. The Rutgers' chapter was the fifth started by the "Delts," one of the three oldest fraternities in the nation. In 1848, the second fraternity began at Rutgers was Zeta Psi. It was the third chapter of that fraternity to be founded nationally and became known as the "Mother of Chapters" because its success led to the establishment of many other chapters at other schools. After the founding of Delta Upsilon in 1858 and Delta Kappa Epsilon in 1861, the Trustees recognized fraternities in 1864. Delta Phi built the first fraternity house on campus in 1887. Today, over 80 fraternities, sororities, and other groups ranging from the traditional to African-American, Hispanic, Asian, Gay/Lesbian,

and Multicultural organizations continue to play a major role in the life of a now highly diverse university community.

Rutgers has a wide array of other campus organizations and activities some of which date back to the early years of the College and are now over 700 in number. The Political Intelligencer and New Jersey Adviser dating from 1783 was the first college newspaper published in the country, while groups such as the Bible Society (1829), Temperance Society (1829), and Philosophical Society (1833) were representative of the interests of their times. These were followed by the: Targum (1869), the second oldest college newspaper still in existence in the country; Scarlet Letter (1871), the college yearbook; Chanticleer (1923), a humor magazine; and Anthologist (1927), a literary and poetic publication. Music and theater were represented by the: Glee Club (1872), Queen's Players (1914), Orchestra (1915), and Band (1916). Student government traces its roots to 1894, while intercollegiate debating dates from 1899. It became the largest program of its type in the nation forty years later. Cap and Skull, which was created at the Chi Psi Lodge in 1900, honors each year members of the senior class who best represent the ideals of the school by excelling in academics, athletics, the arts, and public service.

The University is closely identified by its school colors, college song, and distinctive mascot. Rutgers was a pioneer in choosing a school color and using it to identify its athletic teams. The students originally chose orange as the color to highlight the school's Dutch heritage after a campaign by the Targum in 1869. Unfortunately, no orange ribbons could be found (Princeton later evidently had better luck) so they settled on scarlet, which the Trustees made official in 1900 allowing its use on diplomas and academic gowns. Howard N. Fuller of the Class of 1874 wrote the Alma Mater, "On the Banks of the Old Raritan," in just two hours after a Glee Club representative came to his room late in the afternoon during the winter of 1873 with an urgent request for a college song to sing at a concert that night. The Scarlet Knight was chosen in a 1955 vote on campus as the school mascot replacing the Chanticleer (or rooster derided as a chicken) that had been selected in 1925 and the earlier Queensmen.

Two legendary campus stories have endured over the years. The first was the Cannon War of 1875 with Princeton. In a nocturnal raid using a hired wagon,

nine Rutgers students armed with pickaxes, shovels, and ropes reclaimed from their rival's soil a half-buried cannon that had allegedly been stolen from the New Brunswick campus. To prevent a major altercation, a joint Rutgers-Princeton faculty committee met and decided that the artillery piece had not been filched and had to be returned. Fortunately, another cannon was donated to Rutgers by nine members of the Class of 1877. It still sits affixed to the ground in front of Old Queens.

The Landon Hoax occurred in October, 1936. An undergraduate identifying himself as a representative of Republican presidential candidate Alfred M. Landon invited the College's president, Robert C. Clothier (1932-1951), and top members of his administration to greet a special train with the candidate on board. It was to stop at New Brunswick at three in the morning. In the pre-dawn hours as hidden students watched from the vicinity of the eastbound platform, they witnessed the spectacle of the formally dressed Rutgers delegation nearly being blown off the westbound platform as the train sped through the station without of course even slowing down.

Organized activity by graduates of the College began with the formation of the Alumni Association in 1831 with about two hundred members. Over the years, other graduate groups, funds, and publications kept the old boys and girls in touch with and in support of their beloved Alma Mater. They all wished to preserve the precious memories of their college years many of which had little to do with what they had gained in formal instruction. It is probably true then that most graduates appreciated what they learned in the classroom but cherished what they experienced outside of it. Today, Rutgers has nearly 450,000 proud alumni.

Part Six

All Those Loyal Sons and Daughters: About the Famous Men and Women Who Would Have Died for “Dear Old Rutgers”

In the middle of the twentieth century, Richard P. McCormick, who graduated in 1938 and became the University Historian as well as one of the great American political history scholars of his generation, noted according to anthropologist Michael Moffat that there were only a small number of American universities with more entries in The Dictionary of American Biography than Rutgers. Considering the relatively small size of his Alma Mater at the time, this record was impressive indeed. Former undergraduates have excelled in the areas of: government, academia, arts and literature, journalism and entertainment, and athletics. Since McCormick made his assessment, more generations of Rutgers men and women have contributed to the welfare not only of their state but also of their nation. A brief review of the accomplishments of some of its famous students will highlight the important place this institution of higher learning has played in the history of New Jersey as well as the United States.

In the area of government, Rutgers graduated four New Jersey governors: Charles C. Stratton (1814), William A. Newell (1836), George C. Ludlow (1850), and Foster M. Voorhees (1876). Newell, who was a friend of Abraham Lincoln and one of the founders of the Coast Guard, also served as the governor of the Territory of Washington, while Jeremiah Smith (1780) was the governor of New Hampshire and acted as counsel in the famous Dartmouth College Case in 1819. Moreover, four United States Senators are Rutgers alumni: James Schuman (1775), Frederick T. Frelinghuysen (1836), Clifford P. Case (1925), and Robert Torricelli (1974). Frelinghuysen later was President Chester A. Arthur’s Secretary

of State, while Simeon DeWitt (1776) served George Washington as his chief geographer, George Sharpe (1847) headed military intelligence for the Army of the Potomac, Susan Ness (1970) chaired the Federal Communications Commission, and Louis Freeh (1971) directed the Federal Bureau of Investigation.

Two graduates were even involved with the history of the presidency. Joseph P. Bradley (1836), an associate justice of the United States Supreme Court, was chosen as the “independent voter” on the fifteen-member Electoral Commission, which decided the outcome of the 1876 presidential contest between Rutherford B. Hayes, a Republican, and Samuel J. Tilden, a Democrat. With 20 electoral votes in question, Bradley, a last-minute replacement for a true independent, voted with his fellow Republicans to award the race to Hayes. Rutgers’ other brush with the nation’s highest office came with the death in November, 1899, of President William McKinley’s vice president, Garret A. Hobart (1863). If Hobart had lived, he probably would have been the vice presidential nominee again when McKinley ran for reelection in 1900. Instead, Theodore Roosevelt ran with the president and succeeded him instead of Hobart when the chief executive was assassinated in 1901.

Rutgers’ alumni also have played a major role in academia. William H. S. Demarest was the college’s only former undergraduate to become its president. He served ably from 1906 to 1924 as the school’s eleventh top official and also wrote the institution’s first history, which remains an important reference work in the field of higher education. Selman A. Waksman (1915) discovered streptomycin, the cure for tuberculosis; coined the word antibiotic; founded the Institute for Microbiology in 1949; and won the Nobel Prize in Physiology and Medicine in 1952. The study of American political history was enhanced using insights and concepts from the social sciences by Roy F. Nichols (1918), who won the Pulitzer Prize in History in 1948 and became the dean of the Graduate School at the University of Pennsylvania. Milton Friedman (1932), one of the most influential economists of the twentieth century, taught for more than three decades at the University of Chicago and won the Nobel Prize in Economic Sciences in 1976. Former students with important leadership positions in higher education include: Robert E. Kelly (1952), the ninth superintendent of the United States Air Force Academy, and Carol T. Christ (1966), the tenth president of Smith College.

There has been great success in the arts and literature for graduates and attendees too. Civil War historian Earl Schenk Miers (1933) was the founding director of the Rutgers University Press. The beloved Joyce Kilmer (1908), the poet of "Trees," attended Rutgers between 1904 and 1906. Michael Shaara (1951) is famous for his book about the Battle of Gettysburg, The Killer Angels, which General H. Norman Schwarzkopf called "the best and most realistic novel about war I have ever read." The poet laureate consultant to the Library of Congress from 1997-2000 was Robert Pinsky (1962), while mystery novelists Janet Evanovich (1965) and Jeremiah Healy (1970) studied "on the banks" along with sculptor and author Alice Aycock (1968) and Junot Diaz (1991), the 2008 winner of the Pulitzer Prize in Fiction.

Many alumni have left their marks in journalism and entertainment. Six of the most well-known media personalities from Rutgers are: Martin Agronsky (1936), Jerry Izenberg (1952), Bernard R. Goldberg (1967), Bob Braun (1967), Mike Emanuel (1990), and Natalie Morales (1994). There are few more cherished people in show business than Ozzie Nelson (1927). Starting as a popular big band leader who made the football song "Loyal Sons of Rutgers" famous, he went on to a legendary career with his family program, "The Adventures of Ozzie and Harriet," on radio and television. Other graduates who starred in movies and television include: Avery Brooks (1973), Mario Batali (1982), James Gandolfini (1983), Kristin Davis (1987), Calista Flockhart (1988), and Randall Pinkett (1994).

The Rutgers' presence is felt in athletics too. Of the many graduates who have gone on to major success in this field, a few examples should be noted as particularly representative. David A. "Sonny" Werblin (1931) became one of the nation's greatest sports impresarios. He was the chairman of Madison Square Garden and built the Meadowlands Sports Complex. A former undergraduate basketball player whose life was tragically cut short by cancer, Jim Valvano (1967) famously coached North Carolina State University to a national championship in 1983. John Wooden called it one of the two finest tournament performances by a head coach. In 2015, Carli Lloyd (2006), a two-time Olympic gold medalist in soccer, scored a hat trick that catapulted her team into the world championship.

A number of special undergraduates should be mentioned. Matthew Leydt (1774) holds the unique distinction of being the first graduate of the University.

He became a Reformed Dutch minister and sadly died at the age of only 28. The first Black graduate of Rutgers was James Dickson Carr (1892), the son of a Presbyterian clergyman. He later attended Columbia University Law School and became an assistant district attorney in New York City. Hannes Sarkuni (1994) is notable for being probably the youngest graduate of the institution at the age of 14. However, the most novel former student of Rutgers and perhaps of any university was Quincy Magoo (1903). “Mr. Magoo” was a cartoon character whose creators chose Rutgers as his Alma Mater because of its reputation for embodying the “old school tie.”

Finally, there is Paul Robeson (1919), the most remarkable undergraduate in Rutgers history. Born in Princeton the son of a former slave, he was one of the best college football players of all time becoming the school’s first All-American and winning four varsity letters in that sport. Robeson was also the recipient of 10 other varsity letters while leading the basketball team in scoring, catching for the baseball team, and competing in the pentathlon for the track team. Peerless as a scholar too, he was: an honors student and commencement speaker, member of Phi Beta Kappa from his junior year as well as the senior honor society Cap and Skull, four-time class oratorical prize winner, and star of the debating team. After completing Columbia University Law School, he went on to a brilliant stage, film, and concert career and became one of the greatest humanitarian activists of the twentieth century. His lifelong struggle against racial prejudice and universal injustice is a legacy in which all Rutgers’ graduates and Americans can take the greatest of pride.

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