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A Historical Sketch of Rutgers University by Thomas J. Frusciano, University Archivist

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The Founding of Queen's College

Queen's College, founded in 1766 as the eighth oldest college in the United States, owes its existence to a group of Dutch Reformed clerics who fought to secure independence from the church in the Netherlands. The immediate issue of concern was the lack of authority within the American churches to ordain and educate ministers in the colonies. During the 1730's, a revitalization of religious fervor during the Great Awakening created a proliferation of churches for which existed a severe shortage of ministers available to preach the gospel. Those who aspired to the pulpit were required to travel to Amsterdam for their training, a long and arduous journey.

In 1747, a group of Dutch ministers created the Coetus to gain autonomy in ecclesiastical affairs. The Classis of Amsterdam reluctantly approved the Coetus but severely limited its authority to the examination and ordination of ministers under special circumstances; ultimate authority in church government remained in the Netherlands. Discontent among members of the Coetus over these restrictions led to a movement to establish an American classis, with the power to establish a professorship of theology or to create a distinct Dutch college in the provinces. But there were others in the church who contested any attempt to break formal ties with foreign authority and feared the decline of Dutch tradition within the church; they soon formed an opposing group known as the Conferentie. The ensuing controversy within the Dutch church ultimately resulted in the founding of Queen's College.

Dissension heightened between the Coetus and Conferentie in the 1750's over a proposal to appoint a member of the Dutch church to a professorship of theology in King's College (Columbia), which had received its charter from the New York State Legislature in 1754. Members of the Dutch Church in New York City had initially opposed any sectarian alliance of King's with the Anglican Church, but suddenly shifted their allegiance to support the proposal and to voice their opposition to creating an American classis. The seed of discontent had been sowed, prompting Theodorus Jacobus Frelinghuysen to travel on horseback from his pulpit in Albany through the Hudson Valley in the winter of 1755 to rally the Dutch ministers and congregations into action. Descending on New York City in May of that year, members of the Coetus formulated plans to appeal to the Synod of Holland in favor of forming an American classis "as well as an Academy, where our youth, who are devoted to study, may receive instruction." Frelinghuysen was selected to present a petition "to plant a university or seminary for young men destined for study in the learned languages and liberal arts, and who are to be instructed in the philosophical sciences."

Frelinghuysen embarked from New York City to the Netherlands in October 1759, staying on for two years, and obtaining promises of financial support, but ultimately failing in his mission. Rebuffed by the Classis of Amsterdam, he set sail for the colonies in 1761; as his vessel approached New York Harbor, he mysteriously perished at sea. It was left to others in the church to carry on his vision of a Dutch college.

By this time Jacob Rusten Hardenbergh had established himself as a formidable leader of the Coetus and a staunch supporter of the college movement. In 1763 he traveled to Europe to renew the cause for independence before the Amsterdam Classis. Though similarly rejected, Hardenbergh decided to collect the funds promised to Frelinghuysen, which further antagonized the Dutch church authorities. He subsequently informed the classis of efforts in the colonies to appeal to King George III of England for a charter to establish a Dutch college. Several requests to the Royal Governors of New Jersey had failed, but on November 10, 1766 William Franklin, Provisional Governor of New Jersey and son of Benjamin Franklin, granted a charter for Queen's College, named in honor of Charlotte, the Queen Consort.

When the trustees of the college convened for its first meeting in Hackensack in May, 1767, Hardenbergh took his place along side the other Dutch ministers who had been most active in the founding of the Queen's College. They were among the forty-one members appointed to govern the new institution, thirteen of whom were ministers of the Dutch Church and twenty-four laymen, including the Provincial Governor, Council President, Chief Justice and Attorney General of New Jersey, *ex officio*. Hardenbergh was prepared to dedicate his remaining years to the life and blood of the college, not only as a devoted governing member, but subsequently as instructor and the college's first president.

Launching the new college proved to be as difficult as securing its charter for Hardenbergh and his brethren. In fact, it took five years before Queen's College became operational. Several obstacles presented themselves from the outset. The original charter, a copy of which has never been found, presumably included features which were unacceptable to the trustees. After repeated efforts by the trustees to amend it, a new charter was issued by Governor Franklin on March 20, 1770. The second charter, under which Rutgers has since stood, provided "that there be a College, called Queen's College, erected in our said Province of New Jersey, for the education of youth in the learned languages, liberal and useful arts and sciences, and especially in divinity, preparing them for the ministry, and other good offices." The charter specified no ecclesiastical control over the college but made provision for a professorship of divinity, although that professor was not required to be of the Dutch Reformed denomination. The one church requisite insisted that the president be "a member of the Dutch Reformed Church," but not necessarily a member of the Board of Trustees nor president of the board.

With an adequate charter obtained and the governing board assembled, the trustees turned toward selecting a site for Queen's College, an issue that split the members of the trustees. The choice was between Hackensack and New Brunswick. Hardenbergh reminded his colleagues how Princeton had been chosen over New Brunswick for the College of New Jersey in 1752, when its representatives offered a more favorable grant of land and money, and he suggested that the same method be employed for Queen's College. The Reverend John H. Goetschius, an early advocate for the college, had begun an academy in Hackensack and claimed that as an advantage for establishing the college in Bergen County. But the Reverend John Leydt of New Brunswick had joined with Hardenbergh and other members of that community to establish a Grammar school in 1768, the present-day Rutgers Preparatory School. Four years passed before the trustees met in May 1771 to present their subscriptions and choose the location for the college. A vote of ten to seven placed the college in New Brunswick.

By October 1771 the trustees were prepared to open Queen's College. They had acquired the "Sign of the Red Lion," a former tavern located on the corner of Albany and Neilson streets in New Brunswick, which housed the students of the college and

the Grammar school, as well as Frederick Frelinghuysen, who was the unanimous chose of the trustees to serve as tutor. In November, Frelinghuysen commenced instruction for the first students of the college.

The college went for over a decade without a president. Governance remained in the hands of the trustees' committee which assisted Frelinghuysen with directing the business of the college until a suitable president could be secured. The college grew slowly over the next few years, and by 1774 when the first commencement was held, there were over twenty students enrolled. Jacob Hardenbergh, staunch and dedicated proponent of Queen's College, presided over the memorable event and conferred on behalf of the trustees the first and only degree of the day to Matthew Leydt of New Brunswick.

The Revolutionary War had its effect on the operations of Queen's College. Caught up in the spirit of the times, students, tutors, and trustees alike joined in the struggle for independence. Frelinghuysen, the college's first tutor, served as a major of the Minute Men, captain of artillery, and then colonel and aide-de-camp to General Philemon Dickinson in the Continental Army. John Taylor, Frelinghuysen's successor as tutor in 1773, was a colonel in the militia. In 1777, during the British occupation of New Brunswick, he gathered a half-dozen students in an abandoned church at North Branch to resume their studies. Called into active service, Taylor was replaced by John Bogart, one of the first alumni of Queen's, who directed the college until Taylor returned in 1779. The college relocated to Millstone the following year and eventually were able to return to New Brunswick in the spring of 1781.

The trustees continued their search for a president of the college with the assistance of a now reunited Dutch Church. In 1786 they appointed the Reverend Jacob Hardenbergh, who accepted the presidency of the college and the pastorate of the church at New Brunswick.

Queen's College prospered during the next four years under the leadership of Hardenbergh. With assistance from the trustees and ministers in the area of New Brunswick, he campaigned for additional subscriptions to meet expenses and paved the way for attracting funds to erect a new home for the college on George Street, which was fully occupied by 1791. Enrollment climbed slowly and by 1789 the graduating class of the college included ten students. Hardenbergh reported to the Synod that year on the progress of the institution but also cautioned that more was needed in the way of financial support to continue its operation. The college had run a significant deficit and the salaries owed to both the President and the tutors had gone unpaid. But before the churches could come to the aid of the college, Hardenbergh died on October 30, 1790. Queen's College had lost its most loyal friend and staunchest supporter.

With the death of Jacob Hardenbergh, Queen's College fell upon hard times. Their erstwhile tutor Frelinghuysen had departed, as did John Taylor. Their place was taken by a succession tutors over the next several years. The Trustees searched for a successor to Hardenbergh. In the interim, they appointed the Reverend William Linn to preside at the commencements of 1791 and 1792. A gifted Dutch Reformed clergyman, Linn was appointed a trustee of Queen's College in 1787, and assisted Jacob Hardenbergh with securing subscriptions for the new College building, and when adequate funding for the College appeared remote, debating with his fellow trustees the merits of merging the College with that of Princeton.

A joint committee of Trustees from Queen's and the College of New Jersey met in June, 1793 to consider a possible union of the two schools and the following September offered a plan for a consolidated board of Trustees under a new charter. The provisions of the first proposal suggested that a preparatory school be maintained in New Brunswick and a College at Princeton. Linn and eight other trustees narrowly defeated the proposal. With meager resources and diminishing prospects for the future, the trustees soon closed the College in 1795. For the next twelve years Queen's College was to remain dormant. The task of reviving the College fell into the hands of Linn's

successor, the Reverend Ira Conduct.

Conduct, appointed by the Trustees as professor of Moral Philosophy in Queen's College in 1794, also served as an interim president. With suspension of collegiate work in Queen's College, he turned his attentions to assuring success in the Grammar School and originating plans for reopening the College. The Grammar school prospered but the College remained idle; the Trustees did not meet until 1800 and then very infrequently thereafter until 1807, when interest in the College was renewed. The two men most responsible for this resurgence were Andrew Kirkpatrick, former teacher in the Grammar School and Chief Justice of New Jersey, and the Reverend Conduct. Kirkpatrick urged the Trustees to raise funds for the erection of a new College building. The Trustees resolved to raise \$12,000 to "complete the necessary buildings, re-establish the College and its courses of instruction, and raise it to that pitch of public utility which the present view of things seems to encourage, and which the present situation in our country, and the church with which this institution is particularly connected seems to call for." Conduct procured over \$6,000 for the building in 1807 from patrons in and around New Brunswick and continued his efforts during the early construction of the building. He also assisted trustee Abraham Blauvelt, chair of the building committee, with selecting a site and reviewing architectural plans.

The College had acquired a gift from the family of James Parker, constituent of the Provisional Congress before the Revolution and a leading member of the Board of Proprietors, consisting of five-acres bounding Somerset and George Streets, the present site of the Queen's campus, where the architectural plans of John McComb were to be realized.

With the revival of Queen's College in 1807, the Trustees called the Reverend John Henry Livingston to the office of president and the professorship of theology. He initially declined, but finally accepted in 1810, when the Trustees assured him that he was only "to preside at commencement and authenticate diplomatic documents and take general superintendence of the institution as far as . . . [his] time and health [would] admit." He was promised a salary of \$200 as president, and \$1,400 plus \$300 for house rent as professor of theology.

At first Livingston had only five students when he began theological instruction in the College in 1810. The number rose to nine the following year. Between 1812 and 1816, he instructed thirty-two students, who went on to the church for their ordination and for ministry in its parishes. He was the sole professor in the seminary until 1815. His role as president of the College, as indicated from the outset, was nominal. The affairs of the College were directed by the Reverend Ira Conduct, and following his death in 1811, by the Reverend John Schureman, Class of 1795.

By the end of Livingston's first year as president, Queen's College was faced with such financial problems that construction was halted on its new building. The Trustees had expended \$20,000 on the building but only \$12,000 had been raised through subscriptions. In January 1812 the Trustees received approval by the State Legislature to conduct a lottery to raise the needed funds. The venture proved to be extremely complicated and fell short of its intended goal. Depressed economic conditions during the War of 1812 had hindered the Trustees ability to secure adequate funds for the College. Even the salary promised to the Reverend Livingston was not paid in full; for many years he received only half, and the Trustees were forced to borrow money to meet their obligations. In 1815 the General Synod proposed that Queen's College be transformed into a theological College with three professors of divinity appointed by the Synod and one professor of mathematics and natural philosophy appointed by the College Trustees. The proposal was rejected, and by 1816 the Trustees were forced to suspend collegiate instruction and turn over the building to the Synod for use of the theological school.

The College remained dormant since 1815 and the Trustees lacked sufficient funds to repair the building. Pressed to pay the debt incurred with the construction of Old

Queen's, in 1823 the Trustees agreed to sell the building and the lot to the Synod for \$4,000. Free of debt, the Trustees turned toward reviving the College and appointed a committee to confer with the Synod. Its members included Dr. Philip Milledoler, soon to become the next president of the College, Abraham Van Nest, and Jacob R. Hardenbergh, son of the former president who had graduated from Queen's College in 1788.

From Queen's to Rutgers College



The change of name from Queen's to Rutgers College can be attributed in large part to Philip Milledoler (1775-1852), the man who succeeded the Reverend John Henry Livingston as professor of theology in the seminary and who was soon elected by the Trustees as president of the College in 1825. It was in Dr. Milledoler's parish in New York City where Colonel Henry Rutgers served as elder. A devoted member of the Reformed Dutch Church, president of its Board of Corporation, and a wealthy bachelor who was inclined to support benevolent causes, Colonel Rutgers epitomized those Christian qualities held in such high esteem by the Synod and the College Trustees. While changing the name of the College in Henry Rutgers honor, the Synod and Trustees were also signaling a break from an uneven past and the start of a new and promising era.

The revival of Rutgers College was the result of several factors, two of which stand out: successful fund raising, and collaboration between the Trustees and the Synod. The sale of the building had cleared the College of its debt and the Synod immediately expended funds to complete most of the interior rooms of the building and perform much needed alterations to the exterior and the College grounds. The Synod, at the urging of the Trustees, embarked on a campaign to secure funds for a third professorship in theology and established a committee to look into the possibility of revitalizing the College. Prompted by the success of a second lottery that yielded \$20,000 in 1825, the Trustees reached agreement with the Synod on a plan to commence instruction. Under this new Covenant, Rutgers College open its doors to thirty students on November 14, 1825. To lead the College in this new beginning, the Trustees turned to the Reverend Philip Milledoler, Professor of Didactic Theology, a member of the Queen's College Trustees since 1815, and close friend of Colonel Henry Rutgers, who also served for a short time as a Trustee of the College.

Rutgers College blossomed under the leadership of Milledoler and much of its early success was due to its small but able faculty. Robert Adrain, a noted mathematician who had taught in Queen's College from 1809 to 1813, returned to New Brunswick from Columbia College to become the Professor of Mathematics. In 1827 he was succeeded by Professor Theodore Strong, a prominent mathematician who had published extensively in scholarly journals and contributed to several learned societies. William C. Brownlee, also a former instructor in the College in 1815, who had left to become minister of the Presbyterian Church and master of a classical academy at Basking Ridge, assumed the position of Professor of Languages. Subsequently called to the Reformed Dutch Church in New York in 1826, his place was taken by the Reverend David Ogilby, a Episcopal minister who taught the Greek and Latin and ancient geography. Joining Milledoler in the seminary were the Reverend John DeWitt, who had been Professor of the Sacred Languages since 1823, and the Reverend Selah Strong Woodhull, who received appointment to the new endowed professorship in ecclesiastical history, church government, and pastoral theology. Dr. Woodhull died in 1826 and the Synod and Trustees appointed the Reverend James Spencer Cannon, minister of the church at Six Mile Run, now Franklin Park, for thirty years.

The curriculum offered by this eminent faculty during Milledoler's presidency followed a prescribed course of Greek and Latin languages and literature, and mathematics in the first two years and a broadened and flexible curriculum that included philosophy, literature, and political economy during the third and fourth years. In 1830, with the appointment of Professor Lewis Caleb Beck, students in the upper classes received for the first time lectures in geology, mineralogy, and chemistry. The senior class course in moral philosophy integrated the entire curriculum by "relating all subjects to higher

general laws of nature." The faculty assumed responsibility for the daily operations of the College. They met twice a week and deliberated over policy decisions, the curriculum, entrance and course examinations, registration, grading, and student discipline. They stood "in loco parentis" to the students, but the non-residential nature of Rutgers College made discipline uneven. Rules and regulations, previously published in 1810 as the "Laws of Queen's College," governed the student's behavior within the halls of Old Queen's and their conduct in the City of New Brunswick. The faculty expended an enormous amount of time during their meetings on such matters as tardiness, inattention in class, or absence without permission from chapel or recitations.

Enrollment in the College slowly increased over the next several years. Students came predominantly from Dutch families who resided in New York and New Jersey. Once in New Brunswick they secured rooms in respectable boarding houses and formed an integral part of the community. Students formed their own associations that focused their educational and social experiences. The predominant association established during Milledoler's presidency and continued through the 1920's was the literary society. In 1825 Rutgers students established two literary societies, Peithessophian and Philoclean, that became the center of social and intellectual life in the College during the nineteenth century. Most students belonged to one or the other. Members engaged in competitive orations, essays, prose and poetry selections, reported on current affairs, and debated significant topics of concern. The debate allowed students to sharpen their oratorical skills by drawing on their knowledge acquired from classroom recitations and their own independent reading. Each of the two literary societies possessed a library more extensive than the College's own collections. The literary societies helped prepare students for their future role in public life; together with the prescribed classical curriculum, they contributed to a complete educational system that was intellectually rigorous, broad in scope, and well-suited to the character and interests of the individual student.

The second revival of Rutgers College commenced with enthusiastic optimism and appeared to show great promise for the future. The College had secured an able faculty, adequate facilities, and renewed leadership, both within the College and the Synod. Finances remained a recurring problem but the Trustees were willing to solicit additional subscriptions among the church congregations to meet salary obligations and operating expenses. The Trustees and Synod enjoyed a relatively peaceful coexistence through 1832 but were soon entangled in controversy that was to last for over a decade. At the center of the dispute was the relationship of the College and the Theological Seminary. The ensuing battle resulted in a move toward establishing the independence of the College from the church but also brought about the resignation of Philip Milledoler as president of Rutgers College.

Beginning in 1833, and several times thereafter, the Synod complained that the theological professors had become overburdened with their teaching responsibilities within the College and proposals were offered to sever the connection established between the College and the seminary by withdrawing from the Covenant of 1825. By 1840 the Synod and Trustees had reached an agreement. The Trustees were to elect a new president without approval from the church and to govern its own affairs. The Synod guaranteed the Trustees use of Old Queen's for the College and also tuition fees from those students supported by the Van Bunschooten and Knox beneficiary funds previously secured by the Reverend Livingston for support of deserving theological students. The theological professors would continue to provide instructional assistance.

Milledoler found himself the source of dissension throughout the decade of controversy with the Synod. He resigned the presidency of Rutgers College on July 2, 1839 but agreed to continue in that capacity until a suitable replacement could be secured. He remained in office for another year and continued teaching in the Theological Seminary until 1841, when he returned to New York City to devote the remaining years of his life to his family, his church, and his city.

Abraham Bruyn Hasbrouck, chosen by the trustees in 1840, was the first layman to

hold the office of President of Rutgers College. During his administration the College moved closer toward establishing independence from the Church. The paucity of finances continued to plague the institution but the College was able to make some progress. The faculty increased to three full time professors and five part-time instructors. Modern languages and expanded scientific instruction were added to the curriculum, complementing the traditional classical offering. The theological professors provided instruction in moral philosophy, evidences of Christianity, logic, and mental philosophy. In 1841 a "Scientific or Commercial Course" was introduced to accommodate students who desired specialized training; those students were awarded a certificate upon completing their studies. The course was offered through 1862, when the Rutgers Scientific School was established. Other changes took place. In 1841 the College erected a small house for the President and his family to the east of Old Queen's on a plot of land leased from the Synod. Van Nest Hall was completed in 1848 and soon became home to the two literary societies, the geological museum and chemical laboratory of Professor Lewis C. Beck. The literary societies flourished in the 1840's but were soon challenged in their supremacy by the emergence of "secret societies," or Greek-lettered fraternities. Delta Phi, the first fraternity established at Rutgers in 1845, was soon followed by Zeta Psi in 1848, Delta Upsilon in 1858, and Delta Kappa Epsilon in 1861. The existence of these societies created animosity among alumni, whose loyalty remained with the literary societies and who sought to banish the fraternities from the College. The controversy between the literary and secret societies placed the Trustees and alumni at odds with the faculty and students. Other student activities included the first venture into student publishing in 1842 with the short-lived Rutgers Literary Miscellany. Students also began to publish the annual College catalog.

In the midst of this thriving student life, the College failed to prosper to the Trustees's expectation. The number of students in attendance declined to a low of sixty-five in 1850. Relations between the Trustees and the Synod, amicable throughout most of the decade, once again deteriorated and the Trustees suggested a reconveyance of the building and campus to the College. The complete separation of the College from the Reformed Dutch Church was not to occur for over a decade. In July 1849, Abraham Hasbrouck resigned from the presidency of Rutgers College. He remained in office until April 1850, when the College secured the appointment of Theodore Frelinghuysen.

The Trustees of Rutgers College looked upon the sixty-three year old Frelinghuysen with admiration and respect, but also with a sense of optimism for the future of the College. Enrollment of students had declined over the past decade, and the problem of obtaining adequate resources persisted. The College's endowment in 1850 amounted to \$40,000, but the Trustees were forced to borrow from the principal to meet construction costs for the President's house and Van Nest Hall. They had set a goal to raise \$100,000 and looked to innovative methods to raise the funds. One was the sale to individuals or groups of perpetual scholarships, a common method among Colleges to raise money in the nineteenth century. Agents were also hired to solicit subscriptions for the College, but in the case of both the scholarships and solicitation, the results were inadequate; by 1862 only \$35,000 had been raised. There appeared among the public great apathy to the College and the Trustees placed the blame on the faculty. By 1859, all were replaced except Professor George H. Cook, who had joined the faculty in 1853. In an effort to stimulate interest in the College among the students, individual trustee members created separate prize funds to be awarded at Commencement to Seniors for distinguished work in composition, natural sciences, classical studies, and mathematics.

Curriculum changes were few during these years. A new professorship in English Language and Literature was added in 1860, but modern languages were temporarily eliminated. Frelinghuysen lectured on international and constitutional law and gave the Senior course in moral philosophy and rhetoric. Classical training prevailed at Rutgers during these years, to the delight of its president. Frelinghuysen had advocated an emphasis on the classics in the College as a mechanism for inducing common values and instilling a sense of individual autonomy in those students who were to assume leadership roles in a democratic society. "As the term imports," Frelinghuysen wrote,

echoing the Yale Report of 1828, "it is designed to lead the mind into the proper use of its powers; to train it to the best modes of thought and reflection; to teach it how to think and how to learn."

Throughout the decade of the 1850's, students came in greater numbers to New Brunswick, a city in the midst of transformation and already closely tied to the commercial metropolis of New York. By 1861, prior to the outbreak of the Civil War, Rutgers had nearly doubled in size from that of 1850. Such high enrollments in both the College and the Theological Seminary created overcrowded conditions in Old Queen's, prompting Professor William H. Campbell to admonish his students and fellow instructors to demand new facilities. The Synod acquired funds from Mrs. Anna Hertzog of Philadelphia to erect a spacious building one block north of the campus. In 1856 all seminary work was transferred to the Theological Hall, marking for the first time the physical separation of the College from the Church.

The Transformation of a College



Rutgers College transformed considerably during the next two decades. The changes were reflected in the students, the curriculum, the faculty, and the institutional structure of the College. In 1864 Rutgers gained further independence from the Reformed Dutch Church when the General Synod reconveyed Old Queen's and campus to the College and withdrew its faculty from its teaching responsibility. The Rutgers Scientific School, established in 1862 with the assistance of Professor George H. Cook, was designated by the legislature as the land-grant college for New Jersey in 1864 under the Morrill Act. The Land-Grant status brought Rutgers into a relationship with the State of New Jersey for the first time in its history. President William H. Campbell and the Trustees completed the "New Endowment Fund" by raising over \$137,000. They also assembled a strong and assertive faculty, individuals who differed significantly from their predecessors in background, scholarly achievement, and approach to knowledge. Joining the College during this time among others were Jacob Cooper in Greek, Charles G. Rockwood in mathematics, Francis C. Van Dyke and Peter T. Austern in analytical chemistry, E.A. Bowser in engineering, David Murray in pedagogy, George W. Atherton in history, and Theodore Stanford Doolittle in rhetoric, logic, and mental philosophy. In 1872 construction was completed on Geological Hall, erected between Old Queen's and Van Nest Hall, which housed an armory in the basement, laboratories for the physical sciences on the first floor, and a large museum on the second floor. In the same year the College received the residuary estate of Sophia Astley Kirkpatrick, in the amount of \$65,000, which was used to construct the chapel which bears her name. The structure, which also contained a library, was dedicated in December 1873.

In spite of the expanded facilities, increased endowment, new curriculum, and learned faculty, Rutgers College never had sizable enrollments of students. There were rarely more than 170 students attending the College at one time and in 1882, the last year of Campbell's presidency, there were only 113. Nonetheless, the students of the College proved to be successful in their studies and in the careers they entered following graduation. During their collegiate years, they established several significant organizations, activities and enterprises that were to become traditional to Rutgers. In January 1869, the first issue of the student newspaper, the *Targum* was published, and two years later the first college annual, the *Scarlet Letter*, was issued by the Junior Class. In 1873 the Rutgers Glee Club was formed and with it, the song, "On the Banks" was composed by Howard N. Fuller. The first athletic clubs were formed during the 1860's and 1870's, and in 1869, the first intercollegiate football contest was played between Rutgers and Princeton.

Rutgers and the State of New Jersey



Rutgers came under the control of an academic disciplinarian when the trustees selected Merrill Gates as President. The first professional educator to assume the presidency of the college, Gates sought tighter control over student discipline in the

1880's. He shookup the faculty and brought to Rutgers young academic scholars such as Louis Bevier, Edgar S. Shumway, and Alfred A. Titsworth. He also hired Irving S. Upson to assume the first non-faculty position as librarian, registrar, Secretary of the Faculty and Treasurer of the College. Although generally unsuccessful with acquiring substantial private support, he did accept the unsolicited offer by Garret E. Winants of Jersey City to build the College's first dormitory, which was completed in 1890. Gates was effective in securing increased State and Federal aid. In 1887, under the provisions of the Hatch Act, the agricultural experiment station was established with an annual subsidy of \$15,000. Rutgers also obtained additional federal funds for the Scientific School with the passage of the second Morrill Act of 1890. Relations with the State of New Jersey also moved forward. The State erected New Jersey Hall in 1889 on land conveyed to them by the College for the State Agricultural Experiment Station. The building was also used by the College for chemistry and biology instruction. In 1890 the State Scholarship Act was passed by the legislature which provided one scholarship in each of the sixty assembly districts in New Jersey. Since the scholarships were to be used for the State Agricultural College, the scientific students at Rutgers soon outnumbered those pursuing a classical curriculum.

Austin Scott, Gates successor, was also dominated by Rutgers' relations with the State of New Jersey. He succeeded in resolving issues relating to the Scholarship Act of 1890, from which the college had failed to receive payment for over a decade. In efforts to serve the state, Rutgers instituted the "short course" and college extension education. The faculty turned their attentions to curriculum reform with intent on strengthening the classical program. Student life flourished with fraternity life, intercollegiate athletics, debating contests, and new secret honorary societies such as Cap and Skull (1900), Casque and Dagger (1901), and Theta Nu Epsilon (1892). Students experimented for the first time with self-government and formed a committee to regulate student conduct and discipline. Physical training received a boost in the 1890's with a generous gift from Robert F. Ballantine, a wealthy brewer in Newark and College Trustee, to construct a gymnasium on the campus. A private gift from Mrs. Ralph Voorhees provided funds for the construction of a library, as the one in Kirkpatrick Chapel had expanded considerably under the care of Irving S. Upson. The Voorhees Library was dedicated on Charter Day, 1904.

Rutgers changed significantly under the stewardship of its next leader, William H. S. Demarest, and several milestones were achieved. In 1917 the Agricultural College or State College was designated the State University of New Jersey. It was expanded and new facilities constructed on the College Farm. In 1918, the New Jersey College for Women was established. The undergraduate curriculum was restructured in 1907 and again 1916 to keep abreast of the changing needs of the state and nation. Teacher-training courses were emphasized in the newly established Summer Session program in 1913. State and federal appropriations increased substantially, as did private gifts and alumni support. New facilities were constructed for instruction in Engineering, chemistry, entomology, and ceramics; dormitories were built to accommodate the increased undergraduate population, which rose from 235 students in 1906 to 750 in 1924. Together with students in the Women's College, the Summer Session, the Extension Courses, and the Short Courses in Agriculture, the total enrollment was close to 2,500 students. Financial support in the form of State Scholarships was extended during these years to include all undergraduates. In 1918 the College aided the war effort by establishing a unit of the Students Army Training Corps and established a War Service Bureau to communicate with the students, faculty and alumni who served during the war.

Throughout his administration, Dr. Demarest envisioned a dual role for Rutgers. One would be that of the state-supported university; the other, the small private college that the school had been throughout its history. In the aftermath of World War I, the institution moved closer to becoming a public institution.

In 1925, the college changed its name to Rutgers University and shifted its focus to become as leading public educational institution. What followed was a period of growth and expansion in student enrollment, academic programs, and physical facilities; it was

also a time of increased frustration over relations with the state. In 1925, when John Martin Thomas assumed the presidency, Rutgers had 1,343 undergraduates and a total registration of 2,396. By 1930 the undergraduate population had increased to 2,662, and combined enrollment in the University was nearly 17,000 students. In 1925 the University Extension Division was established under the able direction of Professor Norman C. Miller. The Division provided educational service to over 40,000 residents of New Jersey. The following year Thomas invited the Bureau of Education to conduct an extensive survey of the University and submit a detailed report, which was used to develop long range plans for the institution. As a result of the study, faculty salaries were increased and four-year courses in economics and business administration were added to the curriculum. In January 1927, the New Jersey College of Pharmacy in Newark was incorporated into the University, and in the same year the Bureau of Biochemical and Bacteriology Research was established. By 1930, the University consisted of seven schools and colleges: Arts and Science, Engineering, Agriculture, Education, the New Jersey College for Women, Pharmacy, and Chemistry.

With the growth of new academic programs came new facilities. The Dramatic Arts Building was completed in 1925, and one year later, Hegeman Hall, an addition to the Voorhees Library, and Van Dyck Hall. Construction at the Women's College included Recitation Hall and the Voorhees Chapel in 1926, and the Willets Infirmary and the Music Building in 1928. In 1929 three dormitories--Wessells, Leupp and Pell Halls--were begun on the Bishop Campus of Rutgers College.

Throughout his term, Thomas and the Trustees deliberated over the University's relationship with the State of New Jersey. State appropriations had not amounted to the levels needed to expand the school into a State University, and the problem remained over the dual private-public role of Rutgers. By 1930, numerous attempts to resolve the differences had failed and in 1930, Thomas announced his resignation as president of Rutgers University. He had championed the idea of Rutgers becoming a state university but he had become discouraged with the lack of results. The Trustees named one of its brethren, Philip M. Brett, as acting president. Brett took office at a time when the nation was plunging into the depths of a depression, the University was entangled over disagreements with the newly-established State Board of Regents, and morale had severely dwindled among the faculty.

Brett served as acting president for eighteen months, during which time he restored the confidence of the faculty and the alumni in the College. Their praise and affections culminated in a petition requesting him to accept appointment as president of the College. Brett declined the overture and relinquished the office to his successor, Robert C. Clothier.

The Depression and World War II



President Clothier's vision of growth and development for Rutgers coincided with the depression and war years. State appropriations were drastically reduced during the early 1930's and private gifts were not forthcoming. He nonetheless encouraged a "friendly and understanding" relationship with the state and embarked on an expansion program which proved to be valuable for planning future development of the University. In 1935 he announced the acquisition of a 256-acre tract immediately across the Raritan River. The River Road Campus, as it was called at the time, soon featured playing fields for intramural and intercollegiate athletic programs, a 22,000-seat stadium, the Chemistry Building, which was erected with state funds, a faculty village and a housing development for married students. By the 1940's, the University had acquired buildings along Georges Road for the College of Agriculture, buildings on College Avenue, and the President's House on River Road. It had constructed an annex to the Engineering Building, and transformed the Neilson Campus, now the Voorhees Campus mall.

During the early years of Clothier's presidency, the curriculum was strengthened and new programs were added. The Graduate Faculty was formed in May 1932, two years

later University College was established, and the following year the first graduate school of banking was initiated with the collaboration of the American Bankers Association. In March 1936, the Rutgers University Press was founded. Additional programs begun during the 1930's included the Bureau of Biological Research, the Rutgers Research Council, the State Scholarship Program, and the departments of personnel and placement, alumni, and public relations.

With America's entry into World War II, Rutgers found itself once again in the throes of a national emergency. The University immediately committed its resources to the war effort. The campus became host to the Army Student Training Program, which helped maintain enrollment levels in the University. Through the A.S.T.P., Rutgers provided training for 3,877 men. The war had a devastating effect on the University; 5,888 Rutgers men served in the armed forces and 234 men and two women lost their lives overseas.

Post-War Expansion and the State University



During the post-war years, Rutgers renewed its call for growth and expansion. Clothier declared that University policy would be to accommodate "all qualified veterans and high school graduates for whom it is possible to provide, not just those whom it is convenient to take." Over 19,000 veterans flooded the campus to receive their education through the benefits of the G.I. Bill. In 1945, under the provisions of the State University Act, the state legislature enacted the designation of State University to all units of Rutgers. The Bureau of Mineral Research was founded in 1945, followed by the Institute of Management and Labor Relations in 1947, the Institute of Microbiology in 1949, and the Bureau of Government Research in 1950. In 1946 the College of Arts and Science, the School of Business Administration, and the School of Law of the former University of Newark were merged with the University to form Rutgers-Newark. In 1950, the University assumed control of a law school and the two-year College of South Jersey in Camden, extending the University to that portion of the state.

Rutgers began to fulfill its pledge to serve the state of New Jersey in the 1950's. Most significant was the reorganization of the University's governing structure. In 1956 the Board of Governors was created to provide the state with a larger role in the control of the University. Recommended by a special committee of the Board of Trustees, the Board of Governors consisted of eleven voting members, six appointed by the Governor and five from among the Trustees, which continued to exist to serve in an advisory capacity, to manage certain funds, and to act as a "watchdog" over educational standards.

A major building program resulted in the construction of Alexander Library, the River dormitories along the Raritan, the completion of Demarest Hall on the College Avenue campus, Lipman Hall at the College of Agriculture, and Waksman Hall, which houses the Institute of Microbiology on the Busch campus. Other construction projects underway or in the planning stages included new buildings for the study of horticulture and poultry on the Cook campus, a library at Camden, and a health center and two new dormitories at the College for Women, renamed Douglass College in April 1955 in recognition of the vision and leadership of its first dean, Mabel Smith Douglass.

With expansion of facilities came an increased emphasis on graduate education. In 1954 Rutgers established two new divisions: the Graduate School of Social Work and the Graduate School of Library Service. Through the generous bequest of Florence Eagleton, the Eagleton Institute of Politics was established. By 1957 nearly 1,000 students were enrolled in graduate programs throughout the University. Educational programs and facilities were also expanded in Newark and Camden. A nursing curricula was introduced on the Newark campus in 1952, and evolved into the College of Nursing four years later. Scientific instruction and facilities received increased federal support after 1957 in the wake of the Soviet Union's launching of Sputnik.

It was during the turbulent decade of the 1960's under the leadership of Mason Gross when Rutgers witnessed unprecedented growth and development. In 1959 the first of three bond issues was passed by the citizens of New Jersey, enabling the University to embark upon a \$75 million building program. By 1964 enrollment had doubled with more than 12,000 full-time undergraduate students. A second public referendum yielded approximately \$19 million for Rutgers, and Gross continued to campaign for funds for the University. An additional \$68 million was secured in 1968. As a result of increased public support, construction took place on every campus of the University. Seven buildings, including a library, a student center and a law school building, were erected on the 18.3-acre complex in Newark. Large-scale development occurred on the 16-acre campus in Camden, including a law school complex. A new library and dining hall were constructed at Douglass College, and classroom facilities sprung up on the Rutgers College campus. In 1964 Rutgers acquired from the federal government 540 acres of the former Camp Kilmer army base and the first buildings were erected on the Kilmer-area campus, where Livingston College opened in 1969. Scientific research and teaching facilities emerged on the Busch campus.

Other sources of funding aided the development of new academic programs. In 1961 a grant of over \$1 million from the W. K. Kellogg Foundation enabled Rutgers to establish a medical school. The Center for Alcohol Studies, in existence for forty years at Yale, was moved to Rutgers in 1963, made possible by a grant from the National Institute of Mental Health. The Urban Studies Center, established in 1959, embarked on projects to increase community involvement in the urban centers of the state of New Jersey. In addition, graduate education and research expanded significantly throughout the decade. The number of doctoral programs increased from 29 to more than fifty, and research opportunity in the sciences significantly increased through the receipt of federal aid by the University.

The decade was also one of political action and social awareness. Gross promoted a sense of calm and reason when confronted with black student demands on the Newark campus in 1969, and again with the student protests over the Vietnam War in 1971. He took an unpopular stand on academic freedom when he refused to dismiss Dr. Eugene Genovese for proclaiming publicly during a teach-in that he welcomed a Viet Cong victory in Southeast Asia. His defense of academic freedom was recognized by the Association of University Professors.

The Research University



According to many observers of higher education, Rutgers reached its "Golden Age" in the last two decades under the leadership of Edward Bloustein. His tenure began in the midst of student protests over Vietnam and ended with protests over proposed increases in student tuition, but the intervening years saw the University expand its research facilities, attract internationally known scholars, and achieve distinction as one of the major public research universities in the nation. In February 1989, the University was invited to join 56 other prestigious academic institutions that make up the Association of American Universities.

The Bloustein presidency was marked with significant achievements for Rutgers. In 1972 Rutgers College became coeducational. One year later the University made a commitment to "big time" sports. In 1978 efforts were begun to reorganize the New Brunswick faculty into a unified Faculty of Arts and Sciences, which was accomplished in 1980. One year later a Mission Statement was approved that provided a blueprint for future planning and development for the University.

During the 1980's the University established the "Fund for Distinction," a combination of private giving, and state and federal support, that helped finance science and technology centers on the Busch campus. The fund was given a boost when New Jersey voters approved a \$90 million Jobs, Science and Technology Bond issue in 1984 and the \$350 million Jobs, Education, and Competitiveness Bond issue in 1988. By 1989 Rutgers had become an "institutional goliath" with over 47,000 students enrolled

in programs offered in three cities. The total budget had reached over \$600 million and academic standards had risen substantially over the years.

Rutgers enjoyed the benefits of a healthy economy and a governor who gave strong support to the mission of the University. Bloustein fostered a close relationship with state and federal officials and persistently promoted Rutgers. He was a tireless fundraiser for the University and his personal involvement helped reached the projected goal of \$125 million for the Campaign for Rutgers shortly before his untimely death on December 9, 1989.

As the 1990's unfold, Rutgers University has been confronted with massive cuts in state funding amounting to more than \$90 million over a three-year period. Under the leadership of President Francis Lawrence, the University has mounted an intensive public campaign to win public support and to convince the Governor and the Legislature that higher education, and Rutgers, The State University in particular, should be among New Jersey's top funding priorities. As the University moves toward the twenty-first century, it has redirected its energies toward increased emphasis on teaching and undergraduate education; better internal and external understanding and appreciation of the links among the University's missions of research, teaching and service, and the need for distinction in all three; revitalization of the University's sense of community; use of a broad consultative process and collegial style in the administration of the University; achievement of greater efficiency and effectiveness through a service orientation in the University's administrative support systems; renewed commitment to the support and inclusion of minorities in the University community through enrollment, hiring, and opportunities to promote not only tolerance but understanding of the value of diversity in the community.

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