COLONIAL COLLEGES

by

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PART I

PURPOSE

The earliest history of the American Colleges goes back to the time when the settlers were few and life was a series of hardships. Less than ten years after the first settlers had landed at Salem, there was a movement advanced for the establishment of a higher institution of learning. These men who came to our shores were not men of meagre intellects, but men of mental ability. Separation from England increased the difficulty of obtaining an education. This together with the zeal for learning of its leaders soon led the colonists to desire a seminary of learning.

September 8,1636 is a memorable day in the history of America, for on that day the General Court of Massachusetts voted

> "To give Four Hundred Pounds towards a School or College whereof Two Hundred Pounds shall be paid the next year, and Two Hundred Pounds when the work is finished." *

Thus was founded on the shores of America, the first American College, soon to bear the name Harvard.

The founders of Harvard were men of education - men trained in the English Universities, particularly Cambridge. This European influence manifests itself

* Josiah Quincy, History of Harvard,Vol.Inch.I,pg 8

throughout the early history of the American Colleges, for as near as circumstances would permit, the curricula of the American Colleges were planned along the lines of the universities of the mother country. Harvard is the mother college of all the early American Colleges. It is possible to trace back the founding of the other American colleges, and find that in the colleges prior to the American Revolution, excepting William and Mary, the promoters were generally graduates of Harvard, or of Yale which was founded by Harvard graduates.

There is a marked similarity of purpose in the founding of the colleges which only a survey of their first charters will reveal. The aim and goal of all learning was to train and fit men for the ministry. The charter of Harvard reads:

> "Whereas... many devoted persons are moved to give and bestow legacies, and sundry gifts for the advancement of all good literature, arts and sciences..... and all other necessary provisions that may conduce to the education of the English and Indian Youth of this country, in knowledge and godliness." *

Altho this charter does not state what sect shall be followed, it is presumed that it is that of the majority

* Quincy, Appendix 88

of the people of the colony. It was without question regarded by both the clergy and the politicians of the period, as an instrument destined to promote and perpetuate the religious opinions predominating at the time.* This may be also assumed from the fact that the control of the college was invested

> "... invested in the Governor, Deputy Governor and all Magistrates of this jurisdiction, together with the teaching Elders of the six next adjoining towns..." **

That religious tendencies manifest themselves in the early American colleges is not to be wondered at if one recalls the factors which led to the founding of the colonies, particularly the religious persecutions in the home country. They came to worship not in accordance with the dictates of others, but in accordance with their consciences. That they may have leaders to guide them, it was necessary that they must train them.

Great difficulty was experienced in obtaining ministers from abroad. America in the early days was not a place a minister, particularly one of repute, would cherish to come. The financial condition of the colonies

* Quincy, Vol.I, ch.3, p 3.
** Peirce, Benj. History of Harvard University Ap. 2

would not permit large salaries, nor was everyone willing to endure the hardships which the people in a new land had to experience.

This condition was fully appreciated by James Blair, who was made Commissary of Virginia. To alleviate this condition, he exerted his energies to procure a college whereby he could obtain preachers for his colony and to train men for the ordinary walks of life. * In 1693, a charter was granted for an institution of learning to be known as the "College of William and Mary" in honor of the King and Queen of England, in order that

> "The church of Virginia may be furnished with a seminary of ministers of the gospel and that the youth may be piously educated in good letters and manners and that the Christian faith may be propagated amongst the western Indians in the Glory of Almighty God." **

The establishment of a college in the South was a momentous occasion for Virginia. The life of the colony was aristocratic and it had been the custom to send the sons of Virginia "home", as England was still called, for their education. To prepare the boys for study abroad, tutors and small private schools existed. As regards education, Virginia up to this time had stood for the "laissez faire" policy.

* Motley,D.E. Life of Commissary Blair,ph. 2
** U.S. Bur.of Ed. 1887 #1 p 17

The College of William and Mary was established as a means to train men for the Church of England.in the colony. That this purpose may be carried into effect, the governing board were all to be of that Church, and the teaching staff to accept the principles and the students to be taught its catechism. *

After the founding of Connecticut, the settlements increased rapidly, and there arose a greater need for more ministers, particularly the learned. Another factor entered into the plan for a higher institution of learning; the inconvenience involved by educating boys at Harvard as it was such a great distance to Cambridge, and the economic problem of having so much of the money of the colony carried into Massachusetts Bay. **

To eliminate these problems, a group of ministers united to form a Society and agreed to found a college. The leaders in this movement were graduates of Harvard; Rev. Pierpont of 1681, and Abraham Pierson, class of 1668. They applied for a charter and stated their purpose of founding such an institution as: #

> "Whereas several well disposed and Public spirited Persons of their sincere Regard

* U.S.Bur. of Ed.,Cir. of Inf. 1887 #1,p 38
** Benj.Trumbull, Hist. of Conn., I,c 19,p 272
# Edwin Oviatt Pt II, c 4, sec 2.

> and Zeal for upholding and Propagating of the Christian Protestant Religion by a succession of Learned & Orthodox men have expressed by Petition their earnest desires that full Liberty and Privilege be granted unto certain Undertakers for the founding, suitably endowing and ordering a Collegiate School within his Majesties Colony of Connecticut wherein Youth may be instructed in the Arts and Sciences who through blessing of Almighty God may be fitted for Publick employment both in Church and Civil State ...." *

The charter was granted in the name of the Collegiate School in 1701. To accomplish the aim stated in the charter, an order was adopted for the infant college which read:

> "The Rector to instruct students in theoretical divinity and not to allow them to be instructed in any other system than such as the Trustees do order; but take care that students be weekly caused to recite the assembly's catechism in Latin ..." **

As may be seen, religious training was the aim and goal of the first three American colleges. In reading thru the laws of Harvard and Yale, decided stress is placed upon the religious training in school.

David Murray in his Article on the College of New Jersey speaks of the founding of Harvard, Yale and

* F.B.Dexter Doc. Hist. of Yale #9 p 21
** Trumbull Vol. I, ch 19, p 475

William and Mary thus:-

> "Each was a college of a people compacted by Common religious beliefs and common modes of worship, social customs and ideals. Each arose from a homogeneous people. Each was a college of a single colony separated from the other colonies by distance, its special type of government, and born at a time when the colonies stood separate from one another and valuing most highly what was distinctive in its constitution." *

The conditions under which the College of New Jersey was founded differs slightly from that of the other colleges. It was neither a church college, nor a college of a single colony, nor a college of a single nationality. The difference lay in the fact that Presbyterianism had spread thruugh out the middle colonies. The churches were scattered and the ministers few. The petitioners for the charter composed both laymen and churchmen and were known to be Presbyterians.** Their motive for asking for a charter was to indirectly provide for a more learned and numerous clergy by furnishing a more liberal education. This motive was favored by the distance between the colleges of Yale and Harvard, and the southern college of William and Mary, which students of the middle colonies would be obliged to travel in order to attend college.

* David Murray U.S.Bur.of Ed.,Cir.of Inf. 1899 #1,p 203
** John MacLean Hist.of Col.of N.J. Vol.I,c 2,p 90

The charter was granted by the Governor in 1746 and states the purpose as:

> "Whereas sundry of our loving subjects have lately represented the great necessity of coming into some method for encouraging and promoting a learned education of our youth in New Jersey and have expressed their earnest desire that a college may be erected in our said province of New Jersey for the benefit of the inhabitants of the said province and others wherein youth may be instructed in the learned languages and in the liberal arts and sciences." *

That persons of other religious denominations shall not be excluded and injury done to the purpose of the college, a further provision provides:-

> "The said petitioners have also expressed their earnest desire that those of every religious denomination may have free and equal liberty and advantages of education in the said college, any different sentiments in religion notwithstanding." **

With the founding of the fourhh American College, the College of New Jersey, we again have the main pumpose, the education of youth for the ministry, to which has been added a desire to give the individual a liberal education in languages, arts and sciences.

This liberalness of religious thought was even more pronounced in the consiitution of the Public Academy of the City

* Maclean Vol I, c 3, p 90
** ibid Vol 1, c 3, p 91

of Philadelphia. This Public Academy was proposed by Benjamin Franklin. Through subscriptions and lotteries it flourished, and was chartered in 1753 The Academy and Charitable School but had no power of conferring degrees. The need of this power was soon felt and another charter bestowed upon the Trustees this right, and the name now was changed to "College, Academy and Charitable School of Philadelphia". * The original purpose of the School as given by Benjamin Franklin is

> "As nothing can more effectually contribute to the Cultivation and Improvement of a Country, the Wisdom, Riches and Strength, Virtue and Piety, the Welfare and Happiness of a People, than a proper Education of Youth, by forming their Manners, imbuing their tender Minds with Principles of Rectitude and Morality, instructing them in the dead and living Languages, particularly their Mother tongue, and all useful Branches of liberal Arts and Science. **

His broadness of thought is manifested by a total absence of any direct religious motive as the purpose of founding the Academy. However, the charter required that the Trustees and Professors should subscribe to the customary oaths and affirmations of allegiance to the King of Great Britain. # As Montgomery states it, "Benjamin Franklin realized the the importance of establishing a school on a more catholic

* Montgomery, ch 27, pg 210
** ibid ch 10, pg 47; Wood, Vol III,c I,p 175
# Wood Vol III, ch I,pg 170

basis, in whose management all classes and all churches could have a reasonable representation." *

This noble pupose of the founder does not change with the growth of the Academy into the Trustees of the Academy & Charitable School, nor does any alteration in its principle take place when the Academy & Charitable School is chartered into the College of Philadelphia. In the establishment of this college, we find the broadest, most human foundation of any college up to the middle of the 18th century. Through thee education of the youth, the founder's hopes aimed at the cultivation and improvement of a new country through the wisdom, strength of character, piety, virtue, welfare and happiness of the people of the colonies.

With the turn of the middle of the 18th century, there is a change of purpose for the establishment of institutions of higher learning, as has been shown by the chartering of the College of Philadelphia. The paramount object of a college education is no longer for the training of a learned clergy. The emphasis now is placed upon a liberal education for all youth irrespective of future vocation.

* Montgomery, ch. 9, pg 45

When King George II granted the charter for Kings College, October 31,1754, he authorized the founding of a college whose purpose was one of the broadest put forth up to this time. The purpose as given in the New York Gazette for May 31,1754, advertising the college is:

> "To teach and engage the children to know God in Jesus Christ and to love and serve him in all Sobriety, Godliness and Righteousness of Life with a perfect Heart and willing Mind; to train them up in all virtuous Habits and all such useful Knowledge as may render them creditable to their Familys and Friends, Ornaments to their Country and useful to the public weal in their Generations. *.....
>
> And, lastly, a serious, virtuous, and industrious Course of Life, being first provided for, it is further the Design of this College, to instruct and perfect the Youth in the Learned Languages, and in the Arts of Reasoning exactly, of Writing correctly, and speaking eloquently; and in the Arts of Numbering and Measuring; of Surveying and Navigation, of Geography and History, of Husbandry, Commerce and Government, and in the Knowledge of all Nature in the Heavens above us, and in the Air, Water, and Earth around us, and the various kinds of Meteors, Stones, Mines and Minerals, Plants and Animals, and of everything useful for the comfort, the convenience and elegance of Life, in the chief Manufactures relating to any of these Things: and finally to lead them from the Study of Nature to the Knowledge of themselves, and of the God of Nature, and their duty to Him, themselves, and one another, and everything that can contribute to their true Happiness, both here and hereafter." *

The purpose of Kings is inclusive of all human endeavor.

* Geo.E.Moore The Origin & Early Hist.of Columbia,Ap. p 45.

The religious tolerance of Kings College is ecpressed very definitely in the charter:

> "... as to religion, there is no intention to impose on the Scholars, the peculiar Tenets of any particular Sect of Christianity;..... as to peculiar Tenets, every one is left to judge freeely for himself, and to be required to attend Places of Worship as their Parents or Guardians shall think fit to order or permit." *

Although there was no attempt to force any particular sect upon the students, the religious tendencies of kings were Episcopal.

Nearly ten years elapsed before any further attempts were made to found another college. Up to this time the Presbyterians had founded the College of New Jersey, the Congregationalists Harvard and Yale, and the Episcopals had founded William and Mary and Kings. Although there were no religious tests given to exclude the sons of Baptists from these colleges, the people of this sect felt that it would be better if there was a college of their own faith. W. C. Bronson in his History of Brown University states:

> "Backus, the historian of the Baptists wrote in 1766...'Several who have for-

* Moore, Ap. A,p 45

> merly sent their sons to college have been disappointed, as the clergy have found means to draw them over to their party ... which has discouraged others (Baptists) from sending their sons ..." *

The majority of the Baptists who were clergy had little learning, but with the growth of the denomination, there arose among the leading clergy a demand for a more educated ministry, particularly those with a more liberal training. A charter was petitioned for and granted in 1764 in which the purpose is given as:

> "Whereas Institutions for liberal Education are highly beneficial to Society, by forming the rising Generation to Virtue, Knowledge, and useful Literature; and thus preserving in the Community a Succession of Men duly qualified for discharging the Offices of Life with usefulness and reputation; they have therefore justly merited and received the attention and Encouragement of every wise and well-regulated State; and whereas a Public School or Seminary, erected for that purpose within this Colony, to which the Youth may freely resort for Education in the Vernacular and Learned Languages, and in the liberal Arts and Sciences, would be for the general Advantage and Honor of the Government." **

The College hereby established became known as the College of Rhode Island. The Charter also provided for religious freedom among the students and placed no religious

* W.C. Bronson Hist. of Brown University, c I, p 6
** Ibid, Ap. A, sec. III

qualifications upon the tutors or professors, the President alone being the exception. The tolerant spirit of the Baptists manifests itself in the college charter. With a true generosity of spirit it opened its doors with equal freedom to all denominations of Protestants and permitted the members of the college to enjoy free, full and absolute Liberty of conscience regarding religion. That this freedom of religious thought may not be narrowed, the charter prohibited the use of any religious tests and forbade sectarian differences of opinion to form any part of the public and class instruction.

The establishment of Queens College in 1766 may be traced back to the original purpose of founding any colonial college - that of training ministers. At the time the question of a college arose there were but forty-one ministers for one hundred churches among the Dutch of America. Not only were there too few clergy, but in order to preach in the colonies in a Dutch church, a young man had to be educated in the colleges in Holland, or if educated in America, he had to take his course of theology and ordination in Holland. Naturally the supply of ministers under such conditions was insufficient for the demand. Another factor to be considered was that many of the clergy who were men from Holland were not adaptable to colonial conditions. As a result of this, there arose a group of Dutch in America who

was desirous of having Dutch ministers trained in America. A charter was granted to this group November 10,1766. * Its purpose is stated as

> "To establish an institution where learned languages and other branches of useful knowledge may be taught and degrees conferred and especially that young men of ability may be instructed in Divinity, preparing them for the ministry to supplying the necessity of the churches and to remove the necessity of our subjects sending their Youth intended for the ministry to a foreign country for education." #

Like Kings College, it was not a church college, for the Dutch Church in this country was not yet independent of that of Holland. Although it was established by members of the Dutch Church, it was not under ecclesiastical control.

The last colonial college established prior to the Revolutionary War traces its origin to an Indian School conducted by the Rev. E. Wheelock, started in 1754. More's Indian School, as it was known, aimed at the training of Indian boys and girls not only in religion and secular learning, but in all the pursuits of civilized life; domestic, agricultural and mechanical, and to send them back to their tribes as teachers and preachers. ** Higher learning

* W.S.Demarest, Hist. of Rutgers, c III, p 57-8
\# Address - 150th Anniversary of Rutgers, p 21
** U.S.Bur.of Ed., Cir.of Inf. 1898 #3.

was obtained by going the last two years to the College of New Jersey or to Yale, where Rev. Wheelock had a concession of half the tuition. Later, English youths were admitted to be trained as missionaries to go forth to the Indian tribes. * As the English youths became more numerous than the Indians, Rev. Wheelock desired a charter whereby he could transform the school into a college with the privilege of granting degrees.** On December 13,1769 the charter was granted, creating More's Indian School into an institution of higher learning to be known as Dartmouth College. The original purpose was retained as shown by the charter;

> "... considering the premises and being willing to encourage the laudable and charitable design of spreading Christian Knowledge among the the Savages of our American Wilderness and also that the best means of Education be established in our Province of New Hampshire for the benefit of said Province; Do of our special Grace certain Knowledge and mere motion by advice of our Council will ordain and constitute that there be a College ... for the Education and Instruction of Youth of the Indian Tribes in this land in reading, writing and all parts of learning which shall appear necessary and expedient for civilizing and Christianizing Children of Pagans as well as in all liberal Arts and Sciences; and also of English Youth and any other. #

A spirit of religious toleration was incorporated into the

* U.S.Bur.of Ed., Cir.of Inf. 1898 #3
** F.Chase, Hist. of Dartmouth Vol. I
\# Ibid, Vol. I p 641

Charter, although one-half of the Trustees were Congregationalists.

> "No person of any religious denomination shall be excluded from the free and equal liberty of education or from any of the liberties and privileges and immunities of the said college on account of his or their speculative sentiments in religion or of his or their being of a religious profession different from the said Trustees of Dartmouth College." *

It is not until after the War that the goal of education really broadens. Condttions change and students no longer are educated abroad. As a result, the purpose of of the colleges develops into education for young men for active life to meet the new conditions brought about by the War. The forerunners of this new type of traing had its birth in the purposes put forth by Kings and the College of Philadelphia.

PART II

ADMISSION REQUIREMENTS

CLASSICAL REQUIREMENTS

The requisites for college admission to freshmen classes prior to the Revolution were practically restricted to three subjects: Latin, Greek and some Arithmetic. These constituted a sufficient foundation for the curriculum of the colleges of that period. Uniformity, the striking characteristic of the college admission requirements, resulted from three factors, namely: (1) a uniform aim of the college course (2) uniform course of study with absolutely no flexibility (3) sole aim of the grammar school being to prepare for college.

Since the goal of the college was mainly to supply the people with an enlightened clergy, there naturally was perfect co-operation between the college and the Latin School. This was particularly true, where the Latin School was conducted under the supervision of the college.

The entrance requirements of the college reflected the aim of the institution in their general demand for a knowledge of the classical languages. Harvard in 1642 required

> "That when any Schollar is able to read Tully or such like classical Latin author ex tempore and make and speak true Latin in verse and prose without assistance, and decline perfectly the paradigms of nounes and verbes in ye Greek tongue, then may he be admitted into ye college ." *

* Peirce, Benj. Ap. XI
Quincy, Ap. XXVII

Recalling that Harvard was founded by graduates of an English college, it is not surprising that the stress of entrance requirements is placed on the humanistic side. In England and Europe at this time, Latin was still the common language of scholars, and in England in the universities., it was preferred to the native tongue.

By the end of the century there seems to have been no change in admission requirements, if the notes taken from MS diary of Pres. Holyoke at the time of his entrance into Harvard (1742) may be used as a guide.

> "An account of our examination the 13th day of July 1742,viz. Foxcroft, Green, myself and Putnam. Tutors,3d Aeneid, 15 lines, President, 2nd Aeneid, 24 lines, Virgil. - Tutors,3rd Catiline, Presid't, 2nd Catiline, Tully, - Tutors 12th Luke, Pres't, 25th Matthew, Greek Testatment. - Memo. Mr. Flynt examined us in Tully. Mr. Hancock in Virgil. Mr. Mayhew in Greek Test., Mr. March in no book, in the forenoon.
> In the afternoon examined by the Pres. who gave us the following Themes..... Foxcroft, Sapienta prestat viribus; Green, myself, Labor improbus omnia vincit; Putnam, Semper avarus eget. " *

For this same period, we find the College of New Jersey (1748) requiring the same classics:

> "None may expect to be admitted into College but such as being examined by the President and Tutors shall be

* Peirce, ch. 24, pg 238, fn.

> found able to render Virgil and Tully's Orations into English, and to turn English into true and grammatical Latin; and to be so well acquainted with the Greek as to render any part of the four Evangelists in that language into Latin or English; and to give the grammatical connexion of the words." *

No record exists of the requirements for admission to Rhode Island College before the Revolution, but it may have been the same as the College of New Jersey at the time President Manning attended there (1758-62). The requirements at the latter in 1764,at least, were almost identical with the following at Providence in 1783:

> "No person may expect to be admitted into this College, unless upon examination by the President and Tutors, he shall be found able to read accurately construe and parse Tully and the Greek testament, and Virgil; be able to write true Latin in prose, and hath learned the rules of Prosody and Vulgar Arithmetic; and shall bring suitable testimony of a blameless life and conversation." **

In these requirements, no definite statement is laid down as to the number of Orations of Tully or Books of Virgil. However, Kings College in its advertisement in

* Maclean, ch 6, p 153
** Bronson, ch 3, p 101

the New York Gazette, May 31,1754 makes a definite rule regarding the requirement in Latin and Greek:

> ".... as to Latin and Greek, that they have a good knowledge in the grammars, and be able to make Grammatical Latin, and both in construing and parsing, to give a good account of two or three of the first selections in Orations of Fully, and of the first Books of Virgil's Arneid and some, of the first Chapters of the Gospel in Greek. In these Books, therefore, they may expect to be examined. ...." *

By 1763, the Trustees of Kings College had changed the requirement in Latin to read

> "To render Sallust, Caesar's Commentaries or some part of Cicero's Works into English; the Gospels at least from the Greek into Latin, and to translate correctly, both English into Latin, and Latin into English..."#

The only statements concerning entrance requirements for Queens College of New Jersey prior to the Revolution may be quoted from History of Rutgers by W.H.S.Demarest.

> "Entrance requirements and program of studies would naturally conform to those at the College of New Jersey and Kings. Sufficient knowledge in other subjects taken for granted, in all early colleges if an entering student could show good command of his classical languages, they were given these tests of admission." **

* Trustees, History of Columbia Ap. A
\# Ibid, Ap. B
** Demarest, Hist.of Rutgers, c 4, pg 87

The other statement for admission to Queens College is in a notice in the New York Journal or The General Advertiser, dated April 30, 1772 announcing the opening of College. *

> "The vacation of the college will be expired on Wednesday, May 6, any students then offering themselves shall be admitted into such Class,as (upon examination) they shall be found capable of entering."

The colonial colleges continued to damand a knowledge of Tully and Virgil down to the middle of the 18th century when the Latin requirement was changed to a knowledge of Sallust and Caesar's Commentaries as preiously stated in Kings. After the Revolution, the colonists realized the great need of an education of a broader type. The war awakened in the people a resourcefulness and a desire to break away from the narrow path of learning pursued in the early part of the century. If the curriculum was to have a wider scope, the admission requirements would necessarily have to be adjusted to meet the new conditions. A striking example of this change is shown by the influence of the Regents of the University of the State of New York in the term of admission to Kings College which reads:

> "No candidate shall be admitted into the College after the second Tuesday in April 1786 unless he shall be able to render in to English Caesar's Commentaries of the

* John Bogart Letters, letter #1

> Gallic War; the four Orations of Cicero against Catiline, the four first Books of Virgil's Aeneid, the Gospels from the Greek; and to explain the government and connection of the words; and to turn English into grammatical Latin and shall understand the four first rules of Arithmetic with the rules of Three."#

The conditions of the latter part of the 18th century influenced the entrance requirements by the introduction of (1) a gradual increase in the Greek testament (2) by the addition of more Arithmetic (3) a tendency to make the entrance requirement quantitative and specific.

NON-CLASSICAL REQUIREMENTS

Besides a demand for the classical languages, we find that some colleges ask for Mathematics; this,however, did not extend beyond the knowledge of Vulgar Arithmetic. This requirement appeared for the first time among the entrance subjects of Yale in 1745.

Kings College in its advertisement of 1754 and 1755 states:

> "That they be versed in the five first rules in arithmetic,i.e. as far as Division and Reduction." *

Not until 1760, did the Trustees of the College of New Jersey bring themselves to vote:

E.C.Broome, A Historical & Critical Discussion of College Requirements p 34
* Trustees Ap. A-B

> "That after the present year, all who are admitted to the freshmen class shall be acquainted with Vulgar arithmetic which shall be considered as a necessary term of their admission." *

The same requirement was established for admission by Rhode Island College in 1783 - "a knowledge of Vulgar Arithmetic". **

As to other subjects no mention is made except in the laws of Kings college of 1755 of the admission requirement in reading and writing as stated in the advertisement appearing in the New York Gazette in 1754 announcing the opening of the college.

> "That they be able to read well and write a good legible hand". #

In reading the requirements for admission of the early colleges, it is rather surprising to nore that no specific mention is made concerning any requirement as to the English language.

A striking difference in admission requirements exists between the College of William and Mary and the other contemporary colleges. Although references for William and Mary prior to 1800 are scarce, the college makes the follow-

* Broome, pg 32
** Bronson, Ap. B
\# Moore Ap. p 44

ing statement:-

> "During this period there were no entrance examinations, and the students matriculated as a matter of course, provided they were of sufficient years(15 years). Their continuance in college was tested by their examinations during the term, which for most of the period were oral and public and occurred twice a year - in the middle and at the end of the year." *

CANDIDATES FROM OTHER COLLEGES

In reading the histories of the colleges it is not uncommon to find that students changed their colleges from year to year. There seems to have been no special requirement placed upon the transfers, as long as he was able to meet the oral test given him by the President of the new institution. Kings in the New York Gazette, 1754, stated

> "... and if there be any of the higher classes in any College, or under private instruction, that incline to come hither, they may expect Admission to proportionably higher Classes here." **

There must have been some difficulty resulting from these new entrants, for we find the Trustees of the College of New Jersey voting at their meeting Sept. 24,1760:

> "Candidates for any of the higher classes shall not only be previously examined, as usual, but recite for Two Weeks upon Trial in that particular Class in which they stand candidates, and then shall be fixed in that or a lower, as the College Officers shall judge them qualified." #

* Wm. & Mary Bulletin Vol X,#4,May 1917
** Trustees - Kings - Ap. A
\# Maclean, Vol I, c 10, p 201.

GENERAL ADMISSION REQUIREMENTS

The boys were prepared for admission to college either by private tutore or by the Latin Schools. The tutors were usually the parish ministers and a very common method of instruction was to walk with a pupil in the fields and converse in Latin about whatever objects attracted attention. "When Scholars had so far profited at the grammar school" and were "judged ripe" they presented themselves for entrance examinations. These were usually oral and held at the convenience of the trustees. The trustees at Saybrook, the Collegiate School, determined that admission depended upon a reading knowledge of the classics, but

> "The trustees themselves not to be bothered with this matter. The Rector with the help of any conveniently reached neighboring minister, was therefore empowered to examine candidates as they offered themselves at odd times during the year; and finding them duly prepared and expert in Latin and Greek authors, both poetic and oratorical, as also making good Latin should let them in." *

In a newspaper article in the New York Gazette and Weekly Mercury, October 24,1774, we find the results of one of these examinations held at Queens College.#

> "On the Friday morning preceding the

* F.B.Dexter, Documentary History of Yale #13,p 27
\# Demarest, c 4, pg 90

> Commencement the grammar school here was examined and six of the students were admitted into the Freshmen class in College."

As a general rule, the candidate if accepted, was obliged to transcribe the laws of the college (written in Latin) into English, thereby impressing them on his memory. The transcribed copy was taken to the President of the College for his signature. The signed copy served as the applicant's certificate of admission.

The laws of Kings 1763 requires:

> "He shall be examined by the President and if admitted shall subscribe to the Statutes of the College, thereto promising all due Obedience, which Subscription shall be countersigned by the President." *

A similar statute is found among the laws of the College of New Jersey which was passed by the Trustees in 1748:

> "Every student (that) enters College shall transcribe the Laws which being signed by the President, shall be testimony of his admission, and shall be kept by him, while he remains a member of the College, as the rule of his Behavior." #

Another interesting phase of colonial college admissions may be found among the Trustees minutes for the College of

* Trustees - Kings - Ap. B
\# Maclean Vol 1, c 6, p 133

New Jersey for September 30,1761. From these minutes we may judge that the colonial youth suffered from the same financial difficulties as is sometimes found among more modern college students, that of paying his tuition.

> "The Trustees taking into consideration the damages the institution has sustained by the Deficiency in the payment of the Students' Quarterly Bills, It is Ordered, That for the future every student who enters College be obliged to give sufficient security by Bond or otherwise to the Treasurer for the punctual payment of all his Dues to the College, which law (is) to take place at the expiration of the present year, in case no objection appears to this measure at the next meeting of the Trustees." *

A like demand is made upon the entering student at Harvard in 1734, which is not made upon him in 1634.

> "None shall be admitted into the College, until his parents, guardian, or some other pay five pounds to the Steward towards defraying his future College charge; and also give bond to the steward with security to his satisfaction in the sum of forty pounds to pay College dues Quarterly as they are charged ...." **

MEDICAL ENTRANCE REQUIREMENTS

The first colleges to institute a medical course were the College of Philadelphia and Kings. The requirement for entrance to the Medical School is at least one degree or

* Maclean, Vol I, c 12, p 251
** Peirce Ap XX p 125

its equivalent in experience. The College of Philadelphia requiring:

> "Such students as have not taken a degree in arts in any College shall before receiving a Degree in Physic satisfy the Trustees and Professors of this College of their Knowledge in the Latin languages and such branches of Mathematics, Natural and Experimental Philosophy as shall be judged requisite to a Medical education." *

Kings College required practically the same as that of Philadelphia:-

> "Such students as have not taken a degree in Arts shall satisfy the Examiners, before their admission to a Degree in Physic, that they have a complete knowledge of, at least, the Latin Language and of the necessary branches of Natural Philosoph ." #

It is enlightening to us of the present day, to read of the meagre requirements for entrance into "college" whose course of study was hardly equivalent to that of our present day high school. The stress was placed upon a knowledge of the classical languages, with little importance placed upon Mathematics and none on Science. The aim of the college did not require these subjects.

* Montgomery, Hist. of Un. of Penn. c 82,p 484
\# Trustees, Bk III, c I, p 311

PART III

CURRICULUM

The colonial college had a narrow aim and a resulting narrow curriculum which underwent many changes during and following the period of the strained conditions between America and the mother country. Generally speaking, by the middle of the century, the curricula of Harvard, Yale and College of New Jersey were essentially the same, including Latin, Greek, Hebrew, Mathematics, Logic and Metaphysics with some Rhetoric, Ethics and Theology occupying a large share of the time. This similarity may be accounted for by the relationship of Yale to Harvard, and the influence which Yale in turn exerted over the College of New Jersey, when Princeton chose its first three Presidents from among Yale graduates. # The curricula of these colleges were based on that of the University of Cambridge and were subject to modifications in accordance to the needs of the country and infant colleges.

As previously stated the aim of these colleges was to train for the ministry. Hence, we find the theological studies occupying almost all the studies, together with the study of the classical languages. Greek and Hebrew as the original scripture tongues were indispensable, and the Latin had long been established as the language of ecclesiastical literature. *

Broome, p 31
* E. Baldwin, Annals of Yale College, c 15, p 209

The first curriculum of an American College, that of Harvard was arranged for a three year course of study.

First year	logic physics etymology syntax practice on principle of grammar
Second Yr	Ethics Politics Prosody Dialects Practice of Poesy Chaldee
Third Yr	Arithmetic Geometry Astronomy Exercises in style Composition Epitome, prose and verse Hebrew Syriac

Twice a day the students were practiced in reading the Scriptures, giving an account of their proficiency and experience in practical and spiritual truths, accompanied by theoretical observations on the language and logic of the sacred writings. In every year the classes were preacticed in the Bible and catechetical divinity weekly; also in History in the winter and in the nature of plants in the summer. Rhetoric was taught by lectures in every year, and each student was required to declaim once a month. #

This program remained in force until 1726 at which time the following program was introduced. The course of

Quincy, Vol I, ch 9, p 191

study had now been raised to four years and the books to be studied are definitely stated. #

First Yr.	Recite ye Grammars Recitations in Tully, Virgil Greek Testament Dugard's or Fornaley's Rhetoric Greek Catechism Dispute on Ramus's definitions (toward end of year)
Second Yr	Burgerdidius Logic recited Recite a manuscript called New Logic Herebotds Meletemata towards end of year Dispute on two days a week Recite classical authors Logic and Natural Philosphy Recite Wollebius' Divinity
Third Yr	Recite Herebord's Meletemata Mr. Morton's Physic More's Ethics Geography Metaphysics Wallebius Divinity Dispute two days a week
Fourth Yr	Arithmetic Recite Allsted's Geometry Gassendius's Astronomy Go over Arts towards end of year Ames Medulla Dispute once a week

The gradual development of the curriculum at Yale may be seen from the following chart covering four periods when changes were authorized in the course of study.

Quincy, Vol I, ch 19, p 441

Growth of Curriculum at Yale 1702-1766

	1702	1724	1748	1766
I Yr	Greek Gr. Latin Gr. Latin Comp. Read Tully Read Virgil Elem. Hebrew	Elem. Greek Adv. Latin Logic Elem. Hebrew	Study of the languages Logic	Study languages Some Math. Logic Hebrew
II Yr	Latin Psalms-Hebrew New Test-Greek Logic	same as I Yr Translation of Latin English Hebrew Testament into Greek	Study languages Geometry Geography	Study languages Trigonometry Algebra Logic Rhetoric Oratory Geography Nat.Phil.
III	Latin treatise on Metaphysics Rudiments of Math Physics Medulla Rhetoric	Same as II yr Physics	Other parts of Math Nat. Phil Astronomy	More Math Metaphysics Nat.Phil. Surveying Navigation Calculation of eclipses
IV Yr		Review all studies of previous years Metaphysics Mathematics Rhetoric Oratory Divinity	Metaphysics Ethics	Metaphysics Divinity
	Oviatt PT 3 c 1,sec 4 p 239	Oviatt Pt 3 c 12,sec 2	Kinglsey V II p 497	Kingsley V II p 498

The college year at Yale, like the other colleges, began in the middle of October and continued to the middle of the following September when commencement was held. The course had been set for four years in 1725 for a first and three years for a second degree when the Trustees organized. It had, however, been voted that if any Scholars "shall demand their diploma or License at the Expiration of three years and from thence of two full years " they could have it if they were duly qualified. * Practically all the first students of the collegiate school graduated under this special arrangement. As may be seen from the chart, there was not much advancement made in the curriculum up to 1766. At this time higher branches of mathematics were added. Throughout the entire course, there was instruction in Theology and much stress was placed upon declamation.

After the middle of the 18th century, gradual changes took place and by 1779 the course of study at Yale read:-

I Virgil, Cicero's Oration, Greek Testament
Ward's Arithmetic

II Greek Testament - Horace - Lowth's Eng.Grammar
Watt's Logic
Guthrie's Geography
Hammond's Algebra
Holmes Arithmetic
Ward's Geometry
Vincent's Catechism #

* Oviatt, Pat II,ch 2,sec,3,p 255.fn
\# Dexter's Annals, II,p 5-6

III Ward's Trigonometry
Greek Testament
Cicero's Orations
Martin's Philosophy & Grammar
Philospphy (Vincent 3 vols)

IV Locke's Human Understanding
Wallaston "Religion of Nature Delineated"
Wollebius Amesii Medella
Greek Testament of Edward's on the Will
Pres. Clap on Ethics #

This curriculum remained practically fixed throughout the remainder of the 18th century.

We now find specific mention is made of the text books for the subjects taught, and the appearance of English Grammar in the course. Probably the spirit of the times influenced its introduction, for we find the students eager to know the master pieces of their native tongue. * One of the tutors, Timothy Dwight, encouraged thiz zeal to such an extent that on October 23,1776, the Corporation of Yale voted:-

> "Upon application made to this Board by Mr. Dwight, at the desire of the present senior class, requesting that they might be permitted to hire the said Mr. Dwight to instruct them the current year in rhetoric,history and the belles lettres, the Corporation being willing to encourage the improvement of the youth in those branches of polite literature, do comply with their request, provided it may be done with the approbation of the parents or guardians of the said class." *

U.S.Bur.of Ed., Cir.of Inf. 1893 #2,p 127
* Ibid, p 116; Yale Book I, p 99

The curriculum at the College of New Jersey as compared with that of Yale for the same period (1750-53) is very similar. This is not unusual as the early presidents of the New Jersey College were Yale graduates. *

Our only reference for the plan of study at the College of New Jersey for this period, comes to us from a letter of a Joseph Shippen of the class of 1753 to his father. **

Freshmen	Xenophon Cicero - Virgil - Horace Hebrew grammar Greek testament Rhetoric Watt's Ontology Watt's Astronomy "Now and then" geography An occasional lesson on "the globes" Logic Weekly disputations
Sophomore	Elem.Math. Homer Martin's Nat.Phil. Rhetoric Ontology
Junior	Moral Philosophy Extra-curricula courses in: astronomy calculating the eclipses theory of navigation

The senior year studies are not mentioned by Mr. Shippen, and the only reference to the work of that year, is found in the records of a fellow student. They state that ex-

* Snow, c 2, p 39
** Collins, ch 8,p 296-7; U.S.Bur.of Ed. 1898 #1,p225-6

aminations for graduation were tried in the following subjects:- *

Hebrew	Geography
Greek Testament	Astronomy
Homer	Natural Philosophy
Cicero	Onotology
Horace	Ethics
Logic	Rhetoric

However, under President Witherspoon 1766-1797, we find that "an occasional lesson on the globes" becomes a "complete course" in Geography with the use of globes. English grammar is introduced and much stress is placed on the use of the native tongue. For the first time at this college a course in Politics is introduced. The curriculum was as follows: #

I Yr. Entirely elementary and classical

II
- Advanced classics
- Elem. Mathematics
- Complete course in Geography with use of globes
- English grammar and composition

III
- Devoted chiefly to science
- Nat. Philosophy with aid of apparatus
- Algebra
- Eng. Grammar
- Lectures in History
- Lectures in Eloquence covering: Rhetoric, Adv.Comp., Criticism, Style

IV
- Lectures on History
- Lectures on Eloquence
- Review the classics
- Complete logic
- Complete Nat.Phil.
- Politics & Govt.

* Collins, c 8, 296-7
\# Ibid. c 8, p 299

The curriculum at the College of New Jersey during this period differs with that of Yale at this time, in that the latter is still zealously pursuing the classics while the New Jersey College is stressing the sciences and courses in Public Speaking. The study of the languages does not appear after the freshmen year. The Rev. Ashbel Green class of 1783, in referring to the curriculum of this period says:

> "After the Revolutionary War the Junior and Senior classes read no classics, their time being occupied with Mathematics, Philosophy (natural and moral) belles lettres, criticism, composition and eloquence. In his own class, there was one man who did not even know the Greek alphabet; and the Latin salutatory, written by the President was assigned to a man who came to him(Green) to have it translated." *

The studying of a modern language appears in the curriculum of Rhode Island College in 1770. Whether this subject was taught as part of the regular course of study or whether it was studied by special permission, we do not know, for the records of early times at Rhode Island College are not available, and the complete course of study is not known. However we gain some knowledge from the diary of Solomon Drowne, a student, dated July 2, 1770:

> "After examination in June by Rev. James Manning, President and Professor David Howell, entered Rhode Island College. Began Horace,

* Collins, c 8, p 300

Longinius, and Lucian in October and French in December.

1771 - Recited with the first class in the new building. Commenced Geography in January, Xenophon in February. Watt's Logic in May. Ward's Oratory in June. Homer's Illiad in July, Duncan's Logic in August. Longinius in October. Hill's Arithmetic same month and Hammond's Algebra and British Grammar in December.

1772 - Began Ethics in January, Euclid's Elements in February also Metaphysics, Trigonometry, Cicero's Orations, Martin's Philosophy in May, Martin's Use of Globes in August, and Hebrew Grammar in December.#

By 1883, there is slight change in the curriculum at Rhode Island College. Mathematics appearing in the third year for the first time, and Hebrew not appearing at all.

I Yr.	Latin - Virgil, Cicero, Horace Greek - New Testament, Lucian's Dialogues, Xenophon
II	Cicero's Orations - Caesar's Commentaries Homer's Illiad, Longinius on the sublime Lowth's vernacular grammar Rhetoric Ward's Oratory Sheridan's Lectures on Elocution Guthrie's Geography Kaims Elements of Criticism Watt's & Duncan's Logic
III	Hutchinson's moral philosophy Dodridges' Lectures Fennings Arithmetic Hammond's Algebra Martin on the Globes Stone's Euclid Martin's Trigonometry

Guild, p 246; Bronson, c 3, p 101

Love's Surveying
Wilson's Navigation
Martin's Philosophia Britiannica
Ferguson's Astronomy

IV Locke on the Human Understanding
Kennedy's Chronology
Bollingbroke on History
Languages)
Arts) studied in foregoing years
Sciences) to be reviewed

**

The curriculum in 1783 is much broader than that of a decade before. French does not appear in this course and judging from the following statement, we may presume that at least no French professorship existed at Rhode Island College prior to the close of the Revolution.

> "With all deference beg to leave to express our wishes of having a professor of the French language and history in this our infant seminary. Ignorant of the French Language and separated as we were by more than mere distance of countries, we too readily imbibed the prejudices of the English - predjudices which wer have renounced since we have had a nearer view of the brave army of France, who naturally inhabited this college edifice; since which time our youth seek influence of a people they have such reason to admire - a nation so eminently distinguished for polished democracy. From the scarcity of French books, our youth can at present only draw their information from English writers and not from the more pure source, the French themselves. Our wish has therefore been to procure a proper collection of the best French authors, and to establish a professorship of the French language and history in the College of Rhode Island and Providence Plantations." #

** Bronson, ch 3, p 103
# Guild, R. A. c 10, p 351.

It is doubtful whether the study of French as a regular part of the curriculum ocurred prior to the Revolutionary period. Although Harvard in 1735 had appointed a tutor in French, it was not continued for long. In 1780, we still find little attention given to this language as a regular study at Harvard. The Governing Board of that college voted in 1780: #

> "that the French language may be taught to such students as their parents or guardians should permit, the tuition fees to be charged in their quarter bills."

The College of William & Mary instituted a professorship of modern languages in 1779 . This was brought about by Thomas Jefferson, while he was a Visitor to the College. At this time, an adjustment of the curriculum took place in accordance with the needs of the times. The following professorships were established:

> Law and Police (Science of Administration)
> Anatomy, medicine and chemistry
> Modern languages
> Moral Philosophy - to which was added the law of nature and nations and the fine arts
> Mathematics & Natural Philosophy - to which was added Natural History**

In the introduction of Law, William and Mary was five

Quincy, Vol 2,c 32,p 275
** U.S.Bur.of Ed., Cir.of Inf. 1887, #1,p 41

years behind Kings College which founded a professorship of Municipal Law in 1774 . This innovation was possible through the generosity of Governor William Tryon who endowed it with the grant of an entire township of valuable land. Prior to this time, the profession was learned in the offices of private attorneys and counsellors. #

As to the curriculum pursued at William and Mary prior to 1779, little knowledge is available. By the terms of the charter, a President and six masters were provided for and the College was composed of four schools:**

Common School	1 Master	- rudiments of learning to Indians and whites
Grammar School	1 Master	- Latin & Greek
Philosophy Sch.	2 Prof.	- Nat. Philosophy & Math. Moral Philosophy Logic Rhetoric Ethics
Divinity School	2 Prof.	- Hebrew and the Scriptures Divinity

Under the reorganization, the grammar school and the two professorships of Divinity were abolished.

The sources for the studies pursued at Queens College are very scant. We must judge from the letter written by

Moore, p 32
** U.S.Bur.of Ed.,Cir.of Inf., #1887,#1,p 19
** Bulletin of Wm.& Mary, Vol.X,#4,May 1917

John Taylor , master of the College, while he was in the Revolutionary army, to John Bogart, tutor of the college, in which he gives directions for the carrying on the work of the school in his absence.

> "Mr. Varsdalen will return in August and you will set him at Natural Philosophy. The sophomore class are reading Euclid. I would advise that they read the three first books before vacation and the third book of Xenophon. I think it will be best to set them at Xenophon half the day, let their lessons be short, and particular attention paid to Grammar.
>
> I judge it will be best to construe their lessons: Messrs. Blauvelt, Smith and Bray, should study whole numbers in Arithmetic and V.Wyck Logic.
>
> I will leave a compend of Arithmetic with V. Wyck. I have spoken to Mr. Eastburn in Brunswick to procure for me three blank books for them to write Arithmetic which you will send for if you please.
>
> Bray is behind in Euclid, Iwould therefore advise that he be kept at it the whole time while the others read Xenophon, he had read the third book Xenophon..... Mr. Ramsen is reading Geography. I think it best for him to go thruugh it and then review it and study the introduction which he omitted when he began Geography. After he has done with that, let him study English Grammar. You will find a compend in the old chest, or in the closet. You will make any other addition to it you see fit, for assistance I would recommend to you Johnston's Dictionary and South's Grammar. Messrs. Courtland and Cook are reading Virgil and Greek Grammar, I do not intend they should read Aeneid before they began to review the Eclogues and Cicero. V. Harbigan and Stewart are reading Greek Grammar. I would advise you to keep them at it until they have got it, and then let the four begin Greek." #

Bogart letters, # 19

This indicates that the method used in teaching was individual instruction.

As regards Dartmouth, the college planted in the wilderness, there seems to be no exact statement either, tho it must have been similar to Yale at this time, for three of the four graduates of the first class of 1771 were former Yale students who had come to Dartmouth. The fourth student presented the following record for admission to the senior class. *

> Preparation in Virgil - Tully - Horace
> Greek Testament and Xenophon
> First twelve Books of Homer
> Arithmetic, vulgar and decimal
> Trigonometry
> Altimetry, Longimetry, Navigation
> Surveying - dialing and gauging
> Astronomy
> Geography and Use of Globes
> Watt's Logic
> Martin's Philosophical Grammar
> Rhetoric

However, from the following note, we may presume that the course of study included the teaching of the classical languages, theology and history.

> "In 1778, John Smith .... was created the first "professor" at a salary of L 100. His department covered Latin, Greek, Hebrew and other learned languages. In 1782, Mr. Ripley became Professor of Divinity and Mr. Wheelock, Professor Divinity." #

* U.S.Bur. of Ed., Cir.of Inf., 1898 #3,p 146
\# Chase, Vol.I, c 8,

With the establishment of Kings College, 1754, the aim and purpose of the college course presents a vision of something other than the mere training of youth for the ministry. It set a new standard for the other colleges to follow. In the prospectus issued by the Rev. Dr. Samuel Johnson, its first President, in May 31, 1754, the curriculum is outlined as follows:

> "...to instruct and perfect the Youth in the learned languages, to instruct in the Arts of Reasoning exactly, of writing correctly and speaking eloquently; and in the Arts of numbering and measuring; of Surveying and Navigation, of Geography and History, of Husbandry, Commerce and Government, and in the Knowledge of all Nature in the Heavens above us, and in the Air, Water, and Earth around us and the various kinds of meteors, Stones, Mines and Minerals, Plants and Animals and of every thing useful for the comfort, convenience and elegance of Life, in the Chief Manufacturers relating to any of these things." #

As the prospectus states an attempt was made to broaden the field of study, thereby training not particularly for the ministry but for the betterment of the community as a whole and to bring the course within the reach of all. To meet this aim the course is

I yr. Perfect studies in Latin and Greek Classics
Review Rhetoric, Geography and Chronology
Hebrew for those designed for the Pulpit

Moore, Ap. 45; Snow, c 3,p 57

II - III Yrs

Logic
Mathematics
Mathematical & Experimental Philosophy
Agriculture
Merchandise
Classics and Criticism

IV Metaphysics
Logic
Moral Philosophy
Criticism
Chief Principles of Law & Government
History, sacred and profane #

The College ofPhiladelphia put forth an even broader curriculum than Kings in 1756 when Rev. Wm. Smith became its first Provost. The course consisted of three schools: The Latin and Greek School for those intended for the learned professions; the Academy for those intended for mechanic arts and other professions; and the Philosophy School for those who have satisfactorily passed the Academy or Latin and Greek School. In the Philosophy School or College Sciences were taught together with other subjects for the purpose of developing the individual.## Some of these subjects were:-

Arithmetic	Homer	Natural Law	Mechanic powers
Algebra	Livy	Civil Hist.	Hydrostatics
Euclid	Thucydides	Trade	Pneumatics
Trigonometry	Horace	Commerce	Light & Colors
Architecture	Quintilian	Laws & Govt	Optics
Surveying	Cicero		Natural History
Conic Sections	Xenophon		Of Vegetables
Navigation			& Animals

Trustees , Ap. B
Montgomery, c 33,p 236-241; Ibid. Ap.E; Wood,c 2,p182

Before adopting the proposed curriculum, the Trustees of the College published it in the Pennsylvania Gazette on August 12, 1756 and planned to put it into use for three years.

Another profession was opened to the youth when the College of Philadelphia instituted a medical course in May 1765. Dr. John Morgan who had been offering to special students the results of five years study in Europe, was successful in his appeals to the Trustees to establish in connection with the College such a course. Dr. Morgan had with his election to theProfessorship of the Theory and Practice of Physic the honor of being the first medical Professor in America. #

In the fall of 1765, Dr. Shippen was elected Professor of Anatomy and Surgery. For two years, these two men conducted the course in Medicine. Toward the close of the first year, the Provost in addition to his regular duties opened a course of lectures on Natural and Experimental Philosophy for the benefit of the medical students. Not until 1767 was a curriculum prepared and the requisites for a Bachelor's degree in Physics and the Qualifications for Doctor's degree in Phygic from the college announced. For the guidance of the new faculty of Medicine in examining students, these rules were

U.S.Bur.of Ed., Cir.of Inf., 1892,#2,p 273
Montgomery, c 82,p 484

passed in May 1767:-

> "Each student shall take at least one Course in Anatomy, Materia Medica, Chemistry, Theorry and Practice of Physic and Clinical lectures and shall attend the Practice of the Pennsylvania Hospital for One Year." *

The spirit of the College of Philadelphia influenced the institution of another medical school in the colonies at Kings College in New York. Feeling that much benefit would be derived from such a school, several doctors wrote to the Governors of the College suggesting that a medical department be established. To give the new scheme a firmer foothold, they offered their serviced as lecturers gratis during the winter. This offer was accepted by the college officials,1767, and the following courses announced:- #

> Anatomy
> Physiology and pathology
> Theory and practice of "physic"
> Theory of Surgery
> Chemistry and Materia Medica
> Midwifery

A few years later, courses in natural law, history and languages were added. Kings College conferred its first degree of Bachelor of Physic in 1769 and its first Doctor's degree in 1770, thus giving Kings the precedence in the higher degree.

* Montgomery, c 82,p 464
\# J.J.Walsh, History of Medicine in N.Y. Vol I,c 4,p47-9

Harvard College established a medical department in 1780 and the course offered was similar to that of Kings and the College of Philadelphia.*

The college curriculum remained as stated practically unchanged until the latter part of the 18th century. At that time the curriculums of the colonial colleges had begun to shape themselves along broader lines than the mere preparation of the youth for the ministry. With the breaking of the bonds which held the colonies to the mother country, the colleges found themselves cut off from the source whence their inspiration had flowed. A new ideal had presented itself and the colleges were thrown upon their own resources. The opening of the western lands to survey and settlement gave a practical bearing to the studies and a growing interest in a more liberal education arose.

A review of the histories of the colonial colleges impresses us with the almost superhuman efforts of its Presidents and tutors. The noble fight carried on by these men against conditions, popular prejudices and the difficulties of raising funds for their school, make them worthy of great praise.

* Quincy, Vol 1, c 32, p 286-7

PART IV

STUDENT LIFE

COLLEGE REGULATIONS

It is not surprising that the students burst forth in boundless glee at the approach of commencement time when one examines the daily life of these boys. The student ofthe 18th century found himself hampered and restricted by rules and regulations relating to the most trivial matters. The care of the authorities extended into the details of the personal life of the students. Such matters as "going out of college yard", keeping or firing a gun, going fishing, the unprofitable use of time without permission of the President and tutors, and so forth.

Nothing give one a clearer insight into the life of the colonial student than the reading of the laws passed by the college authorities from time to time. There exists a very decided similarity among the laws of the several colleges; to give the laws would be to give the laws of all. The range of these laws is most amazing.

As many of the colleges were founded with religious motives, the rules pertaining to prayers and church attendance were strict and many. In the first orders of Harvard, seven of the nineteen laws related to religious pursuits* A century later, the new orders included eleven concerning a

* Quincy, Vol 1, Ap 27,p 517

"Religious Virtuous Life" such as:

> "All persons of what degree soever shall constantly attend the worship of God in the morning and evening."
>
> "Undergraduates shall in their course repeat at least the heads of the forenoon and afternoon sermons on the Lord's Day evenings in the hall."
>
> "Whosoever shall be guilty of loose behavior playing or slpeping at the public worship shall be punished from one to five shillings." *

A century later, we find Kings College (1763) requiring

> "Each student shall attend Morning and Evening Prayer in the College, and also public Worship on the Lord's Day, Morning and Evening, at such places as his respective Parents or Guardians shall appoint under the penalty of four pence for each Omission." #

The college authorities, not only minutely controlled religious life of the student, but also the manner in which he spent his time. What the student was supposed to do with his time was definitely laid down as shown by a provision at Yale:

> "They were to be rigidly kept at work except for a half hour at breakfast, and one and a half hour at noon and again at work after ye evening prayer until nine o'clock. During the regular college hours, each Schollar was expected to studiously redeem His time and to observe both ye hours Common for ye students to meet in ye hall and those yet are appointed to his own lectures which he shall diligently attend." ##

*Peirce, Ap. XX
Trustees, App. B
Oviatt, pt.3, ch 12, p 421

The student's time at Dartmouth was divided between manual and academic pursuits. The students were expected to employ themselves in the intervals of study in labor on the farms. It was particularly recommended to all by standing rules and definitely required of the charity school scholars. All were "forbidden to speak diminutively of the practice of labor or by any mean cast discredit upon it, on penalty of being obliged, at the direction of the President or tutor, to perform the same or its equivalent or else (if not a charity scholar) to hire the same done by others, or in case of refusal that he be dismissed from college. # From a student who attended Dartmouth during 1771-72, we learn that the laws regarding labor were enforced, for he writes:

> "After I went to college, I went twice a day to recite with my class in college ..... we recited to our tutor immedistely after morning prayers and again at eleven o'clock; some part of the time we had three recitations a day. I tended the saw-mill about six weeks in the spring, in the summer besides going to college, I made it my rule to labor about three hours at some manual labor as in the garden." ##

Even the conversational and class room language was prescribed. This first appeared in the laws of Harvard in 1634 and we find a similar rule as late as 1783 at Rhode Island College.

\# Chase, Vol I, c 5,p 298
Ibid, Vol. I, c 5,p 308

> "It is not permitted any one, in the hours of study to speak to another, except in Latin, either in the college or college yard." *

The following rule was in force at Yale from 1724-1774:

> "No scholer shall use ye English tongue in the college with his fellow scholars unless he be called to public exercises." #

It is general among the laws to find that the college authorities saw to it that the proper respect was paid to the faculty of the colleges. Dartmouth required that

> "the students uncover their heads at the distance of four rods from a professor and six rods from the President, and when they enter the door yard of the President, and never to speak to him or of him but in a manner savouring of deference and respect." **

At The College of New Jersey in 1766 an amusing episode occurred as the result of this law. One of the students by the name of Oliver Ellsworth was summoned before the college tribunal charged with violating this rule. Mr. Ellsworth made his defence after this manner:- "A hat is composed of two parts, the crown and the brim. Now this hat has no brim, consequently it is not a hat and I can be guilty of no offence." The faculty found the syllogism correct and the student was discharged. It is interesting to note that this same student in later years was appointed Chief Justice of Supreme Court.

* Bronson,Ap.B, p 510
\# Dexter Annals, Vol. I p 350
** Chase,Vol.I,ch 8,p 569

Judging from the number of regulations regarding punishment of the colonial college youth, the efforts of the authorities to control his actions by numerous laws was a failure. The mode of punishment was very definitely stated and consisted either of payment of pecuniary mulcts or of public admonition before the students when assembled in the college hall. The subject of the disorderliness of the colonial student seems to have been much commented upon by officials, both of the college and of the provincial government.

In speaking of William and Mary College, a letter written to the Bishop of London, 1763 comments upon the condition at the southern college.

> "The youth, at present, are very disorderly in their behavior, that when the Masters would reform them by a proper discipline, they are told by the President of an order still subsisting in the book kept by the Visitors, that this order empowers the President and Masters to proceed in the way of correction so far as to admonish any offending boy twice, and for the third offence, to refer him for a trial before the Visitors." *

Discipline at Yale was enforced chiefly by fines and in three years the sum of L 172 were collected. Their trustees meetings record the fines accordingly:

* W.S.Perry, Papers Relating to the Church in Virginia p 473

" Absence from church 4 pence
Playing cards 5 shilling
Disturbing noises ½ Crown
Absence from prayers 1 penny
#

With slight variations to suit their special needs, the fine system of punishment was the custom in all the colonial institutions. The fine system was in use At Harvard until about 1760 when a system of admonitions and pecuniary mulcts was introduced, because the fine system worked a greater hardship upon the parents than upon the students. However, some of the offences were fined as follows:

"Frequenting taverns L 0-1-6
Rudeness at meals 0-1-0
Profane cursing 0-2-6
Fighting 0-1-6
Drunkenness 0-1-6
Going on top of college 0-1-6
Cutting lead from pipes 0-1-6 ##

How amusing it is to some of us to-day to read that even the colonial student failed to arrive at classes at all times, even though the laws strictly ordered his presence. Two truant students at Kings seem to have suffered the burden of extra lessons as a result of not appearing at recitations.

" It was ordered that "A and D" be confined within the college walls from next Monday till the Friday following; and also, besides their usual academical exercise, translate

Dexter, Doc. Hist. of Yale.p 238,246,309
Quincy, Vol II, ap 15

> No.316 of the Spectator in Latin, and get by Heart 40 lines from the beginning of Book I,Sat.I of Horace, In case of failure in any of these particulars to be immediately presented to the Board of Governors for Degradation or Expulsion." #

COLLEGE GARBS

Another phase of colonial college life is the use of a specified habit - a cap and gown. It appeared at Harvard and was gradually adopted by the other colleges. Even this matter was used as a means of control by the authorities and became a source of annoyance to the student. Harvard in 1734 regulates its wearing by

> "If any Scholar shall go beyond the college yards or fences without gown, he shall be punished by the President or one of the tutors not exceeding two shillings." ##

At Kings College, the student "going without their caps and gowns were to be presented to the Board of Governors".*

Even the cap and gown were used as a means of punishment too. One of the students at Kings, because he stole eight sheets of paper was forbidden to wear his cap and gown for one week.** This same college required:

> "Each person admitted shall procure within fourteen days of his entrance a proper Academical Habit, in which he shall always appear unless he have leave of the President, under the penalty of two shillings.#*

Trustees, Bk.I,c 3,p 39
Peirce, Ap. XX,p 131
* Trustees, ch. 3 p 39
#* Trustees, Ap.B
** Ibid, ch 3,p 39

The cap and gown had a varied career at the College of New Jersey. They were first ordered to be worn in 1751 but this law was repealed in 1752 and the students were permitted to wear them or not as they pleased. However in 1768, the subject again comes before the Trustees who vote:

> "That from and after the next commencement vacation in this present year,1768, all the officers and students of Nassau Hall shall appear uniformly habited, in a proper collegiate black gown and square cap, to be made in the manner and form of those now used in some of our neighboring colleges, and perfectly uniform, excepting proper distinctions that may be devised by the officers of the College to distinguish the habits of the President, Professors and Tutors from those of the students.
>
> It is hereby ordained that no resident student or undergraduate, shall at any time... appear either at church, in the College Halle, at prayer, or at any other collegiate exercise, or at any time abroad, or out of the Hall, without being clothed in their proper collegiate habits on penalty of five shillings proc.money." #

It was not until after the Revolutionary War that the College of Rhode Island adopted an academic costume to be worn by the seniors at commencements in accordance with the following vote of the Corporation on March 13, 1786:

> "Resolved that in future the candidates for Bachelor's degrees, shall be clad in black flowing robes and caps similar to those used at other universities." *

\# Maclean, Vol. I, ch 15, p 302
* Bronson, ch 3, p 85

Evan a college fence can bring trouble upon the shoulders of a college board and student body. In May 1764, the authorities at Kings decided that a fence should be erected around the college grounds. As a result of the new addition to the college property, we find the students being brought up for punishment:

> "s.... suspended by the President for coming over the College fence at one-half past eleven o'clock last night. V.D.and N. who had gone over the college fence the proceeding Tuesday, between the hours of three and four in the afternoon to bathe...after being reprimanded were ordered by the Committee to be confined to College until the next Saturday evening - each of them was also directed to translate into Latin four pages of Dr. Chandler's Charity Sermon, besides attending the usual collegiate exercises." *

The colonial college authorities treated the students in a paternalistic manner. Every effort was made to regulate his daily life, and endless laws and restrictions were placed upon the student; not because he was any worse than other individuals, but because it was the policy of the early institutions to stand in the place of the parents while the youth attended school.

* Trustees, Bk.I,ch 3, p 38

CLASS DISTINCTIONS

The undergraduate life at Yale and Harvard was unusual in that it was affected by the presence of social distinctions among the students. Within six or nine months after entrance, the freshmen class was "placed" by the President. In doing this the family pedigree was given first consideration and the father's individual standing in the community a second place.* This system of "placing" soon proved itself unsatisfactory with the rise of wealth and position of the people of the colonies. Gradually, these colleges were forced to consider the social standing of the family in the community , the father's personal status (his wealth, professional standing) along with the family connections in "placing" the student. **

Naturally, "placing" time caused great excitement and after the list was posted, it was some time before the commotion caused thereby died down. And why not, for the list as posted remained unchanged throughout the college course and in the college catalogue. However, if by error the President may have received the wrong information regarding the parents of a student and he was entitled to a higher place, then the lists were adjusted accordingly. Occasionally a change of position on the list was used as

* Dexter, Social Distinctions atYale and Harvard,p 4-6
** Ibid, p 7

a means of degrading the student (punishment) instead of expulsion from the college. This was generally only temporary, but in some cases it became permanent. The committing of such crimes as chicken stealing, insulting the tutors, breaking the Sabbath, breaking windows were considered at times sufficient grounds for lowering the position of a name. Mr. Franklin B. Dexter in his Social Distinctions gives an instrnce of "lowering a student three places for kicking a senior".

The position given a student held for the recitations, chapel exercises, commons and in the catalog.* Generally the sons of colonial officers and lawyers and clergy took precedence over sons of teachers, doctors and merchants. In fact, a tavern Keeper's son could claim a high position, for in England an innkeeper received his position by royal appointment, and therefore was entitled to rank.

The rank of the mother had no influence in the "placing" of a student. The father's position and rank alone was considered. However, if the social or official position of the father was changed during the son's course of study, no similar change occurred in the son's position on theclass list. (Mass.Hist.Soc. Proc. VIII.pg 33) #

With the progress of time, it became increasingly

* Peirce, Wingate letters,pp 308-312
# Dexter, Soc.Distinctions,p 7

difficult to place students. With the growth of the new spirit prior to the Revolution, development of republican principles, and the numerous complaints regarding misplacing, the authorities of Yale and Harvard abandoned the system; Yale in 1767, Harvard in 1770.*

Another manifestation of rank presents itself in the early days of Yale and Harvard in the manner in which a student was addressed:

> "Every Scholar shall be called by his surname only, till he be invested with his first degree, except be he a fellow-commoner, or knight's eldest son, or of superior nobility." #

A fellow-commoner was one of the richer undergraduates who was entitled to eat at the Fellows table in Commons.

There is no evidence that social distinctions prevailed at any of the other colleges of this period. At the college of New Jersey, each class had its own table and the students were forbidden to wander from one table to another. There were two tables in Commons; at the first sat the seniors and freshmen, at the second sat the sophomores and juniors. The seating was in alphabetical order but progressive, the seat of honor at the tutor's right being occupied in rotation. **

* Dexter,H.of Yale p 39; Quincy,Vol II,c 27,p 157
\# Oviatt,Pt 3,c 12,p 421; Quincy,Vol I,Ap 27,p 517
** Collins, c 5, p 174

Dartmouth seems to have had the most democratic tendencies of the colleges. There is no attempt at class distinction and the catalog is arranged alphabetically according to classes. *

This circumstance was probably due to its location away from the influence of a city. The life of the student was conditioned by its environment. That the college might not be a failure, the President, the tutors and the college students were each called upon to assist in the clearing away of the land, in the erection of the college buildings and in the endeavor to grow their food. Communication with the outside communities was difficult and provisions were hard to obtain. The college, rich in land, furnished the authorities with steady labor that it might be productive. This required help and the students were put to work on the college farm for periods of six weeks. Here we find the first systematic attempt to unite education and self-support. In all intervals of study, every student was expected to work on either the land, in the mills or in the shops. College life at Dartmouth did not permit of class distinction; it was an out-of-door existence coupled with scholarship. #

* Chase, Vol.I,ch 5,p 224
\# Ibid, Vol.I, ch,5., p 298
\# U.S.Bur.of Ed.,Cir.of Inf., 1898,#3

PRIZES
SCHOLARSHIPS

The emphasis that was placed upon public speaking and declamation is not apparent from the curriculums. However, since the main aim of education during this period was for the ministry, much time was taken up in "weekly disputations", sometimes in English but moreoften in Latin. Doubtless this was for the purpose of accostuming them to audiences.

The Harvard regulation regarding these public exercises appears in the laws of 1734:

> "The undergraduates shall in their course declaim publickly in the hall, in one of the three learned languages ... if he neglects this exercise he shall be punished not exceeding five shillings."
>
> The seniors shall dispute puclibkly in the hall once a week till the tenth of March, and the Juniors after the same manner twice a week during one term and once a week afterwards." *

An account of these public exercises at the College of New Jersey gives an idea of their frequency:

> "On every Monday evening three, and on other evenings excepting Sunday and Saturday two of the three lower classes pronounce declamations of their own composing. These same classes, three on Tuesday evening and two on other evenings, except Sunday and Saturday, pronounce in like manner select pieces from Cicero, Livy, Demosthenes, Shakespeare, Milton and Addison. The seniors have a weekly course in disputation." #

* Peirce, Ap XX
\# Maclean, Vol I, c 12, p 267

When the feeling between the colonies and the mother country was becoming strained, there is a marked increase in the interest in public speaking. We find the Overseers of Harvard dissatisfied with the state of elocution among the students. As a result in 1755, dialogues supplanted the orations. The President chose such a work from Erasmus's Colloquies or some other Latin author, and appointed as many students as there were parts in the dialogue. Each participant was to translate his part into English and at a specified time, the dialogue was to be given in the Chapel. #

Harvard was not alone in its efforts to aid public speaking. The College of New Jersey promoted scholarship and proficiency in English. An account of these efforts appears in the "Pennsylvania Chronicle" for Sept-25, 1771, which reads:-

> "Premiums were awarded in reading the English language and in Orthography to 1.... 2..... 3.....
>
> In extempore exercises in Latin to ....
>
> In reading Latin and Greek languages with proper quantity 1... 2... 3....
>
> For the translation of English into Latin to 1 ....
>
> In public speaking, competitors were numerous, but the votes gave the premiums to 1 ... 2.... 3... " *

Quincy, Vol 2, ch 26, p 124
* Maclean, Vol I, ch 13, p 313

The year 1763 in the Annals of the College of Philadelphia is noteworthy for the offer of the Sargent prizes in the form of two gold medals. These awards were offered by Mr. John Sargent, a merchant of London, for the TWO best performances at the general meeting or Public Act of the college or Seminary. The subject of one to be a short English discourse or Essay on

> "Reciprocal Advantages Arising from A Perpetual Union between Great Britain and her American Colonies."

The other prize was for some classical exercise chosen by the College and best suited to their plan of Education and the ability of its young people. #

Sometime about 1782, the College of New Jersey through the generosity of the Governor of Delaware, John Dickinson, offered a medal, gold or silver, to be awarded to the best dissertation on some one of the following subjects: ##

> "A Zeal for Religion clear of Bigotry and Enthusiasm
> A Purity of manners free from censorial austerity
> A Liberality of sentiment untainted by licentiousness
> What are the most proper measures to be adopted by a government for promoting and establishing habits of piety and virtue among a people.
> No one or more of the United States can ever derive so much happiness from a dissolution of the Union as from its continuance.

Montgomery, c 60, p 365
Maclean, Vol I, c 15, p 333

Another medal was offered, 1789, to the student for the best essay on either of the following topics: #

> "The unlawfulness and impolicy of capital punichments, and the best method of reforming criminals and making them useful to society.
>
> The unlawfulness and impolicy of African slavery, and the best means of abolishing it in the United States and of promoting the happiness of the free negroes."

The college of Rhode Island in order to have funds with which to encourage scholarship in the student body passed a law in 1783 which reads:

> "All money arising from fines, shall be converted into Premiums to be awarded to those who shall excel at the public examinations, always observing that the Premiums of each Class shall be made up of the fines of that class." *

At Yale the funds for scholarships were obtained from the rents of the "Whitehall Estate" of George Berkley, Bishop of Cloyne. The property was given to the college in 1733 on condition that the revenues thereof would be used for the maintenance of the three best scholars in Greek and Latin who should reside at the college at least nine months a year, in each of three years between the first and second degrees. All surplus money, which should

Maclean, Vol I,ch 15,p 333
* Bronson, Ap. B

happen by any vacancies should be distributed in Greek and Latin Books, to such UNDER GRADUATE students as should make the best composition or declamation in the Latin tongue, upon a moral theme. #

William and Mary received its funds fro three scholarships from a grant of L 1000 from the colonial assembly of Virginia in 1718. Again in 1726, the legislature aided academic education by placing a tax on liquors, the revenue of which was to be used for scholarships. *

COMMONS In the early days of the colleges when funds were low and means of support precarious, the students lived with private families in the community. They attended school at the regular hours and their spare time was at their own disposal.

> "Notice appearing in New Jersey Gazette
> May 1778
>
> The Public is hereby informed that the business of Queens College in New Jersey begins soon ... lodging and board may be had in decent families at L 30 proc. money per annum. All possible care will be taken of the youth sent to this institution both as to their instruction and accommodation." ##

#Dexter, Sketch of Yale p 25; Baldwin,ch 4,p 45
* Motley, ch 2 (Va.Mag.of Hist. Vol I,p 161)
Bogart Letters #2

The extent to which the authorities regulated student life manifests itself in the rules controlling the "Commons". The most trifling matter was sufficient to warrant the attention of the authorities.

Some conception of the rates and bill of fare of the commons may be obtained from the vote of the Governors of the College of Kings for a Committee to settle the rates that the students were to pay for their diet. The settle ment involved the determination of what the Steward was to furnish as well as the prices to be paid. The following Rules for Dieting resulted. #

Bill of Fare

Sunday	Roast Beef and Pudding
Monday	Leg mutton,etc. and roast beef
Tuesday	Corn'd beef and mutton chops
Wednesday	Pease Porridge and beef steak
Thursday	Corn'd beef,etc. and mutton pye
Friday	Leg mutton and soup
Saturday	Fish,fresh and salt,in their season
Breakfast	Coffee or tea and bread and butter
Supper	Bread,butter and cheese or milk

Weekly Rates for Dieting

Breakfast,dinner & supper	11 s	per week
Breakfast,dinner	8 s 3 d	" "
Dinner	7 s 0	" "
Dinner, supper	8 s 3 d	" "
Breakfast	3 s 8 d	" "
Supper	3 s 8 d	" "

Moore, p 20; Trustees p 27

Although the authorities endeavored to control the Commons by passing la ws concerning students manners, clean linen and the amount of food, there seemed to be considerable dissatisfaction with the Commons. Most of the clashes between the students and the college authorities arose from the bill-of-fares served them.

Such discontent was created by the meals served in the Commons at Yale, that the students bonded themselves together in a boycott against the Commons. The rebellion was slightly appeased by the Trustees voting to allow "fresh meat to be served three times a week". However, this failed to entirely quiet the students, and they started to participate in such crimes as stealing hens, geese, pigs, etc. Calm was obtained only by the expulsion of the ring leaders from the college. #

Petitions to the Trustees seem to have been the mode of expression against the meals served in Commons at the College of Rhode Island, although the laws distinctly state:

> "The Steward shall furnish three good meals per day, agreeable to the following prescriptions:

Oviatt, part 3,c 10,p 387

For dinners every week
2 meals of salt beef & pork with peas,beans
2 meals of fresh meat roasted,baked,broiled or fried with proper sauce or vegetables
1 meal of soup and fragments
1 meal of boiled fresh meat with vegetables
1 meal of salt or fresh frish with brown bread

Drink - good small beer or cyder

For breakfasts:
tea or coffee - white bread and butter
chocolate or milk - white bread without butter
tea or coffee or chocolate - brown sugar

For supper
milk with hasty pudding,rice
tea,chocolate,coffee,milk #

In 1773, this type of board cost about $1.00 per week.

The unsatisfactory food furnished at Commons at the College of New Jersey gave rise to many objections, but they seem to have been of a more humorous sort. A favorite mode of expression was to hang the effigy of the steward from the ceiling in Commons. Another which had a more disastrous effect is even more amusing. The ends of the tablecloths in commons would be tied with strings leading thru the window. At a given signal, up would go the table cloths and all that was on them through the window. The cause of this display was the following menu:

Breakfast tea and coffee

Bronson, Ap. B

Dinner - at times fish and flesh
sometimes pies
small beer and cider

Supper-milk #

A description of this menu as given by a student throws light upon its meagreness.

> "We eat rye bread,half daough and as black as it possibly can be, and oniony butter, and sometimes dry bread and thick coffee for breakfast, a little milk or cyder and bread, and sometimes meagre chocolate, for supper; very indifferent dinners, such as lean boiled fresh beef with dry vegetables." *

At Dartmouth the complaintes were so numerous and loud, that the attention of the Governor of New Hampshire was attracted to the matter, and ordered that definite regulations should be adopted regarding the food. A clear picture of the meals served may be gathered from a report by a visitor at the college in 1774:-

> "The scholars say they scarce ever have anything but pork and greens without vinegar, and pork and potatoes, that fresh meat comes but very badly dressed." **

Some of the paying students reported that breakfast consisted of:-

Collins,c 5,p 176
* Ibid, c 5,p 177
** Chase Vol.I,c 5,p 294

"leaves of wintergreen made into
tea sweetened with molasses.

many times only broth was served
for supper.

for breakfast - coffee or choco-
late sweetened with molasses

beef unfit to eat #

The objection to such a diet were over-ruled by the Trustees who agreed that the food was "fit to eat".

From a perusal of such menus it is no wonder that the students frequented the colonial taverns to tempt their tastes with something sweeter to their palates.

SOCIETIES The most significant of the developments of undergraduate life manifested itself in the forming of "literary societies". These organizations had their origin in the stress placed on public speaking by creating in the student an appreciation of "good literature".

As the treasuries of the colleges were usually too poor to permit of a college library, students grouped together and with their dues purchased the books of great authors. These groups encouraged a love gor literature by making the books available to its members.

Chase, Vol. I, ch 5, p 294

One of the earliest of such societies was the Linonian formed in 1753 at Yale for the purpose of debate and the cultivation of literary pursuits. *

In opposition to the Linonian, as it was felt that it was too aristocratic and exclusive (no freshmen could join) the Brothers in Unity was formed in 1768. Its discussions were private but strictly confined to literary pursuits and chiefly to discussion on scientific questions. **

Both of these societies maintained libraries, which were acquired from the fees imposed on their members. The Linonian had 152 volumnes and the Brothers in Unity 163.#*

At Kings College there existed a "Society for the Progress in Letters" just succedding the Revolution. Another organization known as "Literary Society" was formed in 1766 for the encouragement of learning and the excitement of emulation and attendance among the students of the college. ##

The earliest appearance of society organization at Dartmouth is in the year 1783. Owing to the entire loss of its records for the first ten years, it is impossible

* Kingsley, Vol I,p 95
** Dexter, Sketch of Yale, p 39
#* Baldwin, Ap. sec 5,p 233-6
Trustees, ch 8, p 93; c 4 p 45

to ascertain the particulars of its origin, though one of its primary objects was the maintenance of a library.#

A group of seceders from the Social Friends formed the United Fraternity in 1786 with the same object. *

The only references which I could find of a similar organization at Queens were in the John Bogart letters. ## From these I presume there were such clubs. John Stage writing to John Bogart in June 28,1776 says:

> "Remember me to the Gentlemen of the Athenian Society!"

Simon DeWitt to John Bogart , Feb. 24, 1778 writes:

> "... Pray what is to become of The Athenian! The Polemical Societies !"

Again in January 10, 1780, Dewitt writes to Bogart:

> "Give my compliments to all the Athenian Boys."

The speaking societies of the College of Rhode Island do not seem to be of much importance. In referring to these it is better to quote directly from the History of Brown University, by W. C. Bronson.

\# Chase, Vol II, c 8,p 573
* Ibid, Vol II,c 8,p 573
Bogart Letters: #1,13,23

> "The only undergraduate society of which there is evidence was the Pronouncing Society, for mutual improvement in the art of speaking; it is referred to in the papers of Solomon Drowne, who was chosen President of it in 1771." *

The College of New Jersey had two such organizations; The Plain Dealing Club and the Well Meaning Club. Unfortunately the feeling between the two debating clubs became so intense that their discussions assumed a decidedly local character, and the faculty decided that the only way to restore peace was to eliminate the societies and consequently an edict was issued in 1768, disbanding the two societies. The following year, James Madison with some of the members of the Plain Dealing Club formed themselves into the American Whig Society and in 1770 the Well meaning Club re-organized under the name of the Cliosophic Society. #

Three organizations developed at the College of William and Mary during the colonial period. The earliest of these was the "Flat Hat Club" founded November 11,1750 antedating the Linonian of Yale by three years. Its members were from the faculty and senior class. ##

The other society was the P.D.A. Club, formed about 1750. The initials were supposed to stand for Latin

* Bronson, ch 3,p 120
\# Wallace, c 3,p 57; U.S.Bur.of Ed.,1899 #1,p 244
Wm.& Mary Bulletin,Vol X, #4,May 1917

words. It was organized as a literary society, but lost all reputation for letters and soon became noted for the dissipation and conviviality of its members. (Letter of Wm. Short, Pres. of B.B.K.) *

The third organization was the first Greek Letter Society in the colleges of the colonial period. Its origin dates back to December 5,1776, when a student, John Heath by name, together with four others decided to form an opposition club to the P.D.A.# It might have been because they were denied admission or because they desired not to join the P.D.A. Probably the latter, for the first law which John Heath and his friends adopted was:

> "The least appearance of intoxication or disorder of a single member by liquor at a session subjects him to the penalty of ten shillings." **

The name of this new society was Phi Beta Kappa founded on literary principles, although stress was placed upon friendship and morality, as shown by its form of initiation:

> "From a full conviction of the benefit arising from Society in general, and particularly from one which I hope has friendship for its Basis, Benevolence and Literature for its Pillars." ##

* Phi Beta Kappa, Vol.I,#4,p 14
\# Phi Beta Kappa, Vol I, #7, p.12
** P.B.K Vol.I #4 p.14
P.B.K. Vol I #7 p. 19

Debating played the major part in their literary efforts as may be seen by the 18th law of their constitution *

> "That four members be selected to perform at every session, two of whom in matters of argumentation and the others in opposite composition."

Some of the subjects thus debated were:- **

> "The Causes and Origins of Society.
> Whether the Rape of the Sabine Women was just.
> Whether Polygamy is a dictate of Nature or Not.
> The Advantage of an Established Church.

The 19th law of the Constitution of this organization required that two members shall be chosen to prepare Orations upon any suitable subject given by the Society to be delivered at the celebration of the anniversary.##

Unlike the other college societies, the Phi Beta Kappa directed its thoughts and energies toward expansion and creating branches of its organization in the other colleges. The first two branches of this society were founded at Yale in 1780, and at Harvard in 1781. The "Greetings of the Mother Society" to its new members reads:

* Phi Beta Kappa, Vo. I #7, p 21, 22.
** Ibid, Vol. I, #7, p 27;
Ibid. Vol. I,#7, p 23

> "We, the members and Brothers of the Phi Beta Kappa, an institution founded on Literary Principles, being willing and desirous to propagate the same.... agreed and resolved to give and delegate to you the following rights, privileges, authority, and power that at ..... you establish a fraternity of the Phi Beta Kappa to consist of not less than three persons of Honor, Propriety, and Demeanor." *

With the granting of these two charters, there arises in the colonial colleges the first intercollegiate fraternity.

* Phi Beta Kappa, Vol. I, #4 pp 16-17

PART V

COMMENCEMENT

Having been successful in their examination, the students proceeded to prepare themselves for commencement. The exercises lasted several days at which times members of the graduating class exhibited their skill in public speaking. Judging from the programs, the topics on which the graduates spoke were varied and in some cases appear to be rather beyond that which we would today expect of young boys.

However, from two letters of a William Paterson, class of 1763, who attended the College of New Jersey, we may presume that these efforts at literary merit were not all original with the speaker. In fact, it seems that the contrary is true - that they were written by some former graduate or by a fellow student of ability. In a letter to John Davenport, student, William Paterson writes:

> "Enclosed you have the Essay on the Passions which I promised when at Princeton... it is not as highly polished as could be wished, the consequence is that you must take the greater pains with it yourself... if you could contrive it to make a general Adieu, it would not, I think be at all ungraceful. But I do not by any means advise you to go the Round of Compliments usual on such Occasions; this is the peculiar business of the Commencement Orator."#

The other letter written a little later, 1786, is addressed

Mills,W.J. Glimpses of Colonial Society and Life at Princeton - Letters of Wm. Paterson c 6,p 159

to William Paterson asking him to write the essay to be given at commencement.

> "I am told to entreat your assistance in my favor, to prepare me for my last publick speaking in college the next commencement. On all occasions hitherto I have made trial of my own abilities ... but as the exercise to which I would solicit your aid appears to me of superior importance, and attended with uncommon difficulties. I distruct my being any way adequate to a suitable preparation and would be scrappy. If I could interest you so much in what concerns me as to engage a few hours of your attention to free me from any present anxiety.... the present senior class will take all possible methods to make an appearance in greatest advantage....." #

> "If it were supposed that to do this they relied only on their own study and ingenuity, I should consider it my interest and duty to exert my own powers to be on a level with them. But as it is known that they depend for the most part on the assistance of their friends of greater experience and abilities for their commencement orations, there is little encouragement left for me alone to strive ... As to the subject of it, it is a matter of indifference to me. Your judgment will determine it. We are required to bring in our pieces on the 7th of August for the inspection of the faculty.....If so, if I should receive one time enough to commit it well to memory and exercise myself well in it, it will do .... " #

Our knowledge of the commencement exercises of the colonial colleges comes from the programs. These were

Mills, pt 6, p 156

printed in Latin on sheets of paper about 16" x 19". From the programs, it appears that the exercises would appeal to the learned of the community only. In the main, the exercises consisted of orations in the classical languages; forensic and syllogistic disputes on various subjects in Latin, the reading of theses, conferring of degrees, and address by the President. This type of program was in constant use with slight variations down through the 18th century.

The exercises were opened with a procession of the college authorities, condidates for degrees, followed by the underclassmen. This seems to have been the general custom.

It is interesting to note the varied range of topics which were disputed by the candidates:

"Whether the Planets be inhabited?"

"Advantages of Liberty and Learning and and their Mutual Dependence on Each Other."

"The Americans in their present Circumstances cannot consistent with good Policy affect to become an independent state."

"The Advantages of an Active Life."

"The Rising Glory of America"

"Is Marriage Conducive to Happiness."

"Politeness"

"Whether Noah's Flood was Universal."

"Whether there be a Numerical
Ressurection of the Dead."

"National Characters depend upon
Moral and not Physical Causes."

The commencements as a whole differ but slightly, they show, however, some interesting aspects. This is particularly true of the first commencement at each college.

At Dartmouth and at William and Mary, the Indians played their part in lending a distinctive note to the ceremony. This may be due to the interest of these colleges in the Indian.

In the programs of Dartmouth's first commencement in 1771, we read:

"One of the Indians spoke in his own language" *

and in the second commencement, 1772, we find

"An Indian Oration on the Manners and
Customs of the Indians." **

The Indian did not participate in the commencement of the Southern College of William and Mary. There we find him present attracted by the unusualness of the evenh. This description of the occasion comes to us in Campbell's History

* Chase, Vol.I, ch 5, p 230
** Ibid. Vol I, c 5, p 256

of the Colony and Ancient Dominion:

> "There was a great concourse of people; several planters came thither in coaches and others in sloops from New York, Pennsylvania and Maryland; it being a new thing in that part of America to hear graduates perform their exercises. Indians had the curiosity to visit Williamsburg upon that occasion." *

The commencements as a whole were conducted in Latin, with an occasional oration in English or Greek. The linguistic abilities of the graduates were put to a test at the graduating exercises. It is interesting to note the report of the exercises of Queens College for 1774, which reads:

> "Mr. Matthew Leydt, only candidate for Degree of Bachelor of Arts, delivered Orations in Latin, Dutch and English." #

A description of the first commencement at Harvard in 1642 gives evidence of the training of the students in the languages:

> "... the Governor, Magistrates and Ministers from all parts.... did heare their exercises; which were Latin and Greek orations, and declamations, and Hebrew Analysis, Grammatical, Logical and Rhetorical of the Psalms ...." ##

From a historical standpoint, the Commencement of 1786 at Kings, is interesting for it had as its guests the Con-

* Charles Campbell, History of the Colony and Ancient Dominion. ch 44, p 361.
\# Demarest, ch 4, p 89
Peirce, Ap I, p 8

tinental Congress and a new organization, The Board of Regents. #

The class of 1783 of the College of New Jersey had good reason to remember their graduation. Among the persons attending the exercises were General George Washington and the National Congress. This was brought about by the fact that Congress, driven from Philadelphia, was holding its sessions in the library of the college. *

Contrast the glory of the commencement of College of New Jersey in 1783 with that of the class of 1759 at Kings which held no public commencement at this time because:

> "Of the six candidates admitted in 1755, five left by time of their senior year and only one remained to receive his degree. This was given him without any ceremony." **

The commencements at Yale do not vary from those of the other colleges but its first commencement at Saybrook is unusual. Unlike those of the other colleges, whose first commencements were occasions of great pomp and display of literary abiility before the public, the Trustees at Yale "forbid a public commencement in order to avoid expense," The exercises being held at the home of one of the ministers. ##

Moore, p 33; Trustees, c 6, p 66
* Maclean, ch 15, p 335
** Trustees, ch 2,p 25
Kingsley, Vol.I,p 26; Oviatt Part III Ch I p.232

The first medical commencement held in the colonies was that of the College of Philadelphia in June 1768, at which time the first degree of Bachelor of Physic was conferred in the colonies. The program followed the general line of commencements, consisting of a Latin Oration, Latin Dispute, and an English dispute on

> "Whether the Retina or the Tunica Choroides be the immediate seat of Vision."
>
> "Respiration and the Manner in which it is performed."
>
> "The advantages derived in the Study of Physic from a previous liberal Education in the Other Sciences." *

From the commencement programs, one would presums that the exercises were conducted in a most orderly and dignified manner. It was a time for celebration and the minutes of the trustees just before and after commencements give us proof that the contrary was true. So riotous did some of these exercises become, that an orderly commencement was worthy of being recorded. In the Trustees minutes for the College of Philadelphia after the program of 1762, we read:

> "Everything was conducted with the utmost Decency and Order. The candidates asquitted themselves in every part of their exercises to the Satisfaction of all present, and have derived considerable Honor to themselves and to the institution." #

* Montgomery, ch 83,p 484 # Thorpe,ch 24,p 405

The commencements at the College of Rhode Isaand seem to have been accompanied with disorder, for following the commencement of 1772, the Corporation expressed its thanks for the use of the church, and voted to "repair all damages that were occasioned by the Throng". The bills covering these damages give us an insight into the less elevating phases of these exercises at Rhode Island.#

June 2,1772 for hinges broks at commencement 3 shillings
1773 for mending pews broke comm't day 8 shillings
1774 for mending windows broke in Meeting House at commencement 15 shillings

Commencement time at Harvard seemed to be a time of unusual hilarity and gayity. That day was generally considered a holiday about the Province and little or no business was done. The Commons in Cambridge was covered during the entire commencement week with tents providing amusement to the populace. So great did the boisterousness of the commencements become, that in May 1749, three gentlemen huving sons graduating, offered to give the College L 1000, provided "a trial was made of commencements this year in a more private manner". *

That the laws of the Overseers of Harvard failed to have any effect upon those graduating may be seen from the following quotation from Quincy's History of Harvard.

Bronson, c 2,p 61
* Quincy, V II, ch 25, p 92

> "An interview took place between the Corporation and three justices of the Peace in Cambridge, to concert measures to keep order at Commencements, and under their warrant to establish a constable with six men, who by watching and walking about the entry of the College Hall at dinner time should prevent disorders." #

From the following letters, it appears that the students graduating at Queens College had to furnish their own diplomas. Letters are all addressed to John Bogart,,tutor/##

August 14,1780

> "Mr. Varsdalen and I are to meet the Trustees September 8, so you see I have little more than three weeks to prepare for examination - I am at a loss respecting a diploma. I have no parchment nor do I know where to get any. If you know of any, you would oblige me much if you would procure it for me and prepare it for signing."

Sept. 29,1781

> "Mr. Henry will call upon you with some parchment which I am induced to send to you to write my diploma ... I hope you will comply with my request - if not the disappointment will be great. If not in your power, Mr. Henry must return the parchment..."

In a perusal of the commencement programs of the colonial colleges, one is impressed with the literary

Quincy, Vol.I, ch 19, p 396
John Bogart letters, #31, #36

ability of the colonial graduate. The purpose of the commencement seems to have been to display the results of four years oratorical and classical training.

PART VI

DEGREES

REQUIREMENTS FOR BACHELOR'S DEGREES

The colonial student having pursued his course of study for the required length of time, presented himself for examination for his first degree. The following law adopted at Kings on June 3, 1755 gives a fair idea of the type of examination.

> "The examination of candidates for the Degree of Bachelor of Arts shall be held in the College Hall about six weeks before commencement by the President or Fellows when any of the Governors or any who have been Masters of Arts in this College may be present and ask any Question they think proper and such Candidates as have resided four years and are then found Competently versed in the Sciences wherein they have been instructed shall then be admitted to Expect their Degree at Commencement." #

The general trend of the course of study was to give further training in the knowledge of the classical languages. Since this was true, the student's graduation depended upon his ability to master the languages, and to defend a theses, usually written in Latin.

At Harvard in 1646 the first degree is conferred upon

> "Every Scholar, that on proof is found able to read the original of the Old and New Testament into the Latin, and to resolve them logically, withal being of honest life and conversation, and at any public Act hath the approbation of the Overseer's and Master of the College, may be invested with his first degree." *

Trustees, Ap. B * Quincy, Vol.I, Ap 27, p 517

In 1734, we find that Harvard has added to its original requirements of 1642 for a degree of Bachelor of Arts, Mathematics, Natural and Moral Philosophy, together with a residente requirement.

> "... and to be well instructed in the principles of Mathematics, Natural and Moral Philosophy ... no scholar may be admitted to a first degree, unless he hath been at the College three years and ten months at the least, from his admission."#

The time of residence required for graduation was not always stated in the early laws of the colleges. However, towards the middle of the 18th century, the colleges specify the number of years required for the first and second degree.

The College of New Jersey in 1760 required: *

> "Every student shall be obliged to reside in College at least two years before his graduation (first); and therefore; after the expiration of one year from the next Commencement (A.D. 1760) none shall be admitted later than the beginning of the Junior year.

A very unusual statement required or rather permitted was

> "But that anybody may have Liberty to offer himself at the Public Examination as a Candidate for a Bachelor Degree, and if approved shall be admitted thereto accordingly upon paying the sum of L 8 being the tuition money for two years, exclusive Degree fees." **

Peirce, Ap XX, p 135
* Maclean, Vol.I, ch 10,p 211
** Maclean, Vol.I, ch 10,p 211

This request that "anybody may have the Liberty to offer himself at the Public Examination as a candidate for a Bachelor's Degree" upon payment of two years tuition seems to modify the residence requirement and lowered the standard for which they were striving.

However, Kings College in 1763 in its laws states not the length of residence, but the number of years required for the first degree:

> "The regular time for taking the Degree of Bachelor of Arts is FOUR years from the Student's entrance." #

Twenty years later, the College of Rhode Island places no residence requirement as a condition for graduating.

> "All Scholars who have been regularly admitted into College, and have diligently attended their studies, and performed the duties prescribed them in the laws, and made good proficiency in the several branches of Learning pursued in this College; and after they have given proof of this at the public examination, may expect to be honored with the degree of Bachelor in the Arts." *

From the law it is presumed that the student must attend classes, but no specific mention is made of any definite length of time needed.

It is not uncommon to read in the commencement programs that the candidates receiving their first degrees from one

Trustees, App. B
* Bronson, Ap. B, p 517

college were at the time holders of the same degree from another institution. The College of New Jersey seems to have been cautious in conferring degrees on such candidates, if the vote of the Trustees in 1760 may be considered as such an index.

> "Graduates from other Collegges, upon producing Diplomas or other sufficient Testimonials, shall be admitted to the same Degree in this without any previous Examination. But it shall be inserted in their Diplomas and publickly declared by the President in conferring it that it is conferred HONORIS CAUSA..." #

MEDICAL DEGREES

In order to obtain a medical degree from the colonial college, it was necessary to meet requirements as to time of study, apprenticeship and educational prerequisites. For such a degree, Kings required:

> "No student shall be admitted to his Examination for a Bachelor's Degree in less than three years after his matriculation, and having attended at least one complete course of lectures under each professor, unless he can produce proper certificates of his having served an Apprenticeship of three years, to some reputable Practitioner, in which Case he may be admitted to his examination in two years from his matriculation." *

For this same degree, the College of Philadelphia asks in addition to the above that

Collins, c 2, p 54
* J.J.Walsh, History of Medicine in N.Y. ch 4,p 48 V.I

> "Each student .... be admitted to a public examination for a Bachelor's degree, provided that in the previous private examination by the Medical Trustees and Professors and such other Trustees and Professors as choose to attend, he shall be judged fir for a public examination, without attending any more courses in the Medical School." *

Up to the time the medical courses were introduced, students desiring such a training studied with a local physician until such time when he was judged capable of practicing for himself. However, with the establishment of such courses in college, students were required to have some knowledge of Latin and Natural Philosophy before being given admission. The degree of Doctor as we understand it to-day was given as the second degree. The first was a Bachelor of Physic, and the one which most physicians obtained. Most of them feeling that the degree of Doctor of Physic was not necessary for general practice. After about ten years, the first degree was abandoned and only the second, Doctor of Physic, was granted.

HIGHER DEGREES

In reading through the minutes of the meetings of the Trustees and the Commencement programs of the several colonial colleges, one is amazed at the number of Master of Arts degrees which are conferred.

* Montgomery, c 82, p 484

The number of degrees may be accounted for by the custom which prevailed at this time, of conferring a higher degree upon any of the ministry whose usefulness in the community or unusual abilities had attracted the faculty of the college sufficiently to have it make such a recommendation. In 1773 and 1774 honorary degrees were showered liberally on English clergymen of various churches, and on other persons more or less distinguished, in the hope of arousing their interest in the young institution. One of those recommended for the honor was suggestively described as "an old rich man and learned that can leave L 100 to ye College." *

This liberality of the colleges in conferring their degrees, undoubtedly must have had undesirable results, for we find the Trustees of the College of Philadelphia in 1760 voting:

> "The President acquaint the Vice Provost that it was the unanimous opinion of the Trustees that the College must lose Reputation by conferring too many degrees and that for the future the Faculty would not proceed to the Recommendation of Persons for Honorary Degrees without first conferring with the Trustees." #

During this same year, the College of New Jersey seems to have taken into account the depreciating effect of a too

* Bronson, ch 2, p 59-60
\# Montgomery, c 55, p 348

liberal granting of honorary degrees, for the minutes of the Trustees for September 25 read:-

> "The conferring of Academical Honours was intended as an Incentive to a laudable Ambition in Study, and as a Reward of literary merit ... and when they are promiscously distributed as cursory Formalities after the usual Intervals of Time, without any previous evidence of suitable Qualifications, they sink into Contempt as insignificant Ceremonies, and no longer answer their Original Design, therefore the Trustees are determined to admit none to a degree in this College but upon the following terms, in addition to those already established:-
>
> Graduates from other Colleges for a higher degree than they have yet been admitted to, shall submit to all the regulations contained in the following articles:-
>
> All candidates for a Master's degree, shall reside in or near the College at least one week immediately preceding that Commencement at which they expect to receive their degrees. During which time, they shall submit to the Laws and Orders of the College. And on the Tuesday morning immediately preceding the last Wednesday of September, they shall attend in the college in order to pass such an examination as the Trustees then present shall think necessary; especially in such branches of Literature as have a more direct Connection with that Profession of Life which they have entered upon or have in View, whether Divinity, Law or Physics and shall make such Preparation for the Commencement as the Officers of the College shall judge proper." #

Maclean, Vol. I,ch 10, p 210

For candidates studying for a Master's Degree, the requirement was the writing of thesis and the defense of the same before the professors and President of the college. The usual time of conferring this higher degree, unless it be given as an honor, was three years after the receipt of the first degree. In all the colleges, the requirements for this second degree were stated with varying degrees of exactness:

Harvard, 1734, is very specific in its laws: #

> "What Bachelor shall make a synopsis of any of the Arts or Sciences, and publickly read the same in the College Hall, in the third year after his first degree, and be ready to defend his thesis, and is skilled in the original tongues, and continueth blameless, shall, after approbation at a public act, be capable of a second degree, viz, of Master of Arts."

The College of Rhode Island, 1783, does not specifically state that a thesis was required.

> "All such as shall have applied themselves to their studies, or any honourable profession in Life for the space of three years from the time of their taking their first degree, and have been guilty of no gross crime may expect to receive the honor of the second degree, provided they apply for it one week before commencement." *

All the colonial colleges apparently put much stress upon the moral character of the candidates. The College

Peirce, Ap. XX, p 136
* Bronson, Ap. B, p 517

of New Jersey goes as far as to demand written testimonials, judging from the following:

> "None shall be admitted to the Honors of the College without testimonials of their moral conduct while absent from college, signed by two or more gentlemen of note and veracity, in the place where they have resided ..." *

DOCTOR OF PHYSIC

For the first time among the requirements for either the first or second degree, there now appears a new requirement. This additional requirement has to do with the AGE of the candidate, and is found in the laws of both Kings and the College of Philadelphia for the degree of Doctor of Physic. The former college requiring

> "In one year after having obtained a Bachelor's Degree, a sutdent may be admitted to his examination for the Degree of Doctor, provided he shall have previously attended two courses of Lectures under each Professor, be of twenty-one years of Age, and have Published and publickly defended a Treatise upon some medical subject." **

The College of Philadelphia required a greater lapse of time between the first and second degrees in Medicine.

> "It is required that at least three years shall have intervened from taking the

* Maclean, Vol. I, ch 10, p 210
** Trustees, Bk 3,ch 1,p 311; Walsh, c 4, p 45-9

> "Bachelor's Degree, and that the Candidate be full twenty-four years of age; who shall also write and defend a Thesis publickly in College .... his Thesis to be printed and published at his own expense." *

GRADUATION FEES

As to graduation fees, each applicant for a degree was obliged to pay a certain fee to his professors. This practice was common among the colonial colleges as a means of supplementing the low salaries of the professors and as a means of obtaining funds to promote the college libraries.

The Trustees of the College of Philadelphia set the fees for graduation in 1757 as:

A Bachelor	shall pay to the College library	L 0-15-0
A Master	" " " " "	1- 0-0
A Bachelor	shall present to theProvost	1- 0-0
A Bachelor	shall present to each of the professors including the Vice-Provost under whom he studied	0-15-0
The keeper	of the Great Seal for affixing it to any diploma honorary ones excepted shall have	0-10-0 #

Yale seems to have been more lenient in this respect asking but two fees. ##

> " Voted, Sept. 1727 ... for ye future every candidate for ANY degree in this college pay in to ye Rector before he has his degree given him, forty shillings; twenty shillings for his Degree and the other twenty shillings for the commencement dinner."

* Montgomery, c 82,p 484
\# Ibid. ch 44, p 315
Dexter, Doc.Hist.of Yale #CLVII p 268

The same amount of money was required at Kings College "the fee for each degree shall be forty shillings, including the President's and Clerk's fees." *

According to the laws of 1763 at Rhode Island College there is but one fee required:-

> "Every candidate shall pay the President $4 for every degree conferred upon him." **

Most of the college laws contain a statement withholding the candidates degree until all his college dues are paid up and certified to by the Steward or the President. An example of such a law is that of Harvard's in 1734:

> "No person shall receive a first or second degree unless he exhibits to the President a certificate from the Steward that he has satisfied his College dues charged to his Quarter-bills, or otherwise according to custom; nor shall any person be admitted to either of the degrees; who hath not paid every other officer of the college his just dues." ***

The obtaining of degrees in the colonial colleges was based, on the whole, on the same type of requirement as is still in use at the present time.

* Trustees, Ap. B. Laws of 1763
** Bronson, Ap. B
*** Peirce, Ap. XX, sec 6

PART VII

FINANCES

TUITION FEES

The most serious problem which the colonial college officials had to contend with was the raising of funds to maintain their struggling institutions. Little financial assistance could be expected from tuition fees, as they were usually low in order to attract students. In some cases, the annual salaries of the teaching staff alone, far exceed the annual sum of tuition fees; for instance

College of Philadelphia 1761 #	
Salaries	L 1321
Tuition fees	763 15 11

The tuition fees of the colleges were levied only for the payment of actual class teaching. However, the students bills included other charges as the following items show on a bill from Queens College. ##

1774		
6/10	to entrance his son Peter @ 20 s proc	L1.0.0
6/15	Cr.Rec'd from Mr Voorhees	1.0.0
10/10	To one quarter one month schooling @ 20 s proc	1.6.0
10/10	To cleaning & repairing school room	0.1.6
10/10	To a nine pin alley	0.0.9
1776		
4/10	To one year's tuition @ L4 proc each	8.0.0
	To wood each 6/	0.12.0
	to repairs /9d	0.1.6

The charges at the College of New Jersey for 1761 amounted to L 25.6.0 proc. money, distributed as follows:-

Montgomery, ch 62, p 375-6
Demarest, ch 14, p 90

"Tuition	L 4
Board	15
Washing	3
Firewood & Candles	2
Room rent	1
Extra.Chg.	6 s #

At the time George Washington entered his step-son, John Parke Custis, as a student at Kings College the charges were:

Tuition fee	L 5 per annum
Room rent	4 " "
Board	11 s per week ##

In reading through the histories of the colonial colleges, there appears to have been a constant struggle with financial deficits and it is evident that even with extra charges and money received from fines, there was need of finding other means of monetary sources. Necessity forced the colleges to resort to lotteries, solicitations in England, private donations and grants from colonial assemblies.

LOTTERIES The most popular and the most frequently used method of raising funds was the lottery scheme. It had the official sanction of the college and provincial officials, besides appealing to the "sporting" side of the human race.

Maclean, Vol. I, ch 12, p 251
Trustees, p 43; John Pine, Kings College, p 330

A general idea may be obtained of a lottery ticket from one issued by the College of New Jersey in 1763 as a means of financial assistance. *

New Jersey College 1763

LOTTERY

No. B 255 3

This ticket entibles the Possessor to such Prize as shall be drawn against its number, provided it be demanded within six months after the drawing is finished. Subject to a deduction of fifteen percent.

Ezekiel Forman

The College of New Jersey had seven such lotteries in all; 1748,1750, 1755, 1758, 1761, 1764, 1772. However, there are no records of the collections obtained from these lotteries. **

It was an age of lotteries and a means of drawing money from fellow citizens for needed wants by the lure of a prize. That the lotteries were successful financially may be seen from a record of the receipt for lotteries of the College of Philadelphia for four years which shows:

1757	L 3091	0	11
1759	1376	19	11
1760	574	1	2
1761	739	15	2
1762	877	8	7
1763	2183	16	4
1764	614	5	6½
Total	9457	7	7½ #

* Wallace, p 9 # Montgomery, c 62,p 377
** Collins, ch 2, p 60

They were too popular to be condemned and too fruitful financially for needy institutions to abandon them.

The first mention of a lottery in the case of Kings College was the result of an Act passed by the General Assembly in 1746.#

> "For raising the sum of L 2250 by a public lottery for this Colony and for the advancement of learning and towards thefounding of a college within the same."

However, by the close of the 18th century, the lotteries came to be managed by speculators for private gain. Not only was this unfortunate, but in thr running of a lottery there was always the possibility of it not being successful. Such was the misfortune of Harward with the lottery of 1772. By 1775 many of the tickets of the lottery remained unsold and the managers requested the college authorities to take up the remaining tickets, some two thousand in number. For the good of the reputation of the College and because the lottery had been authorized by the General Court, the authorities complied with the request. ##

Gradually the use of lotteries declined owing to the risk involved, speculation and the difficulty in managing them.

\# Trustees, Bk.I, ch 1, p 4
Quincy, Vol. II, ch 28, p 162-3

FOREIGN AID

Up to the break with England, it was not uncommon for the colleges to solicit funds from "home" as England was termed. This method had a degree of uncertainty as the contributions would tend to vary, according to the denomination of the college for which funds were solicited. Another factor in soliciting funds under this method, was the time element and the expense involved to secure this assistance. However, it seems that on the whole that it was financially successful. The following collections were obtained in Great Britain for some of the colleges:

"Dartmouth	L 16,000	*
Coll. of N. J.	3,200	#
Col.of Philadelphia	6,000	**
Kings	6,000	##

Even this phase of college finances has its drawbacks. At the time Kings College sent its representative to England, the College of Philadelphia had its representative there too. Realizing the evil effect that a double soliciting would have on the result of their mission, the two representatives combined their efforts; each taking a part of the territory, and agreed to divide equally the sum raised.

Notwithstanding the inconveniences of such a system of raising money, the colleges continued the scheme up to the time of the American Revolution.

* Chase,Vol.I,c 1,p 59
** Wood, ch 5
# Collins, c 2, p 42
Trustees,Bk.I,c 3,p 33

DOMESTIC AID

Money for educational purposes was also obtained by soliciting among the provinces and among the churches. No particular mention is made of such collections except in the case of The College of Rhode Island, and Queens College of New Jersay. The former sent into South Carolina and Georgia the Rev. Hezehia Smith. A report of the progress made is given and opposite the names of each person called upon the following notations. #

> "No money, Doubtful, Probable, Call Again, Out of town, Go thy way for this time."

Then, as now, the way of the solicitor was difficult. At this rate it is not surprising that the college obtained less than L 2,500 for its endowment up to 1825.

However, from this same collection tour, a donation of L20 was received from a Jewish merchant in Charleston. This splendid spirit of the donator caused to college to make the following resolution. *

> "That the children of Jews may be admitted into this institution, and entirely enjoy the freedom of their own religion without any constraint or imposition whatever, and that the Chancellor and President do write to Mr. Linds of Charlesdon,S.C. and give him information of this resolution."

Guild,R.A. History of Brown University,ch 4,p 149
* Bronson, ch 3, p 98; Guild, ch 4, p 150

The other reference to funds solicited in this manner comes to us from a letter written by the son of William Warren Blauvelt, class of 1814 Queens College, in which he says

> "I have heard my father (W.W.Blauvelt) tell that in his boyhood days his father (Abraham Blauvelt) took him in his gig and they drove through Bergen County and Rockland County to raise money for building Queens College. They stopped at every house; getting sometimes a shilling, sometimes half a dollar or a dollar, and occasionally from some benevolent plutocrat five dollars." *

To obtain funds for institutions of higher learning seems to have been a most difficult task, particularly at a time when a small percentage of the population was interested in higher education.

MISCELLANEOUS RESOURCES

Besides the income derived from the above mentioned sources, funds were obtained from the sale of parcels of land, which were at various times given to the colleges. These land grants were donated to the colleges by individuals as in the case of one-quarter of Perkasie Manor (2500 acres) by Thomas Penn#*; by towns as the grants made to Dartmouth College in order to have it in that locality **, and by grants from the General Assemblies as in the case of Yale ##.

* Bogart Letters, note to letters#36,42
#* Montgomery, ch 63, p 380
** Chase, Vol.I, ch 2, p 121
Baldwin, App. sec. 8

William and Mary increased her funds from two unusual sources:

1759 - proceeds from a tax placed upon peddlers

1734 - revenues from tax imposed upon all imported liquors "for the better support of the college -- some part of it shall be laid out and applied for buying such books for the use of the scholars and students in the college. Books to be marded "The Gift of the General Assembly of Virginia in Year 1734." #

The generosity of a group of players augmented the funds of the College of Philadelphis; according to the minutes of the Board, "being profits of a play given for benefit of the free school" by a "company of Comedians". *

Other contributions were received for the colleges from private donations; such as books, scientific apparatus and sums of money. In some cases the sums of money were sufficiently large that professorships were endowed. In other cases, funds were granted to endow scholarships. However, although the records of the colleges record many gifts, the colleges had a struggle to raise sufficient funds to erect new buildings, enlarge the old and at the same time to pay the salaries of the college officials.

That at times college finances were at a low ebb on many occasions is not to be doubted. An interesting sidelight is thrown on this phase of college finances in a

U.S.Bur.of Ed., Cir. of Inf. 1887 #1, p 15
* Woods, ch 5, p 198

letter by Commissary Blair to the Bishop of London, written May 1, 1704, about the finances of William and Mary College.

> ".... Governor Nicholson advanced L 200 towards the founding of a scholarship, but he spent it in finishing the building. Afterwards he made the college repay it every farthing, when he had the applause of it in England and Virginia. He so ruined the revenue of the College, that I (Blair) had no salary from it these two years." #

One of the most unusual ways of obtaining money for a struggling institution of learning was to offer to name the college after the donator. Such was the case of Yale and College of Rhode Island.

President Manning of Rhode Island College wrote to a friend of his in England, November 8, 1783:

> "Can you find no Gentlemen of Fortune among you who wishes to rear a lasting Monument to his Honour in America? If you can direct his attention to the Hill of Providence in the State of Rhode Island, whereon an elegant edifice is already erected, which waits for a Name from Some Distinguished Benefactor." *

At another time President Manning wrote to a Thomas Llewelyn of London suggesting that the college be named after him.

\# Perry, Papers P 134
* Bronson, ch 3, p 78

> ".... We should think ourselves no less happy in the Patronage of a Llewelyn. Llewelin College appears well when written and sounds no less agreeably when spoken." *

The Trustees of College at Saybrook were much more fortunate than Rhode Island authorities. A friend of the college, Rev. Cotton Mather, hoping to secure financial assistance from some benevolent person, wrote to Elihu Yale, who was casting about for an heir for his fortune.

> "The Colony of Conneticut have had a college at Saybrook and have lately begun to erect a large building for it in the town of New Haven. The charge is not yet all paid, nor are there any funds for salaries ... if what is forming at New Haven might bear the name of Yale College, it would be better than a name of sons and daughters. And your munificence might easily obtain for you such a commemoration and perpetuation of your valuable name, which would indeed be much better than an Equptian pyramid." #

Three months after the receipt of this letter, Elihu Yale sent to the Collegiate School at Saybrook a gift of four trunks of merchandise, covering

> 25 pieces of garlix
> 18 pieces of calico
> 17 pieces of stuff (woosted goods)
> 12 pieces of plain muslin
> 3 pieces of camlot (oriental fabric)
> 2 pieces of black and white crepe

* Bronson, c 3, p 78; Guild, c 10, p 369
\# Oviatt, Pt II, ch 8, p 2

This material was sold in a few years and money to the value of L 562 12s sterling was secured (pounds sterling being worth about five times that of colonial money). This donation was the largest private donation for the next hundred years. The next year, 1718, the college at Saybrook changed its name to "Yale" in honr of this most generous benefactor. #

From such gifts as those given to Yale, do we get the romance of a college name.

The financial status of the colonial colleges was a constant struggle against poverty. The untiring efforts of their governing boards, the willingness of its Presidents to accept the position without salaries in some cases, and in others to wait for their renumeration, together with the generosity of the public all must be given commendation for the establishment of the early institutions of learning on these shores.

Oviatt, Pat II, ch 8, p 2

PART VIII

TEACHING STAFF

The success of any college depends primarily upon its teaching staff. This was particularly true of the early colonial colleges. Finances did not permit of large salaries, and in many cases the salaries remained unpaid for a year at a time. In spite of financial embarassments, the teachers of the colleges remained faithful to their calling.

The faculties of the colleges were generally small, consisting of a head master and a tutor or two. As a general rule, they taught both in the Latin School and in the college. The versatility of colonial teachers is marked. The tutor was supposed to teach all subjects required in the course of the class assigned to him. There was no particular division of labor, as the classes were small. This plan was used in all the colleges up to just prior to the Revolutionary War. At this time tutorial instruction was changed to instruction by professors in particular branches.

The President of the College had not only the care of the college on his shoulders, but was also obliged to solicit funds, at home and abroad, together with teaching classes. An example of the many duties of a college President, may be gathered from a letter by President Stiles of Yale written in 1780.

> "The business of Professor Divinity devolves upon me, and besides my history lecture, I weekly give a public dissertation on astronomical subjects, besides my private lecture on theology every Saturday afternoon. Besides these, I attend every day the recitations of the Senior and Junior classes in Philosophy. So I fill the office of three professorships and President at the same time." #

For performing these various services, his compensation was an annual salary of L 160 pounds, payable as follows:

> "1/4 to be paid in wheat at r shillings and six pence per bushel; 1/4 in pork at 24 shillings per cwt. and 1/4 in beef at 18 shillings per cwt; 1/4 in corn at 2 shillings and 3 pence per bu; or an equivalent in money to be determined annually by the President and fellows according to the current prices in New Haven, vix pork and beef in December, wheat and corn in January." ##

This method or receiving his salary throws light on the unsettled financial conditions of the time.

The record of the College of Philadelphia was more fortunate, at least financially. He was obliged to teach Latin and Greek, and to the best of his ability to instruct scholars in History, Geography, Chrononology, Logic, Rhetoric and English for which he received L 200. *

At the College of Rhode Island, a tutor receiving

Holmes, Abiel, Life of Ezra Stiles, p 279
U.S.Bur.of Ed., Cir. of Inf., 1893 #2,p 125
* Montgomery, ch 13, p123

receiving in 1768 the annual salary of L 72 taught Philosophy, Mathematics, French, German and Hebrew. *

About this same period, 1767, the College of New Jersey was compensating its teachers accordingly:-

"	Professor of Language & Logic	L 125
	" " Mathematics & Natural Philosophy	150
	" " Divinity & Moral Philosophy	175
	" " Rhetoric & Meta-Physic	200
	President	350

These salaries were payable in proc. money worth about six shillings to a dollar. #

The College of Philadelphia owes much of its importance to its first Provost, the Rev. William Smith. His efforts to raise the standard of the college to the highest standard of the time gave to the institution its first step upward. The curriculum put forth by Rev. Smith, furnished the colleges with a new incentive and was the first step towards an education along broader lines. Benjamin Franklin in writing to Dr. Samuel Johnson of Kings College speaks enthusiastically of the College of Philadelphia.

> "Our Academy flourishes beyond our expectation, we now have above 100 scholars

* Bronson, ch 2, p 58
\# Maclean, Vol. I, ch 3, p 71

> and the number is daily increasing. We have excellent masters at present and as we give pretty good salaries:-
>
> Rector-teaches Latin & Greek L 200
> English master 150
> Mathematics professor 125
> 3 assistants, tutors L 60 each 160 #

A particularly interesting feature of the Pennsylvania College was the separation of academic from ecclesiastical interests. At no time did the university ever have a theological school. Its faculties were drawn from all sects and the whole character of the institution was free from religious bias.

Queens College at New Brunswick opened its doors to the people November 1771 with the government and management of the college under the direction of three tutors until a "well qualified" president could be secured. The charter laid no church requirement on members of the Board of Trustees or of the faculty any more than on the students. One thing only, however, was required

> "that the Trustees in electing a President of the College shall always choose a member of the Dutch Reformed Church." *

It is not to be wondered at that the college was without a President from 1771-1786 when the Trustees considered the following qualifications necessary for a college President.

Montgomery, ch 13, p 123
* Demarest, Historical Address, p 21

"He is to teach theology.
He is to teach the languages thru tutors
On the Lord's Day, he will have to do
more or less of the work of a minister
He must be a man of tried piety
He must be attached to the Constitution
of the Netherland Church.
He must be a man of thorough learning
He must be well natured.
He must be free and friendly in conversation.
He must be master of the English language,
tho he may dictate in Latin.
He should be pleased to dictate on Marks
Medulla Theologiae Christianae. #

It is amusing to read in the Annals of Kings College the action of the Trustees of the College just prior to the appointment of Rev. Myles Cooper as President of the College. Anticipating that the Rev. Cooper would fill the President's vacancy and realizing that he was a young bachelor, they voted:

"March 1763 - Resolved: that no woman on any pretence whatever (except a cook) be allowed to reside with the College for the future, and that those who are now there be removed as soon as conveniently may be." *

Kings College was not alone in this attitude toward the celibacy of its teaching staff. At the College of William and Mary, two of the faculty took it upon themselves to marry and settled without the college grounds in Williamsburg. Their action caused the Visitors to vote:

"That it is the opinion of this Visita-

Demarest, History of Rutgers, ch 4, p 95
* Moore, p 22

> tion that the professors and masters, their engaging in marriage and the concerns of a private family, and shifting their residence to any place without the college, is contrary to the principles on which the college was founded and their duty as professors." *

The location of Dartmouth required a President and tutors of rare ability. They not only assisted the President in teaching, but were men who represented the simplest elements of genuine learning, inspired by a zeal for human service. With little scholastic equipment, the height of purpose and the intensity of earnestness more than compensated for this deficiency. For a period of ten years the corps of instructors consisted of Dr. Wheelock and two tutors. The President together with his other obligations discharged the duty of professor of Divinity and pastor of the village church. His services were gratis and his only recompense was the supply of provisions for his family. In addition to the burdens of a literary institution with the burden of raising money for its support, Dr. Wheelock had the care of some two thousand acres of land on which were built barns, mills, blacksmith shop, malt house and brew houses. A conception of the amount of work involved on the college grounds is shown by a report of 1775, which records the sowing and harvesting of 800 bushels of grain and the care

* U.S.Bur. of Ed., Cir. of Inf. 1887, #1,p 20

of 114 acres of land. By 1773, a ferry owned and operated by the college came under his jurisdiction. The environment and conditions of Dartmouth influenced the student life and called for a spirit of supreme loyalty and an invincible courage among its leaders. *

It is impossible to read of the struggles of the early American colleges without an appreciation of the great work performed by their Presidents and tutors. There were periods of despair when the future seemed dark and gloomy, and were it not for the indomitable fortitude of the teaching staff, the new institutions would not have survived through their troublesome times.

* U.S.Bur. of Ed., Cir. of Inf., 1898, #3, 144-146

PART IX

COLLEGES

during

THE REVOLUTION

For nearly ten years Before 1775, the Revolutionary War was carried on through the voice and pen of college men who were graduates or students of colonial colleges, possessed of a liberal education. At the time the war broke out, there were 2500 living graduates of the nine colonial colleges.

The period of the Revolutionary War was a difficult time for the colonial colleges. Not only did the number of students decrease, but in nearly every case, the colleges were financially set back. All the efforts which the college authorities had put forth to secure college buildings were shattered, when the armies occupied the college halls and did inestimable damage.

Instruction in all the colleges was greatly disturbed during the War; in some case it was carried on under private instruction, in others abandoned altogether. The College of New Jersey being on the line of march of the troops through New Jersey early felt the effects of the enemy. An extract added to the minutes of the Trustees November 3, 1776 reads:

> "The incursions of the Enemy into the State and the depredations of the armies prevented this meeting; and indeed all regular business of the College for two or three years." *

The college for some time was occupied by troops, first the

* Maclean, Vol. I, ch 15, p 321

American and then the British. The course of study was interrupted as far as attendance at college was concerned. In January 1777, Nassau Hall was occupied by Hessian troops, who used the recitation rooms in the basement to stable their horses and the classroom benches were burned in the fireplaces. Every accessible piece of wood had been used as firewood. All the ornaments and scientific apparatus were destroyed. The library was either burned or carried off and not until many years had passed by were some of its volumnes found in North Carolina where they had been left by some of the British troops. *

In May 1777, efforts were put forth to revive the College by the trustees voting:

> "..... that if the enemy removes out of this State, Dr. Witherspoon is desired to call the students together at Princeton, and to proceed with their education in the best manner he can, considering the state of public affairs. And if more students can be collected than the Doctor can instruct himself, he is directed to obtain such assistance as may be necessary." **

Dr. Witherspoon must have been successful in gathering his students, for we find this statement in the Life of Ashbel Green

> "No public commencement of the college in year 1776....although some partial

* Wallace, ch 2, p 43-7
** Maclean, Vol. I, ch 15, p 321

> instruction had been given to a few students by the President and the Professor of Mathematics as early as 1778..." #

To enable the students to continue their studies without further interruption, the legislature at the request of the Trustees, enacted a law exempting masters and students from military duty. However, regular instruction was not undertaken until 1780 when partial repairs had been completed on Nassau Hall which was badly damaged during the war.

Dartmouth, alone of all the colleges, escaped the ravages of the War. Although, Hanover, where the college was located, was on the lines of communication between Canada and the colonies, it was entirely free from any attacks. Occasionally, the students would be called out from college to assist in Scout Duty in the town, but regular college instruction was carried on through out the Revolutionary period. *

Queens College like the College of New Jersey was in the midst of the fray, but unlike its neighbor, it was not forced to interrupt its instruction for the entire period. At various times during the War, the city of New Brunswick was occupied by British and colonial troops. On these occasions, the school waa moved to other quarters,

Green, edited by J.Jones, ch 9, p 135
* Chase, Vol. I, ch 6

but instruction was continued except during the winter of 1776-1777. A letter written by a student, Simon VanArsdalen, October 1, 1777, gives us the impression that the college was reopened at this time.

> "I was pleased to hear that College was again to be opened and we may again pursue our studies." *

The correspondence of the John Bogart letters tend to make us believe that instruction continued from this time on through the war. In this collection is a letter written by Col. John Taylor, head of Queens College, who was in the army to Governor Livingston explaining a delayed report.

Sept.25,1779

> "... The necessity of my attending the examinations of the students of Queens College ... His Excellency will recollect that I was preengaged by the Trustees of Queens College, and that it was with difficulty that I was able to leave the business of the college until this vacation ... the Trustees of Queens College, insisting upon my fulfilling my engagements, I hope I shall be discharged from the army as soon as possible." #

Judging from this letter, college was in force and students were coming up for examination. This is further justified from a letter by Simon Dewitt to John Bogart, tutor at Queens:

* Bogart letters, # 10
\# Bogart letters, # 19 note; Demarest, ch 5,p 116

> "You tell me you expect to be examined for a Degree; since I left you I never heard you had any such creatures as Examinations among you." *

This letter was dated February 24, 1778 and was addressed to John Bogart at the college. The college of Queens was conducting instruction a year later as may be shown from an official notice of the Trustees in the New Jersey Gazette published at Trenton.

Raritan, Jan.4,1779

> "The faculty of Queens College take this method to inform the public that the business ofthe said college is still carried on at the North Branch of the Raritan in the County of Somerset where good accommodations for young gentlemen may be had in respectable families at as moderate prices as in any part of the state. This neighborhood is so distance from headquarters that not any of the troops are stationed here, neither does the army in the least interfere with the business of the college. The faculty also take the liberty to remind the public that the representatives of this state have enacted a law by which students at college are exempted from military duty." #

This letter explains clearly why Queens was able to pursue its instruction as it was moved from the path of the enemy as it moved from New Brunswick to North Branch to Millstone and again to New Brunswick.

With the commencement of 1776, the College of Rhode Island abandoned its literary pursuits for a period lasting

* Bogart letters, # 13; Demarest, ch 5, p 118
\# U.S.Bur.of Ed., Cir.of Inf. 1899 #1 p 291

from December 7, 1776 to May 27, 1782. With the landing of British and colonial troops at Newport, the colonial army moved on into Providence. Being without quarters, they moved into the College building. The sudents were dismissed to return home with the plea that they continue their studies as best they could under the conditions. The college building was used as a hospital for the colonial troops from December 10,1776 to April 20, 1780. In the meantime, conditions made it prohibitive fro the college to resume its duties, and President Manning published the following notice:-

May 17,1777

"As the term of vacation in the College at Providence is now expired, the students are hereby informed that in the present state of public affairs, the Prosecution of Studies here is utterly impracticable, especially while this continues a garrisoned town; it is recommended to them, to prosecute their studies elsewhere, for the present, to the best advantage in their Power." #

A commencement was held in 1777 at which time seven received their first degrees and four their second degrees. This was probably due to the fact the on December 14,1776 the Trustees voted:

"Those who pay a particular attention to their studies as these confused times will admit shall then be considered in the same light and standing as if they had given usual attendance." *

Bronson, ch 2, p 65-73
* Guild, p 293

With the withdrawal of the American troops from the college, steps were taken to resume instruction. The hopes of the Trustees were blasted by an order from Genl. Washington to prepare the college for a hospital for French soldiers. These foreign soldiers remained at the college from June 26, 1780 to May 26, 1782. After their removal, the Trustees again endeavored to reorganize the college. This proved to be a tremendous taks, as money was scarce and prices were high. Not only did this cause difficulty, but there were now only twelve students, whose tuition was not sufficient to supply the college with funds.

The college buildings were greatly damaged by the occupation of the American and French troops. In order to reimburse the treasury of the college for the sost arising from the repairs, the college authorities presented the following bill to Congress:

"To the use of the College Edifice of 150 feet long and four storys high from December 10,1776 to April 20, 1780 forBarracks and an Hospital for the American troops @ L 120 per year ..... L 403-6-8

To the use of the College from June 26,1780 to May 27,1782 for a Hospital for the Troops of His Most Christian Majesty, 1 year and 11 months @ L 120 per annum ..... L 230

To damage 675-17

TOTAL 1309-3-8 #

Bronson,ch 2,p 74

The money for the payment of this bill was not received from the Congress for over ten years, although the College had made repeated requests upon the Congress, even going so far as to add simple interest. *

The only southern college of this period continued its educational work throughout the war until the seige of Yorktown, when the college was temporarily closed for the accommodation of the American troops and their French allies. To William and Mary belongs the glory of having enacted practically before its doors the closing scene of the Revolutionary War... the defeat of Cornwallis at Yorktown. The house of the President was used as a headquarters for Lord Cornwallis during his stay at Williamsburg. #

As soon as the war opened, Harvard felt the inconveniences which ensued from hostilities. The militia of Massachusetts concentrated at Cambridge which became the head quarters for troops assembled near Boston. At this time, May 1, 1775, the students were dispersed and the buildings of the college turned over to the army. However, the college officials were desirous that the students should not suffer educationally as a result of the war and voted:-

* Bronson, ch 3, p 77
\# U.S.Bur.of Ed., Cir.of Inf., 1887,#1,p 29

> "It is of great importance that the education of the youth in this colony in piety and good literature, should be carried on with as little interruption as possible..... and it is necessary that some other place be speedily appointed for that purpose." *

In fulfillment of this decision, the college was moved to Concord and steps taken to reorganize. The political tendencies of the instructors and governing board were tested to find out if they were in harmony with those of the college. The students remained at Concord until June 21, 1776, when they returned to Cambridge in reply to their own request, the British having evacuated Boston and the colonial troops removed from Cambridge. #

Harvard's action regarding the use of the college buildings was comparable to that of the College of Rhode Island in asking for compensation for damages to the school property. However, they do not definitely lay down a set price, they place their demand upon another plane as shown:

> "... all the buildings of the college were taken possession of, and occupied as barracks, by the American Army.... and have been greatly defaced and damaged: that not only rents have been lost, but also one year's income of the Charlestown ferry, by the war, the same being in possession of the enemy: and that they cannot doubt the Continental Congress will consider it a debt of justice to make good these losses and damages, which the seminary has thus sustained..." ##

* Quincy, Vol.II,c 28, p 164
\# Ibid, p 167 ## Ibid, vol 2,ch 28,p 166

The damages to the buildings amounted to L 448-7-5 and was paid by the Colonial Congress to the College. However, by the time the college was compensated, the value of the money had dropped one-fourth, although the bill was paid to the full amount. #

Instruction at Kings College was totally abandoned during the space of the war and was not resumed again until 1784. In April 1776, the Committee of Safety requested that the college be made ready to receive troops. Accordingly the students were dispersed, the books and apparatus stored at the City Hall and the rooms converted into hospital wards. For eight years the college buildings were occupied by both the American and British troops as barracks and for hospital purposes. Not until 1784 were classes re-assembled. ##

The general tendency among the colleges was in favor of the American cause. This is particularly apparent from the actions of the student bodies. Several of the graduating classes of the colleges at this time came to commencement in "clothes made of American manufacturers" and were commended for it.

The prevailing spirit of the times is well manifested in a quotation from Quincy's History of Harvard University:

Quincy, Vol. II, ch 31, p 240
Trustees, Bk. I, ch 5, p 50

> "The young gentlemen are already taken up with politics. They have caught the spirit of the times. Their declamations and forensic disputes breathe the spirit of liberty. This has always been encouraged, but they have sometimes been wrought up to such a pitch of enthusiasm, that it has been difficult for their tutors to keep them within due bounds; but their tutors are fearful of giving too great a check to a disposition which may, hereafter, fill the country with patriots; and choose to leave it to age and experience to check their ardor." #

Nothing displays the growing spirit of patriotism than a few examples of topics which were the themes for commencement orations by the graduating students. Some of these topics were:

> Standing Armies in Time of Peace are Detrimental to States.
>
> Necessity of perpetuating the Union betwixt Great Britain and her Colonies
>
> The Advantages of Peace
>
> Patriotism
>
> Liberty
>
> The Discovery, progressive Settlement present state and future greatness of the American colonies.

The spirit of independence manifested itself not only in the commencement programs, but was apparent in the student body by various outbursts of feeling against Tory sympathizers.

Quincy, Vol.II, ch 38, p 163

At the College of New Jersey in January 1774, the students so far forgot their love of tea in their efforts to display their dislike of England's policy at the time of the tea tax that they raided the Steward's quarters and carried to the campus the entire winter's store of tea, "burning near a dozen pounds, tolling the bell and making many spirited resolves". At this time the students burned with the tea an effigy of Governor Hutchinson of Massachusetts. #

Another instance to show this feeling revolves around a college President. It seems that the president of Kings College, Rev. Myles Cooper, was accused of showing Tory tendencies. In one political controversey carried on by the pen, he was defeated by an anonymous writer. On investigation it was found that the unknown man was none other than Alexander Hamilton, then a student at the college and but seventeen years of age. A while later, Rev. Cooper aroused much public antagonism by displaying himself a royalist. So disturbed did the student body become, that they entered his home and forced him to flee at night from the college. His escape only being made in safety, through the efforts of Hamilton holding the students at bay until the President had had time to retreat. ##

Wallace, ch 2, p 38; Collins, ch 3, p 76
Moore, p 47; Trustees, p 46-7

The years consumed by the war were disastrous for the early American colleges. Their simple organizations were upset, their buildings erected with much sacrifice and toil, were either mutilated or damaged to such an extent that the resumption of college education was much delayed. The progress made in education from 1636 to the time of the Revolutionary War had a temporary setback - a setback that proved fruitful of greater possibilities and needs. The end of hostilities disclosed a spirit of free thinking and a breadth of outlook among the people conducive to a more liberal education. From this time forward, the American college becomes independent of European influences and becomes a purely American institution.

FINIS

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