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HISTORY of EDUCATION Woodbridge Township 1664-1964

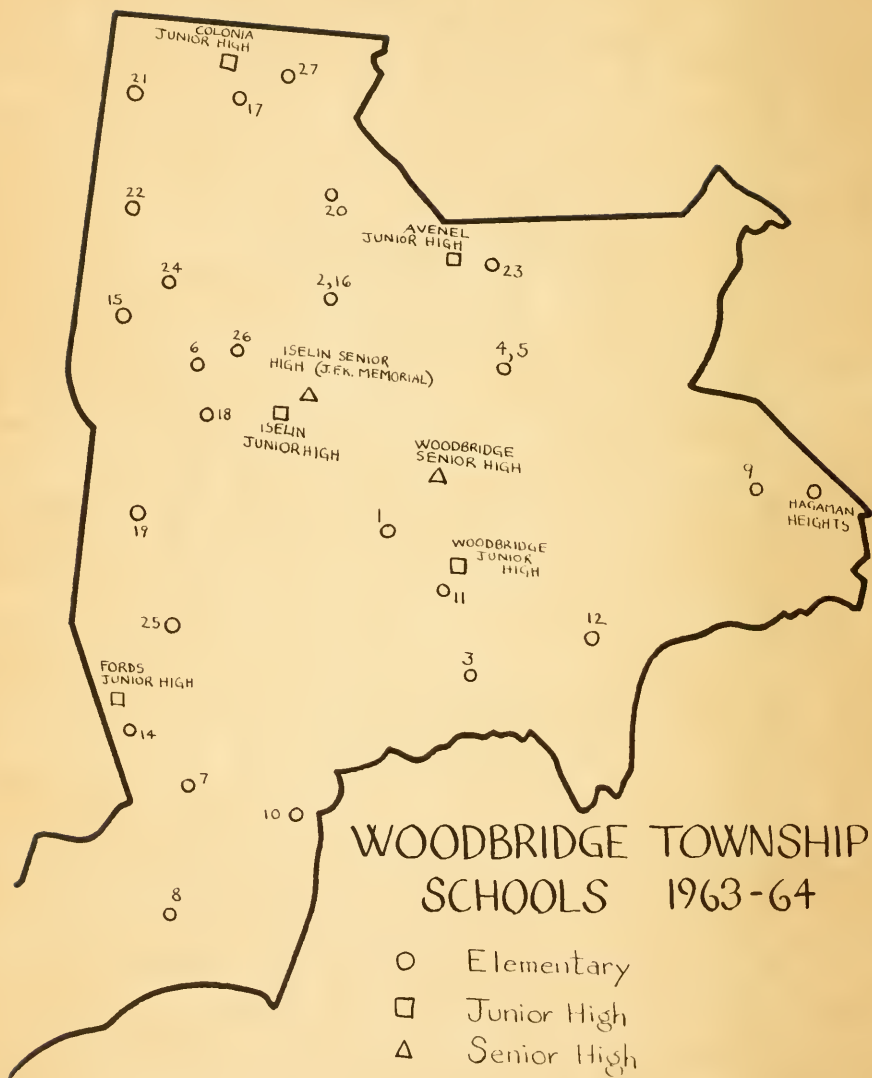
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A HISTORY OF EDUCATION
WOODBRIIDGE TOWNSHIP
1664 - 1964

Fourth Edition -- June 1964

Fifth Edition -- June 1965



FOREWORD

When Miss Martha J. Morrow, Head of the Social Science Department of Woodbridge Senior High School, and I got together early in 1963 to think up some appropriate projects for our students to work on in celebration of the New Jersey Tercentenary, we soon realized that 1964 was the Woodbridge Township tercentennial year also. It was tentatively decided then that perhaps we would discover an area of research in which we could contribute not only to the State celebration but also to that of the Township.

After considerable preliminary exploration, it was noted that little had been written on education in Woodbridge in over a three hundred year period. In fact, it seemed that no one had assembled anything of a scientific nature along these lines during the past quarter of a century. With these facts to go on, Miss Morrow contacted a group of pupils to see if they would like to undertake a somewhat intensive study of recent education in Woodbridge. The response was instant and convincing. With the aid of Mr. Robert Sandor, a teacher in her department, Miss Morrow got the group under way. This booklet is the culmination of a year's hard work of research, planning and writing.

To these devoted teachers and students go the sincere thanks of the faculty and pupils of Woodbridge Senior High School for a double tercentenary project that brings great credit to Woodbridge Senior High School and proudly salutes the Township of Woodbridge and the State of New Jersey for their historic roles in the development of education in the United States.

John P. Lozo
Principal
Woodbridge Senior High School

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A HISTORY OF EDUCATION
WOODBIDGE TOWNSHIP
1664 - 1964

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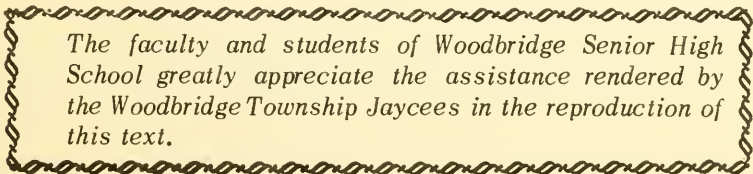
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2. Artifacts—
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 - Mrs. Howard Kuhlman
 - Mrs. Harry Howell
3. Interviews—
 - Miss Anna Frazer, Instructor of Music, Woodbridge Township Schools, 1916–1959.
 - Mr. Nathan Duff, former Township Attorney, represented the municipality during the Free School Land Case.
 - Mr. Henry St. Lavin, Trustee of Free School Land.
 - Mr. Edward Kilmer, Picture of No. 1 School Tower.
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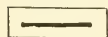
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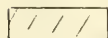
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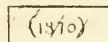
Original Boundary



Present Boundary



Land Included within
Original Boundary



Date of Withdrawal From
Original Boundary

1860*

Rahway Was Incorporated as
a city in 1858

In 1860 It Was Withdrawn
From the Original Boundary

of Woodbridge by an Act of the
Legislature which took the part of Rahway
in Middlesex and added it to Union

PROLOGUE

The Story of the History of Education Of Woodbridge Township

This history of our school system of 1664-1964 has been written by pupils in accord with the pupil-centered philosophy of our school under the aegis of the Social Science Department of Woodbridge Senior High School. Undertaken originally in the school year 1946-47 to meet a pupil need, it is being revised at this time in recognition of the Tercentenary of both the township of Woodbridge and the State of New Jersey.

Our schools have undergone many changes since the time the first teacher was appointed in 1689. Down through the centuries when the township was less populated and less complex, and when a majority of the people had been lifetime residents of this vicinity, oldsters could tell youngsters what had happened when, who had done what, and how or why things had come to be. However, with the population influx which followed World War II there arose a need for materials with which to inform the pupils who had moved newly into the township and who had no knowledge of yesteryear, its history, and its traditions, nor local kin from whom to learn this.

Thus, in answer to this need, the story of the Woodbridge Township School system was written as a history project by several members of the class of '49 and presented in playlet form as part of an Orientation Week Program for freshmen in September, 1948. ¹

The cast was composed of members of the senior class who assumed this responsibility as a service to their school. The playlet was in three acts. Act 1-ELEMENTARY SCHOOLS was presented on the first day of Orientation Week, Act 11-THE HIGH SCHOOL, on the second day, Act 111-PUPIL ACTIVITIES, The third day. The programs for the next two days were put on by the band and the cheerleaders purporting to imbue the incoming freshmen with school spirit.

It soon became evident that this was a very ambitious project to have ready by the first week of school in the fall, in that rehearsals were all but impossible while pupils were beyond contact during summer vacation.

¹ q.v. - *Social Science Department, Collection of Artifacts and Memorabilia.*

Also among the developments and changes in education in Woodbridge High School during the late '40's was the introduction of a core curriculum called Modern Living 1, 11, 111, and IV, planned predominantly for pupils who would terminate their formal education upon graduation from high school but required at the 9th grade level of all entrants. It was decided, therefore, to include "Orientation to High School" as part of the course of study for Modern Living I.

To provide materials for this study, members of the class of '53 during their freshmen year revised the original orientation playlet into a three-chapter booklet, thus virtually writing their own text book. This remained in use until September, 1959, when the core curriculum called Modern Living was abandoned because the 9th grade curriculum was revised to accord with the 6-3-3 type of school organization.

The opening of the new high school in the fall of '56 presented the need for further revision of the story of our schools. This updating was undertaken by members of the classes of '62 and '64 and has been expanded into this present documented form as part of our Tercentenary Celebration.

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CHAPTER 1

DEVELOPMENT OF WOODBRIDGE SCHOOLS

Woodbridge Township, as you now see it, was not always so heavily populated as it is today. As the population grows, so does a school system. Let us turn back a few pages of history to learn some facts about the origins of our schools of today.

Woodbridge Township was created by an agreement among Daniel Pierce of Newbury, Massachusetts, Captain Phillip Carteret, governor of the Province New Jersey, and John Ogden and Luke Watson, both of Elizabethtown, on December 11, 1666.¹ Included in the agreement was a charter which provided for land six miles square to accomodate more than sixty families. This new township was named for Reverend John Woodbridge of Newbury, Massachusetts.²

As you would expect, the early settlers had little time for schooling because of their hard frontier life. Even though one hundred acres were allotted for schools, early education was mainly in the hands of religious sects.³ As the need for education became more apparent, Woodbridge obtained its first schoolmaster in 1689, James Fullerton. The second school master in Woodbridge, John Bleacher, was appointed in 1691. He was hired on a trial basis for six months at £ 13.⁴ The first night school in New Jersey was started by this same Beecher. John Brown of Perth Amboy became the third schoolmaster in Woodbridge, after being offered a salary of 124 for one year, starting in 1694. As of June 12, 1695, Brown's salary was to be paid from taxes, but this system proved not too satisfactory due to negligence in the collection of taxes.⁵ An actual law providing for each town to appoint a schoolmaster and to locate schools was passed in 1695. In 1701, a town meeting was called to consider building a school instead of holding classes in the Meeting House. As a result, the Strawberry Hill was built in 1702. That same year, provision were made for primary edu-

1 *Reverend Joseph W. Dally, Woodbridge and Vicinity, p.7.*

2 *Ibid, p. 6 This charter went into effect immediately after it was granted in June, 1669. The English proprietors Joseph Berkely and George Carteret did not confirm it until Dec. 1672.*

3 *These one hundred acres later became known as the Free School Lands and at one time the site of the "Poor House Farm".*

4 *Dally, op. cit. p. 177*

5 *Ibid, p. 177*

cation in Rahway.⁶ Because of British salutary neglect, probably due to the French and Indian Wars, education lost emphasis from 1702 to 1776. The next schoolmaster in Woodbridge was George Eubanks, who was appointed in 1711, for as long as financial support and health allowed him to work. He was granted land because of his position. With the coming of 1776, a re-emphasis on education brought about the creation by 1807 of six separate school districts. At this time, because of an increased number of poor people, education was becoming a public problem. At the turn of the eighteenth century, Woodbridge could boast of only two schools. The one at Strawberry Hill and the other at the corner of Bunns Lane and Amboy Road. The teaching at this time was similar to that of New England with the use of the Horn Book. This book contained the alphabet, and was decorated with woodcuts. It also had rhymes relating to Biblical subjects such as:

“ 1. *Job feels the rod,
Yet blesses God.*

2. *Young Obadiah
David, Josiah
All were pious.*

3. *A dog will bite
A thief at night. ”*⁷

This, a “Latin Grammar School”, was the main type of colonial school. Practical courses such as surveying and navigation were added. In 1769 the first board of education, called the “Trustees of Free Schools” of Woodbridge, was appointed to supervise the schools. The year 1894 heralded the use of the current term “Board of Education” with 9 members.^{7A}

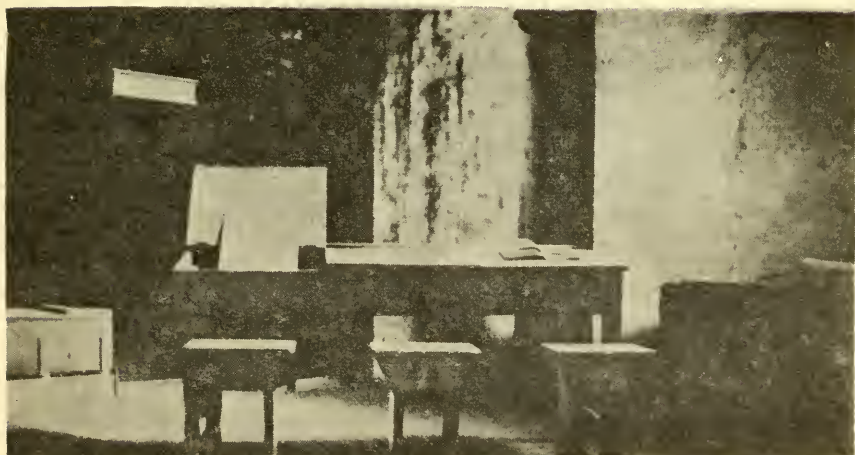
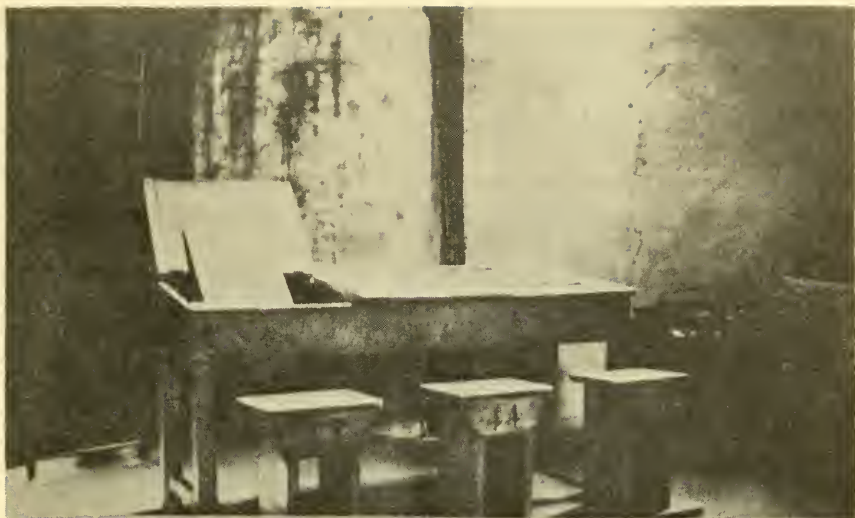
If we may, for interest’s sake, let us examine the Woodbridge Academy. This academy, built in 1793-94 was located on the west side of Rahway Avenue approximately opposite 574 Rahway Ave., the present office of Dr. C. H. Rothfus. School was held from 9 a.m. to 4 p.m. daily and on Saturday mornings. The student enrollment was divided into three groups, according to precosity. The third was the lowest grade and had the smallest tuition. In 1826, Eliza Fitzrandolph paid \$125 to attend the Woodbridge Academy.⁸ A typical schoolday was described in her diary:

⁶ Dally, *op. cit.* p. 177

⁷ John Henry Love, *An Educational History of the School District of Woodbridge, Township, Middlesex County, New Jersey, 1666-1933*, p. 27

^{7A} Adapted from materials of Leon McElroy, p. 16.

⁸ Eliza FitzRandolph, in a letter to Mrs. Marguerite FitzRandolph, quoted by Ruth Wolk, *History of Woodbridge*, p. 21.



Home-Made Triple Desk Used In Woodbridge Academy 1793

“After going through the usual exercises of the morning, I took my books and went to the schoolhouse in the yard and studied till the bell rang for my prayers. After breakfast I dressed for the examination, went down to the room to study my ancient geography with Margaret Edgar. Mrs. Ricord heard our French and ancient geography before we went; at nine we went to Mr. Stryker’s Seminary, the boys were examined in the morning on Latin, Greek, reading, geography. After dinner Mrs. Ricord heard the Bible class. I attended the afternoon school, they were examined on philosophy, electricity, and after they went through their lessons there were several premiums distributed. Mr. Stryker addressed the children in a very feeling manner. The school was closed with prayer. I studied very little this evening, my whole thought is on tomorrow, thinking it might be the last examination for me, and if I should not pass a good one, I should feel very bad. Some of the young ladies wrote very handsome specimens of poetry this evening. Being very fatigued, also it is very late, I have not time to write any more today”.⁹

The Woodbridge Academy became increasingly dilapidated, and was replaced by the Downtown School in 1851.

A discussion of these early schools would not be complete without mentioning the Elm Tree Institute, later known as the Morris Academy. Erected at 531 Rahway Avenue, it was opened in the 1820’s as a high school under the direction of James Stryker. It was equipped with its own library, collection of rocks and minerals, and a large campus. It was implied to be a good school because of its variety of courses. One could pursue a classical, scientific, or business curriculum, taking preparatory subjects such as Latin, Greek, Hebrew, English, French, Spanish, and all kinds of mathematics, sciences and history. Students were encouraged to attend through advertisements in “The New Jersey Advocate and Middlesex and Essex Advertiser.” An example could be found in the March 28, 1826 issue:

*“Woodbridge is one of the most pleasant and healthy villages in the Union. It is situated midway between New Brunswick and Elizabethtown, and presents a variety of easy and agreeable connections with the cities of New York and Philadelphia”.*¹⁰

⁹ Eliza FitzRandolph, *op. cit.*, p.21.

¹⁰ John Henry Love, *op. cit.*, p. 48.

In 1865 the Jefferson and Academy school districts merged. This brought about the first graded school, School Number 1, in 1876. The school term was fixed at ten months. Classroom size averaged in the the seventies. Outside pupils were attracted by the high standing of the Woodbridge Graded Schools. The school was divided into the following sections:

- | | |
|-----------------|----------------------------|
| 1. Grade Senior | 4. Grammar Department |
| 2. Grade A | 5. Intermediate Department |
| 3. Grade B | 6. Primary Department |

Discipline was based on a demerit system.¹¹

The township was pleasantly surprised when a statement was issued in 1870 declaring that all Woodbridge Township schools are tuition free.

“In 1870 when Raritan Township was organized out of Woodbridge and Piscataway Township,¹² Fairfield Union School District (Fords), Lafayette Union District, and Uniontown District (Iselin) were divided by the new township lines, leaving Fairfield Union School and Uniontown Schools in Woodbridge, and Lafayette Union Schoolhouse in Raritan.”¹³

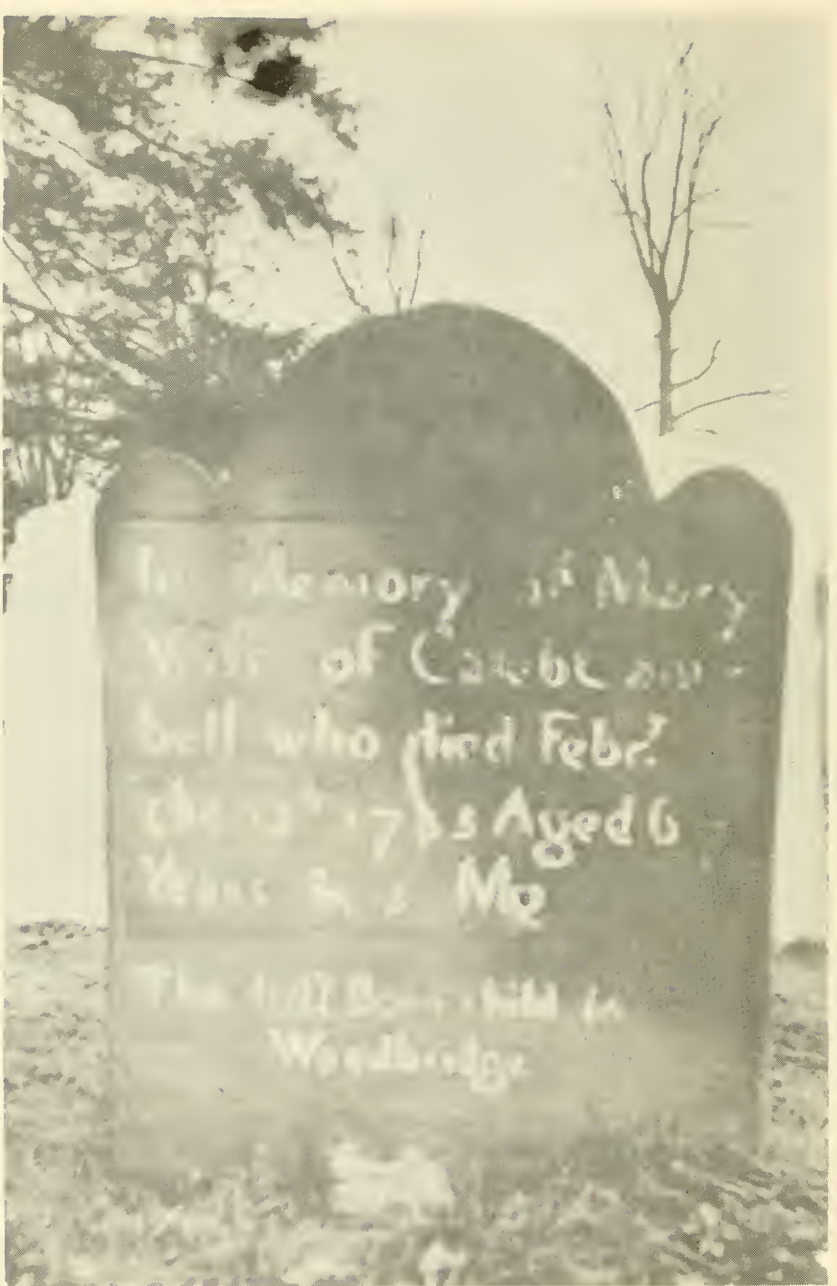
Through the reorganization of townships and school districts, in 1869, Woodbridge had thirteen free public schools and two private ones.

1. Rahway Neck (Between Carteret and Rahway)
2. Blazing Star (Carteret)
3. Academy (Banks of Woodbridge Creek near the Woodbridge Lumber Company on Rahway Avenue)
4. Jefferson (Woodbridge)
5. Fairfield Union (South side of King George's Post Road)
6. Bonhamtown
7. Franklin (Metuchen)
8. Uniontown (Near Menlo Park)
9. New Dover
10. Mt. Pleasant
11. Oak Tree
12. Washington (Avenel)
13. Locust Grove (Far edge of township beyond Colonia)

¹¹ *Fifteen demerits -- meeting with the principal; twenty demerits - notice to parents; twenty-five demerits - suspension for a week. (Love, op. cit. p. 80).*

¹² *In 1954 Raritan Township's name was changed to the Township of Edison (Manual of Legislature of N.J., ed. by J.J. Gribbins, p.271).*

¹³ *Love, op. cit., pp. 136, 137.*



Grave Of First Child Born In Woodbridge;
Trinity Episcopal Church Yard, Woodbridge

Two private schools were Mrs. Record's Boarding School for Young Ladies in Woodbridge and the Adrian Institute, located halfway between Woodbridge and Iselin on New Bloomfield Avenue.

The growth and quality of textbooks paralleled the development of schools. Few textbooks were used before the American Revolution other than the Horn Book and a few primers. Only in 1783 did Noah Webster's spelling book become available. Eight years later, a major step was taken by Jedediah Morse when he wrote the first American geography book. The teaching of English grammar was left to the Horn Book.¹⁴ A favorite arithmetic book was one by Rose of Perth Amboy. The answers were printed in letters instead of figures. The key, given only to teachers, was

“1 2 3 4 5 6 7 8 9 0” 15
p e r t h a m b o y

Reading books by Sanders, graded for grades I to IV, were introduced in 1840.

If you consider the textbooks to be primitive, the colonial schoolhouse was even more so. A typical building was sixteen feet square and made of logs. A fireplace provided the only heat, and the windows were holes covered with oiled paper. The desks were used by the older pupils only, and benches were provided for the others. Corporal punishment was the accepted means of discipline. The rod was never spared.

In order to maintain the chronology that is so important in understanding this early history of our schools, mention should be made of the following dates in an organized manner.

1776—No provision for education in the New Jersey State Constitution.

1816—First effort to provide funds from the State to establish free schools.

1820—Tax by township used only for the education of poor children.

1829—State law that teachers had to be licensed by the township school committee.

1845—Township law provided for a separate school for Negroes in Rahway District number I.

¹⁴ *Old timers might be interested to know that there were no textbooks on penmanship in the eighteenth century. (Love, op. cit. Ch 6).*

¹⁵ *ibid.*, p. 54.

1846—A State School Act provided that school districts were to be incorporated by taking a name and seal and stating their boundaries. After being incorporated, the schools, by a two-thirds vote, could raise any money needed for maintenance, land, or building to elaborate further:

“The first district to take advantage of this law was School District #1, which was incorporated April 19, 1852, under the name of ‘The Colombian School. The section of the township now known as Colonia caused its School District #3 to be incorporated April 22, 1854 as ‘Washington School’. The school district at Fords, covering the territory from Fords to Bonhamtown and from Fords to the Perth Amboy line, was incorporated March 15, 1858, as the ‘Fairfield Union School’. On January 5, 1859, School Districts 11 and 12 in the north-west section of the township were incorporated as the ‘Oak Tree School’. The uptown school district of Woodbridge, however, was not incorporated until May 24, 1860, when it was designated ‘Jefferson School District’. The Iselin or ‘Uniontown School District’ was incorporated April 6, 1861. The ‘Washington School District’ No. 13, formerly #3 was re-incorporated April 4, 1864. ‘Star School District’ #2, for the Carteret, Port Reading and Sewaren district, was incorporated in 1865.”¹⁶

1848—State law provided for the first town school superintendent to take the place of the township school committee.

1866—1867—The position of school superintendent was abolished because of ineffectiveness and great turnover in number of superintendents.¹⁷

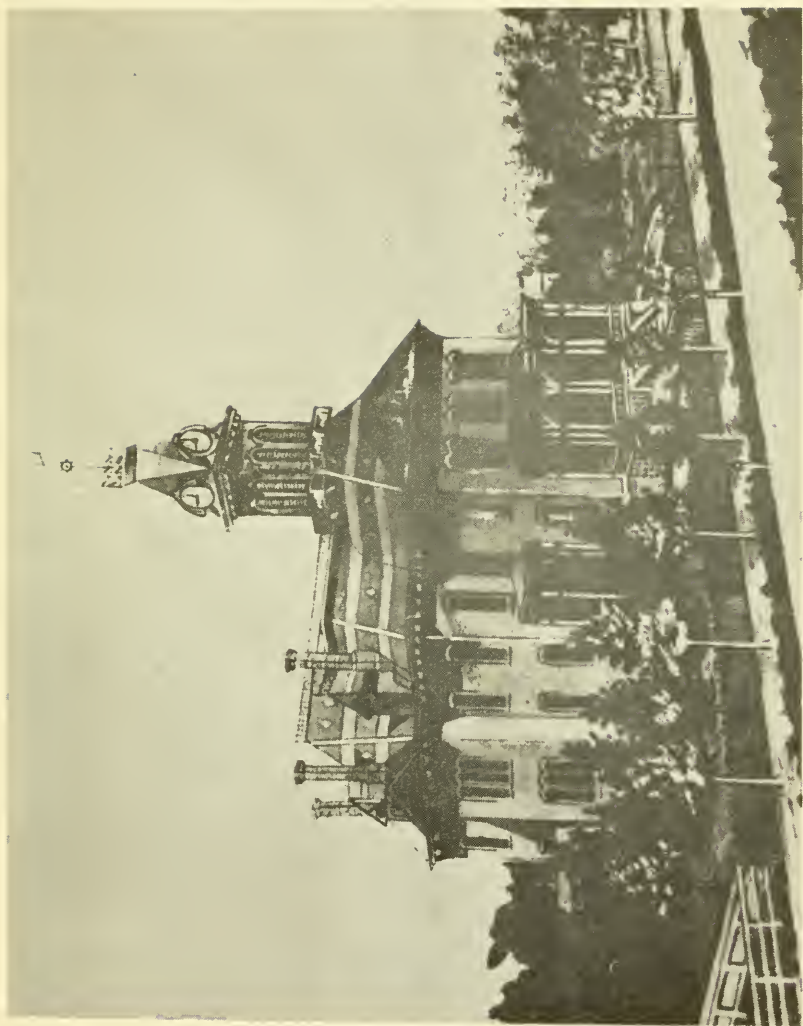
1866—The beginning of the State Board of Education.

May 14, 1867—Jefferson School closed because of insufficient funds. This school was located on the south side of Main Street on what is now Columbus Avenue. Later it moved to a location opposite the Memorial building.

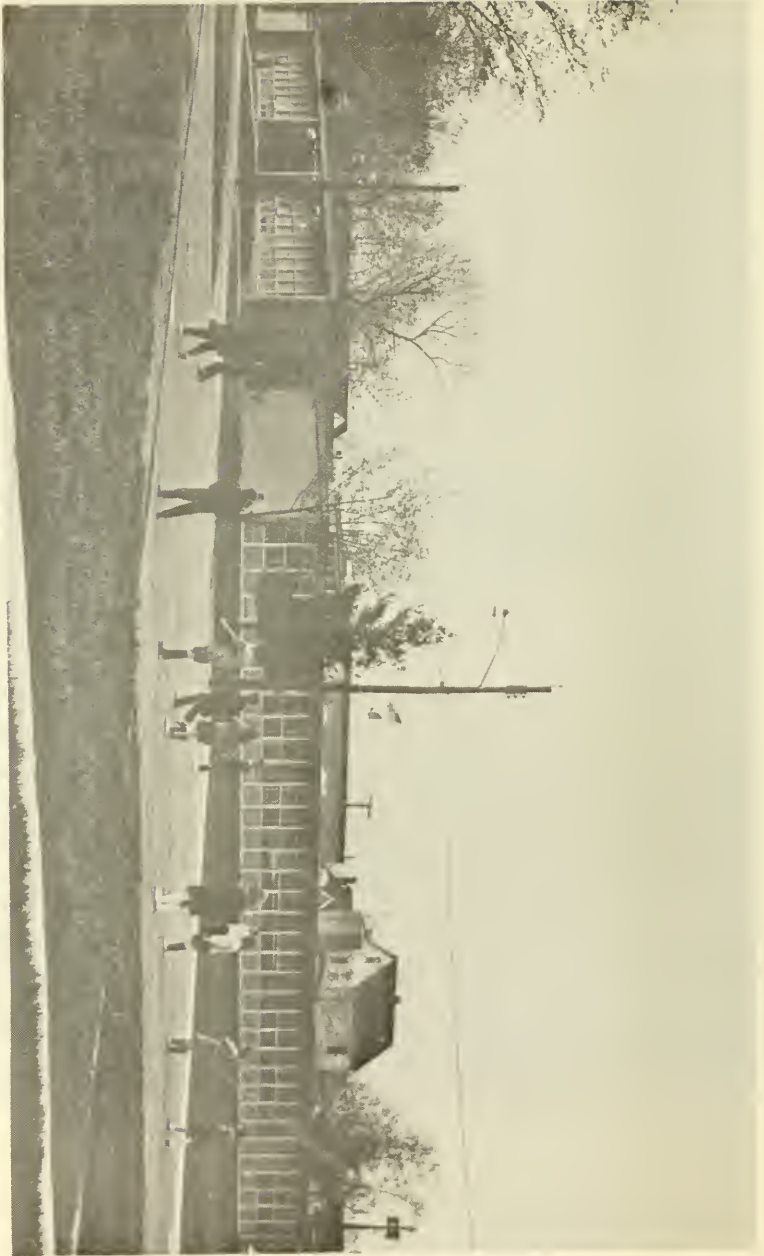
1867—State legislation recasting the school system and providing for county superintendents.

¹⁶ McElroy, *op. cit.*, p. 15.

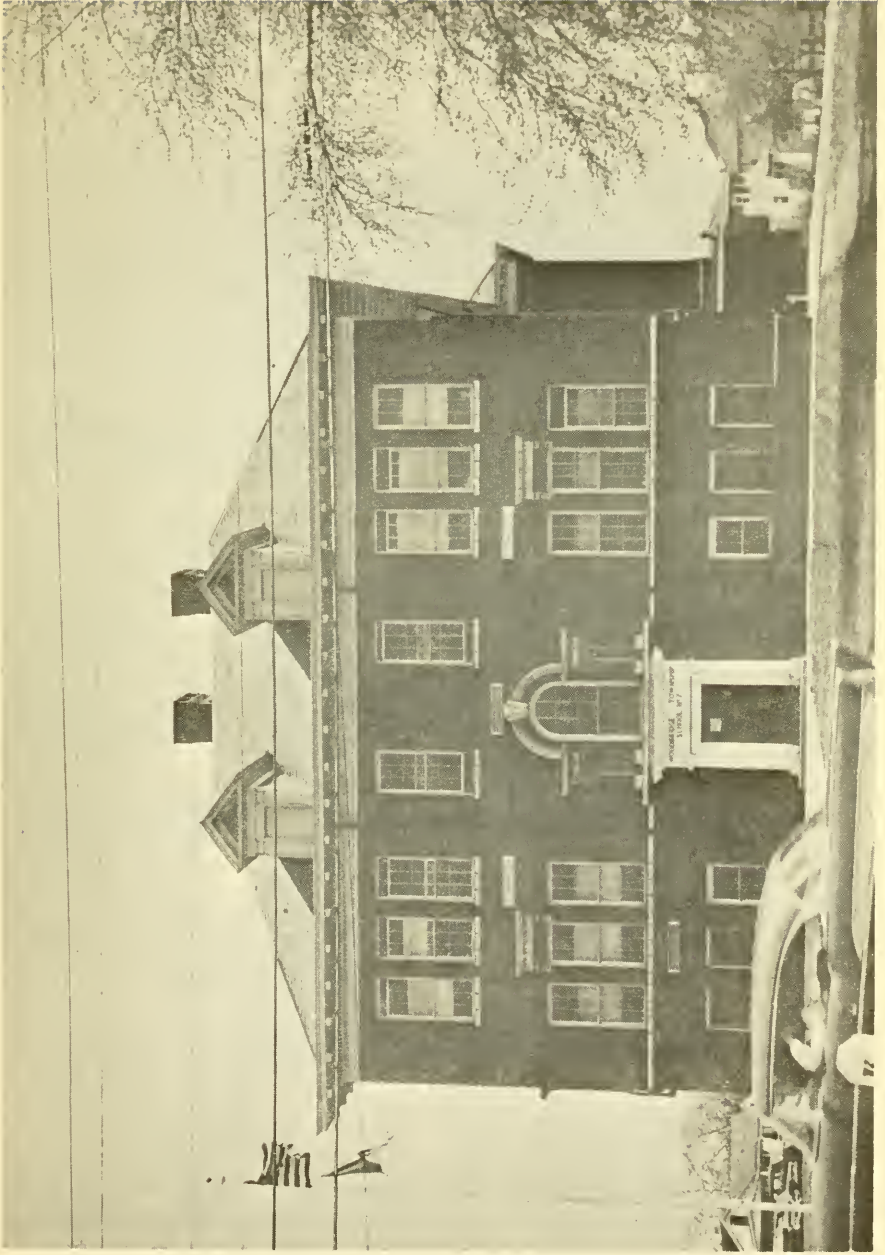
¹⁷ In 1867 there were two hundred fifty such superintendents in New Jersey (Love, *op. cit.*, p. 57.)



Woodbridge-Old School # 1



Woodbridge-New School # 1



Fords-Old School # 7



Fords-Newer School # 25

1871—State Law providing for the schools of New Jersey to be free.

November 8, 1876—a clock to be placed in the tower of #1 school was bought for \$600 from E. Howard and Company, a New York factory. The striking apparatus of the clock was operated through a hammer which struck from the outside of a bell. This bell weighs 1,500 lbs. and cost \$25,000. The inscription on it is: “ ‘School District #24, A.D. 1876. C.W.Boynton, President : Howard Valentine, D.C., William H. Berry and Charles Campbell, Trustees. Wisdom is better than gold.’ ”*

1884—State Compulsory Education Law.

1894—Uniting of the many small schools into the township under one administration.

1894—At the time School #1 was built, there were seven other schools which were thereafter known by numbers as follows:

1876—#1—Woodbridge Built 1876¹⁸

1922—#2—Blazing Star (not to be confused with present #2 at Colonia)

#3—Rahway Neck (Not to be confused with present Strawberry Hill)

#4—Washington (located at Six Roads the intersection of highways 27 and 35, Rahway.)¹⁹

#5—Locust Grove (not to be confused with present #5 in Avenel)

1916—#6—Iselin

1916—#7—Fairfield (Fords)

This school was destroyed by fire in 1861, and rebuilt in 1862. To make room for the new school in 1916(#7) it was removed to a site across King George's Road.

1906—#8—Keasbey

1897—The high school course was increased from three to four years.

1900—Port Reading School #9 was opened.

1900—John Love was appointed the first superintendent of all Woodbridge Schools.

¹⁸ #1 is no longer used as a school. In 1961 it became the Woodbridge Township Administration Building.

¹⁹ The Washington School was sold for \$75. when the Avenel School was built. Later it was torn down.

* See page 21.

- 1902--The New Dover School was closed.
- 1904--Carteret School #10 replaced School #2.
- 1906--Carteret left Woodbridge and formed the Borough of Roosevelt.
This included School #10.
- 1909--Schools were overcrowded. Classes were held in the Hungarian Parish House and the firehouse.
- 1909--Introduction of manual training in schools.
- 1910--Plans were approved for a new high school on Barron Avenue. John Pierson & Son of Perth Amboy were the architects. Ira Crouse was the general contractor, and John Reed of New Brunswick was the heating contractor.
- April 17, 1911 -- The Locust Grove (#5 School) was closed.
- Sept. 11, 1911 -- Official opening of Woodbridge High School. The original faculty was John H. Love, Supervising Principal; Miss Edith Whitney, Vice Principal; Isaac Gilhuly, Edith Brandon, Viola Dunham, Ruth Braley, Helen Homes, Anna Shoemaker, Leona Van Ripper, Frank C. Ryder, Nellie Hamil, Anna Keegan, Edith Scott, and Edith Hinsdale. (See chap. I p. 11 for the history of the high school).
- 1912--The Avenel School became School #4.
- 1913--The Hopelawn School became School #10.
- 1915--Night Vocational School was started. Three dollars a night was charged for mechanical drawing, cooking, and sewing. (Vocational education is discussed at length in Chapter V).
- 1916--The impact of World War I was felt in Woodbridge, and military training was introduced in the high school.
- Feb. 4, 1916 -- Iselin School #6 on Green Street was destroyed by fire caused by an overheated furnace while the pupils were outdoors for recess.
- March 21, 1916 -- A new Iselin school building was approved, costing \$18,000. Also, on this day, a four-room addition for the Port Reading School was authorized costing \$16,000.
- 1917--Physical education was made compulsory.
- 1919--Number 11 School was constructed.
- 1919--The first school nurse was appointed.



Chemistry Class-1913

- 1919—Manual training, domestic arts, and music were introduced into Woodbridge schools.
- 1921—Construction was begun for a Sewaren school on the corner of Sewaren Avenue and Sherman Street.
- 1922—Construction of the Colonia School began.
- 1925—An addition to the high school was opened containing an auditorium, chemistry lab, physical training room, gym, and cafeteria. Arthur C. Ferry was named principal.
- 1926—A portable school building was erected to relieve School #9 in the Hagaman Heights section of Port Reading.
- 1926—Summer schools were organized in the high school and in School #11.
- 1926—The elementary schools in Keasbey, Hopelawn, and Fords were grouped into the South Side schools of the township. The remaining schools became known as the North Side.
- 1930—Superintendent John H. Love suggested a junior high on the site of an old building on School Street for grades seven to nine, leaving Barron Avenue for grades ten to twelve. This proposal, and another for an addition to School 11 for grades one to six, were both impossible, because of the depression.
- 1931—Strawberry Hill School (#3) replaced the Rahway Neck School.
- 1933—School #15 was erected in Iselin.
- Sept. 1933—Double session in the high school was begun as a “temporary measure.”
- June 30, 1933 — John Henry Love resigned after thirty-five years of service.
- Sept. 22, 1933 — Victor C. Nicholas assumed the duties of superintendent of Woodbridge schools.
- 1937—The Town Committee charged the Board of Education with “betrayal” and wanted to abolish it as a money-spending agency.
- October, 1938 - The first Boys' Day, now known as Youth Week, was sponsored by the Woodbridge Lions' Club.

January 26, 1941—The Locust Grove School, located near the Clark Township School, was destroyed by fire. It had not been used as a school since 1911, but served as a landmark because it was one of the oldest buildings in the country.

1943—An influenza epidemic caused the closing of schools for a time.

1944—Dr. John P. Lozo was appointed principal of Woodbridge High School.

April 29, 1949—The Board of Education had an informal conference with Assistant Commissioner of Education Anderson to discuss the possibility of constructing a new high school.

1956—School 18 in Iselin was opened. Construction was started on the Hoffman Boulevard School in Colonia and the Menlo Park Terrace School #19.

September 1956—Woodbridge High School on Kelly Street was opened at a cost of \$3,125,000. However, due to unprecedented school population growth, it proved to be inadequate and the double session was continued until September 1964.

December, 1956—Mr. Victor C. Nicklas, Superintendent of Woodbridge Schools, died. He was succeeded by Patrick A. Boylan.

1959-1960—Three new junior high schools were constructed to accommodate, with the Barron Avenue School, the number of pupils in attendance on a full-day basis.

1964—Summer school re-instituted for elementary and secondary education; a summer music school instituted with lessons and experience on Band and Orchestra instruments as well as piano; jointly sponsored by Board of Education and Township Recreation Dept.

September, 1964—The second senior high school in the township—John F. Kennedy Memorial High — opened; Miss Mary P. Connoly, principal.

September, 1964—Avenel Junior High to be opened.

The organization of secondary education in Woodbridge Township underwent still another revision with the adoption of a 6-3-3 plan in 1959. However, a three-year high school was not a true innovation, since it had been in operation until 1897. At that time the addition of so many new courses to the curriculum in order to raise the academic standards made



Original Woodbridge High School-1911



Woodbridge Senior High School-1956

it necessary for pupils to remain in high school the fourth year to complete the requirements.

To accommodate the 6-3-3 plan, the Barron Avenue School in Woodbridge was converted into Woodbridge Junior High School and three new junior highs in Colonia, Fords, and Iselin were built and ready for use in 1959-1960.

As the township population has continued to grow, so the school population has increased correspondingly, making necessary a second senior high school, the John Fitzgerald Kennedy Memorial High School, in the Iselin area, a junior high in Avenel, and a new elementary school, #26 on Benjamin Avenue, Iselin. These were ready for use in 1964. Additions to schools #19, 21, and 22 were built during the same year.

Old school #9 in Port Reading was turned over to the Town Council to be sold on bid to whoever will maintain it as a school.²¹ It was sold.

WOODBIDGE SENIOR HIGH SCHOOL

Before 1911, high school classes had been held in School #1. With the introduction of the four-year high school in 1897, enrollment became so large that a separate building was needed. The governor of New Jersey, Mr. J. Franklin Fort, laid the cornerstone of the school on Barron Avenue on October 6, 1910. It was opened in 1911 and was to be the high school for Woodbridge Township until 1956.

As the enrollment increased, additional rooms were built from time to time. In 1925, an auditorium, gymnasium, six class rooms, a physics lecture room, the supervising principal's office, and the chemistry laboratory were added to Woodbridge High School. Previously, the chemistry laboratory consisted of a table lowered from the ceiling of a classroom. In 1932, an annex, housing five classrooms, was built in back of the Barron Avenue School to accommodate the rise in high school enrollment caused by the return to school of those who could not find employment due to the depression.

1956 marked the opening of a new \$3,125,000 schoolbuilding, Woodbridge Senior High School, where St. George Avenue and Freeman Street converge.

As originally constructed the academic wing accommodated forty-three classrooms, including well-equipped chemistry and physics laboratories. The library, located on the second floor, accommodates more than

²¹ *The Independent Leader*, March 12, 1964, Sec. 1, p. 1.

ten thousand books and reference materials. One of the most prized items of reference in the library is the *New York Times* on microfilm, a gift of the Class of '60. This microfilm library has been added to generously by gifts from classes more recently graduated.

The administrative wing was intended to provide a space for a central office, administrative offices, offices of the department heads, guidance center, and a publications room.²²

A third wing houses workshops, a home economics suite, art rooms, an auditorium seating over twelve hundred, and triple gymnasiums equipped with three basketball courts, showers, and locker rooms.²³

The school year 1964-65 will see another great change in our school system. At that time, and for the first time in the history of this township, we will have a second senior high school with the opening of the John F. Kennedy Memorial School in the Iselin area. And, too, for the first time since the school year 1932-33, every public school in the township will be on a full-day session.

That there is "*nothing so constant as change*" is indeed well illustrated in this history of our school system in its growth and development to meet the needs of Our People, Our Purpose, Our Progress.*

Reflection upon the changes which have taken place within our school system within the last eight years (since WSHS was opened) gives proof to this observation.

1956- 8th grade was housed in the high school

1957- 8th grade was transferred to Barron Avenue.

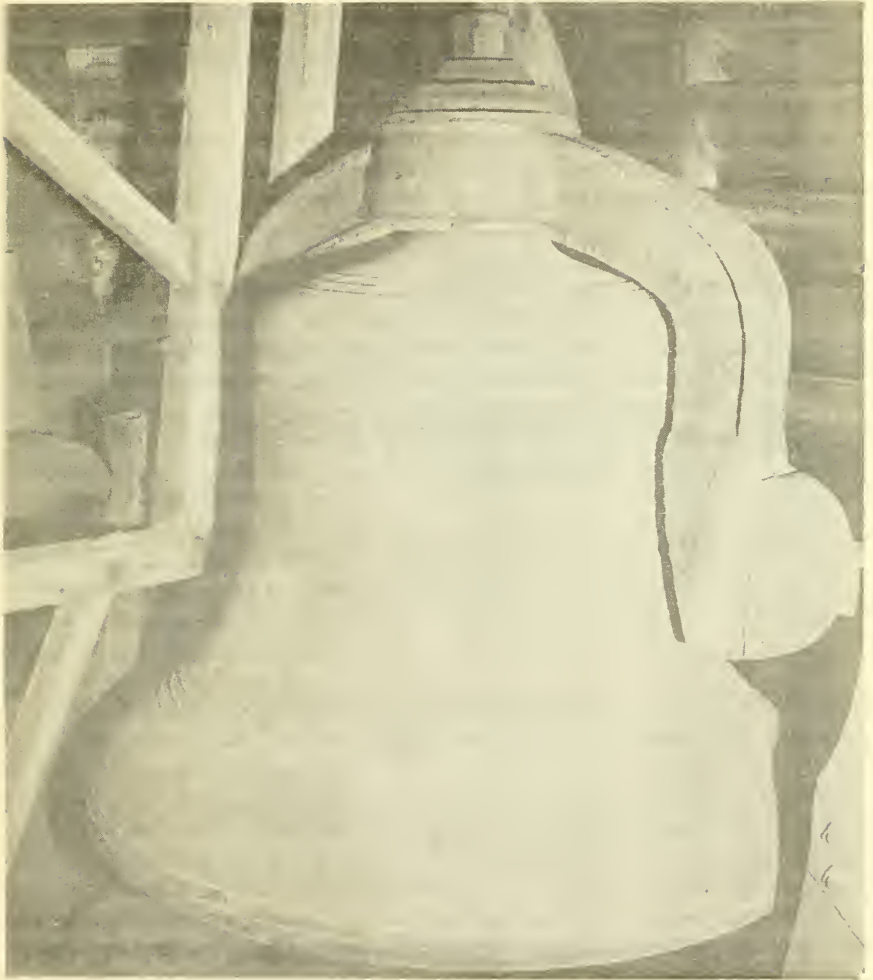
1959- 9th grade was transferred to Junior High School Buildings.

1964-10th grade through 12th was divided into two high schools.

22 *With the new addition in 1963, the department heads' offices and publication room were transferred to other parts of the school. The guidance center was enlarged, and conference rooms were provided.*

23 *This area underwent some revision in 1963 when a "D" section was added to the building to provide much-needed space for science and language labs and business education classrooms.*

* *See Appendix - Charts 1, 11, and 111, Woodbridge Township School System pages 59, 60, 61.*



Bell Atop The Tower In Old School- # 1

	1956-57 (8 full time & 8 partime)	1963-64
# of teachers in H.S.	84 approx.	159
# of teachers in township	350 approx.	800 approx.
# of pupils in H.S.	2161	3765
# of pupils in township	8000 approx.	20,000 approx.
# of elementary schools in township	17	27
# of junior high schools	0	4

And thus the history of education in our township has been recorded. The time, interest, money, and care which have been expended to this end bespeak the belief in the motto carved into the lintel above the auditorium door of the Barron Avenue School building, "*Liberty is the Fruit of Knowledge.*" An earlier motto, not nearly so evident but equally sagacious, is molded into the bell atop the tower of the old School #1 on School Street; "*Wisdom is better than gold*".

CHAPTER II

The Free School Lands

“ ... All persons as well as the freeholders,¹ as others the freemen and inhabitants admitted in the said corporation or township, shall contribute according to their estates...one hundred acres... for the maintenance of a free school, which said land shall not be allionated, but shall remain from one Incombatant to another forever. Which said land...shall be exempted from paying of the Lord's Rent or a half penny per acre, or any other rate of taxes forever.”²

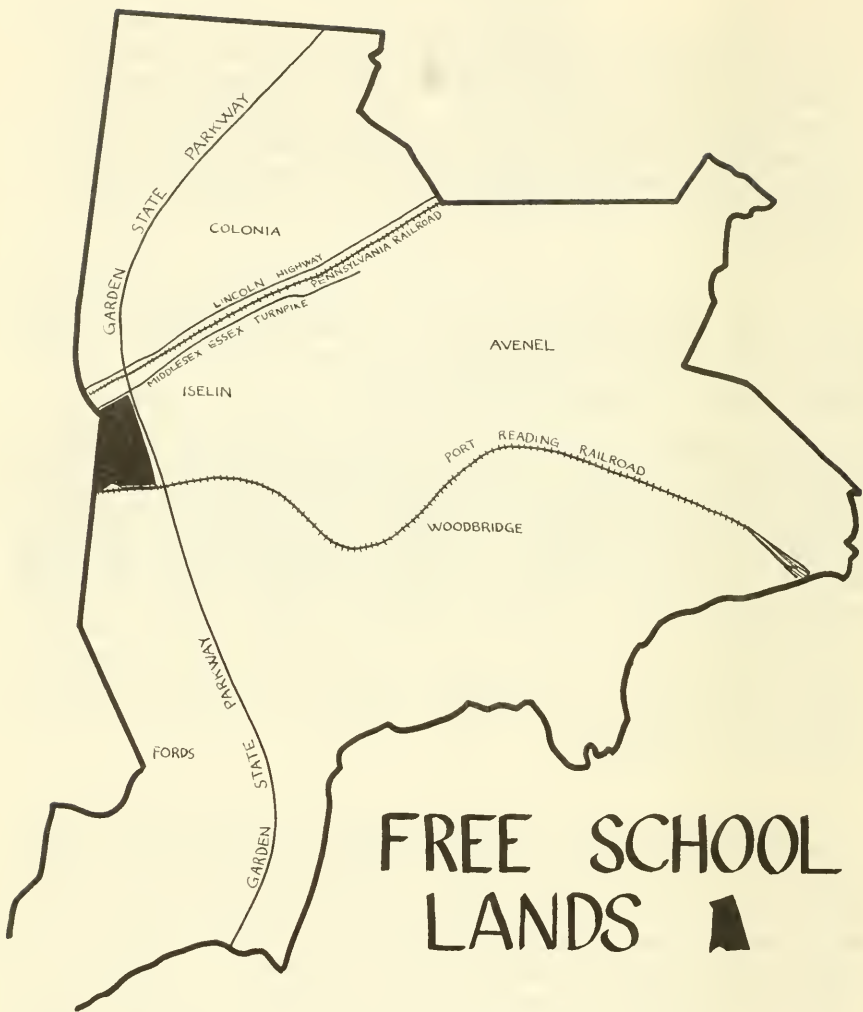
With the above words and the institution of Woodbridge Township on June 1, 1669, provisions were made for the education which the settlers of the new town held as indispensable; the land set aside would be contributed by all and would be forever tax free.

It is interesting to note, at this point, the connection between this early provision for a public school and the famous Northwest Ordinance of 1785, which also established free education. As we have seen above, in 1669, the people of Woodbridge Township, having come from New England and being used to the custom of free public education there, were guaranteeing their children an education through the same formula. The Northwest Ordinance also was based on the New England model of townships, providing that one section in each should be sold for the benefits of common schools. Thus we can see the strong influence of the Puritan love of education, in one small New Jersey township in 1669, and in the Northwest Territory in 1785.

Because general location had been agreed upon, but not properly surveyed, the Township soon had quite a problem to contend with— certain people were living on the Free School Lands with the intention of eventually claiming it. In September, 1682, an aroused public met for a Town Meeting at which they resolved to prosecute all persons refusing to leave these lands; in addition, Captain Pike, John Bishop, Sr., Thomas Bloomfield, and Samuel Morse were appointed to enforce this resolution as well as to declare illegal all patents held on the property. On October 10, 1682, the committee, acting as instructed, began a surveying struggle that was to continue through the next thirty-three years—they attempted to define the Free School Lands as consisting of twelve acres of marshland and

¹ As used here, the word “freeholder” is the Old English term meaning a landowner.

² “Section Four”, Woodbridge Charter of June 1, 1669.



eighty-eight acres of upland. By 1701, the people of Woodbridge Township had realized the necessity of having the school land surveyed properly before any of the common land could be divided; and they appointed a committee to “*lay out the same in such place or places as they in their digression shall judge best, most convenient and beneficial for the town in general.*”³ Slightly contrary to the plans of the previous committee, this group then set aside one hundred acres⁴ of upland with *no* marshland. By the landmarks of today, this area is bounded by the Pennsylvania Railroad, the Garden State Parkway, the Reading Railroad, and in part by the Woodbridge-Edison Township line in the area of Iselin. “*All is within the confines of the Township of Woodbridge, except for a small sliver extending into Edison.*”⁵ (See the map of the Free School Lands p.24.)

For several years after this initial controversy on the subject of the Free School Lands, little was done beyond declaring that they were to “*remain unmolested, laid in ‘common fields’ and planted with corn.*”⁶

On January 28, 1714, a committee of four was appointed unanimously to take “*special care of the school land, in that manner as shall seem most advantageous for the end it was laid out for, and also to agree with those that have now got timber cut upon it.*”⁷

In July of 1715, it was determined that a committee of five men, headed by Thomas Pike, would re-survey the Free School Lands in addition to other duties of caring for the said land. The freeholders also resolved to sell the “*one hundred*” acres, but they found that only by an order from the General Assembly could such a sale be made valid. On March 28, 1716, the township of Woodbridge voted to set out two acres of the property for the new town of Rahway. Then, again, on January 3, 1717, the townpeople met and resolved that it would be more convenient and advantageous to sell the land. John Kinsey and Moses Rolph were appointed to petition the General Assembly to pass an act permitting such a sale; however, this action was not carried out, and the land was not sold.

3 J.W. Dally, *Woodbridge and Vicinity*, p. 144.

4 *It was later discovered that the area which the committee described actually contained about 163 acres.*

5 “*Graham vs. Edison Township*”, *Reports of Cases Argued and Determined By the Supreme Court of New Jersey*, vol 35. p. 546.

6 Dally, *op. cit.* p. 148.

7 *Ibid*, p. 181.

At this point in its history, the school land was given, from year to year, into the hands of appointed committees and leased for terms not exceeding ten years. (This was determined by a ruling in 1735.) The following table⁸ illustrates how the school fund collected from the rent of this property increased from 1764 until 1776 (the principal in 1764, was £ 361. 10s. 9d., and the interest accruing amounted to £ 72. 17s., making a total of £ 434. 7s. 9d.):

Year	L (Pounds	s (Shillings)	d(Pence)
1764	434	7	9
1765	465	5	3
1766	533	8	2
1767-69	---	---	---
1770	740	---	---
1771	794	---	---
1772	850	---	---
1773	900	---	---
1774	985	4	10
1775	1,063	14	11
1776	1,162	12	6

(During the days of the Revolutionary War, although no account of the expenditures has yet been found, the amount of money put into the fund was decreased; and it is assumed that the balance was absorbed for military operations.) On March 11, 1766, the motion to apply the interest of the Free School Lands fund for the "*schooling of poor people's children*" was raised, but defeated, at the Town Meeting. Ironically, by 1789, the inhabitants were using not only this interest, but also that from the tax on dogs, for educating these children. The situation remained very nearly the same --- with short-term leases allowed on the land, committees of freeholders supervising it, and fund being used to educate underprivileged children---until 1805. In that year, however, the township itself rented the property for use as a poor farm until other land was obtained for this purpose from the Port Reading trustees in 1919. In 1920, the inhabitants of the poor farm were transferred to their new home, and the Free School Lands were vacated once again.

In 1769, the freeholders of the town had appealed to the head of the colony for a charter which would organize a committee specifically entrusted with the care of the Free School Lands, and which would define that committee's duties and powers; the people of Woodbridge Township had discovered that a small group with clear instructions could care most efficiently for the property. As the document which grants these requests so clearly states of its purpose:

⁸ Dally, *op. cit.*, p. 183

“...the said Freeholders find themselves unable and without authority properly to settle the accounts with such persons as have from time to time been appointed to receive the rents and issues of the said one hundred acres of Land or to prosecute such persons as from time to time have committed waste and trespass on the same or to build a school house or to make provision for the maintenance of proper masters and teachers and to make and obtain proper laws and instructions for the good governing of the said schools and have therefore prayed our letters patent under our Great Seal of our said province of New Jersey to incorporate the said Freeholders of the town with such Powers, immunities, privileges, and jurisdictions as may be thought requisite and necessary for the more effectual promoting and the better order and governing the said school and/or schools in the said town of Woodbridge...”⁹

The first “Trustees” of the Free School Lands of Woodbridge Township, as the new committee was called—John Moores, Nathaniel Heard, Moses Bloomfield, Benjamin Thornall, Ebenezer Foster, Joseph Shotwell, and Robert Clarison—and their successors henceforth were to be “*one body politic and corporate*” and were to have “*perpetual succession in deed and fact and name.*”¹⁰ The charter of the school land gave to the committee full power to “*acquire, hold, and sell or otherwise dispose of real and personal property with the right to sue and be sued and the specific authority to demand and collect moneys arising out of the school lands received by persons previously appointed.*”¹¹ Plenary power was also granted for the engagement of teachers and for the maintenance of the schools themselves. The trustees were to be elected, and still are, once every three years, on the first Tuesday in March, at the Town Meeting. In the event of a vacancy, a freeholder was to be nominated, elected, and chosen by the freeholders of the Township as a replacement. The charter and its legal contents were declared to be forever valid.

In 1949, the Trustees of the Free School Lands conveyed about thirty acres of the now vacated property (only the few deserted buildings of the old poor farm remained on the land) to the state for use as part of the Garden State Parkway; and the decreased acreage sank into public oblivion for about six years. In December, 1955, however, the Trustees entered into a contract to sell the Free School Lands, or the greater portion of them,

⁹ *The Charter of the Free School Land in Woodbridge of June, 1769.*

¹⁰ *Ibid.*

¹¹ “*Graham vs. Edison Township*”, *Reports of Cases Argued and Determined by the Supreme Court of New Jersey*, vol. 35, p. 548.

to a manufacturing company for \$275,000. At this point, Arnold S. Graham, a Woodbridge taxpayer and resident, instituted the action of attacking the proposed sale as illegal and beyond the powers of the Trustees; he also claimed that the price was grossly inadequate. Joined as defendants were the Townships of Edison and Woodbridge, the Borough of Metuchen, the Trustees of the Free School Lands, the Boards of Education from Edison, Metuchen, and Woodbridge, and the various other municipal and state corporations. Although several months later the agreement of sale was cancelled because the "vendee" was unable to obtain title insurance, the proceedings continued in an effort to define the Trustees' power, the quantity of the land itself, and its rightful ownership. In 1961, the Supreme Court of New Jersey decided that the benefits of the property were to go for public education purposes *in the present confines of Woodbridge Township*; no other municipality (neither Edison nor Metuchen) had any interest in the land.¹² As to the question of actual ownership, the Woodbridge Board of Education, the Trustees, and the Township of Woodbridge agreed to collaborate in any action since they all were concerned with the land's most advantageous use.

In the Woodbridge *Independent Leader* of August 17, 1961, an announcement appeared, stating that Mayor Frederick M. Adams and the Town Committee favored the sale of the Free School Lands as an industrial park: the proceeds of the sale would go toward the Board of Education's school construction program, thus easing the tax burden of the landowners of the township. It was also suggested that such a sale would bring much needed ratables into the Township. In Mr. Adam's 1963 mayorial campaigns, he again stressed the need to subdivide the school land into individual ten to fifteen acre sites, to provide a diversified industrial park for *clean* industries. His opponent and the present Mayor of Woodbridge Township, Walter Zirpolo, however, did not include this plan in his program; and the preoccupation of the Township with the action concerning the often-disputed land greatly decreased until the time of this writing when rumors of its potential sale are again appearing in the press.

¹² *Graham vs. Edison Township op. cit.*, p.550

CHAPTER III

STATE DEPARTMENT OF EDUCATION

The State Board of Education, created and established by an Act of Legislation October 19, 1911, has the responsibility for the general supervision and control of public education.¹ There has been a State Superintendent of Public Education since 1846.² The New Jersey school system is considered a "home rule," with the local board strong, operating under a minimum of state control.

The State Board of Education, established in 1866, consists of ten members; the 1911 Act set up standards for membership: at least two members must be women, no political party may be in majority, no two members may come from the same county, and candidates must be citizens residing in the state for at least five years.³

The members are appointed by the governor with the advice and consent of the senate for a term of eight years. They receive no salary, but their expenses are paid by the state treasurer upon the warrant of the state comptroller. The State Board of Education has certain rights and duties:

1. To frame and modify the by-laws for its own government and to elect its president and officers.
2. To prescribe and enforce rules and regulations necessary to carry out State school laws.
3. To prescribe rules and regulations for teachers' institutes.
4. To decide appeals from the decisions of the commissioner.
5. To make and enforce rules and regulations for the examination of teachers and the granting of \$5 certificates or licenses to teach.
6. To prescribe a uniform and simple system of bookkeeping for use in all school districts and to compel all to use the same system.
7. To appoint, upon application, a supervising principal over schools in two or more districts when advisable and to apportion the expense among the districts.

¹ *New Jersey Statutes Annotated, Title 18:2--1.*

² *Manual of the Legislature of New Jersey - 1963, p. 219.*

³ *Statutes Annotated, 18:2--2.*

8. To withhold or withdraw approval of a secondary school when its academic work, location, or enrollment and per capita cost of maintenance do not warrant its establishment or continuance.
9. To fix rates for non-resident students when districts cannot agree.
10. To compel production of records and attendance of witnesses at hearings.
11. To issue subpoenas for the above purpose.
12. To conduct building operations when necessary and to select architects.
13. To condemn lands needed for school purposes.
14. To administer oaths and examine witnesses.
15. To permit the use of school lands for recreational purposes.⁴

The State Department of Education has the same general purpose as the State Board: the general supervision of public instruction throughout the State.⁵ This department consists of twelve appointed members with a six-year term. It determines policies and makes recommendations regarding the unified, continuous, and efficient development of public education. It approves the acts of the Commissioner, confirms appointments of departmental offices and county superintendents, decides appeals from decisions in controversies and disputes, and prescribes the rules for the granting of teachers' licenses and the executing of the State school laws.⁶

The Commissioner of Education is appointed by the Governor for a five-year term. The Chief executive and administrative officer of the Department, he is also secretary of the State Board and its official agent. He supervises all schools receiving State appropriations, apportions State School aid,⁷ establishes rules for the management of vocational schools and State teachers' colleges, and issues qualifying academic certificates. His other duties include the licensing of nonsectarian private boarding schools, trade schools, and child care centers and the deciding of controversies arising under the school laws.⁸

⁴ *Statutes Annotated 18:2-4 through 18:2-7*

⁵ *Bureau of government Research of Rutgers University, Handbook of New Jersey State Government, p. 39*

⁶ *Ibid, p. 39*

⁷ *See Appendix Chart IV & V, p. 62 and 63.*

⁸ *Bureau of Government Research, op. cit., p. 40.*

In each of the twenty-one counties there is a superintendent of schools, appointed by the State Commissioner of Education to supervise public education in his own county. His job includes advising the local boards of education, supervising pupil transportation, and rendering prescribed reports to the State Board.⁹ His authority extends to all public schools within his county, save those in cities, which are under the supervision of the State Commissioner.

The State Department of Education also includes fourteen branches for Divisional Education. These are Division of Controversies and Disputes, which acts as the legal advisor for the department; the Division for Elementary Education, which supervises the grade schools and licenses child care centers and nursery schools; the Division for Secondary Education, which oversees all secondary schools subject to State approval; the Division for Higher Education, in charge of all colleges and professional schools accredited by the State Board of Education; the Division for Vocational Education, which administers the Department's vocational programs; and the Division of Business, primarily responsible for the apportionment and distribution of State Funds. Other divisions are the Division Against Discrimination, which includes a commission on civil rights; the Division for Health, Safety, and Physical Education, assisting schools in meeting the requirements for health instruction; the Division of Adult Education, which facilitates the development of adult educational services; the Division of Teacher Certification, which grants certificates for service in public schools through the State Board of Examiners; the Division of Academic Credentials, which issues high school equivalency diplomas and certain preprofessional qualifying certificates; and the divisions of State Library, Archives, and History, State Museum, and Administration, which are self-explanatory.¹⁰

This system of check and balances prevents any one group from gaining complete authority, while at the same time keeping education in the State running smoothly and efficiently and making progress.

⁹ Leonard B. Irwin and Herbert Lee Ellis, *New Jersey-the Garden State*, p. 182.

¹⁰ Bureau of Government Research, *op. cit.*, p. 44.

CHAPTER IV

LOCAL BOARD OF EDUCATION

The Woodbridge Township Board of Education, comparatively young in its present form, had its beginnings long ago as an emergency committee appointed to safeguard the land set aside for school purposes as provided for by the original charter in 1669 and referred to locally as the Free School Lands.¹ This group, selected at a special meeting of the Freeholders in 1714, proved to be effective; thus the management of school land was given from year to year into the hands of committees appointed at the annual Town Meeting.²

Since there was still no authority "*to settle school accounts properly, or to prosecute persons committing waste and trespassing on school lands, or to build a school house, or to make provision for the maintenance of proper teachers,*"³ a charter was applied for and obtained regulating the affairs of the trustees. This charter, signed by William Franklin, Governor of the Province of New Jersey, at Burlington on June 24, 1769, names John Moores, Nathaniel Heard, Moses Bloomfield, Benjamin Thornall, Ebenezer Foster, Joseph Shotwell, and Robert Clarkson the first trustees under the charter as a body politic called "*The Trustees of the Free Schools of the Town of Woodbridge.*"⁴

In 1789 the Town Meeting authorized the use of the interest of the school fund for the schooling of poor children. This embryo of a budget was augmented from then to 1824 by the dog tax levied at that time.⁵

The State Legislature passed a law providing for the creation of a fund for the support of free schools in 1817. Three years later townships were authorized for the first time to raise money for school purposes by vote of the town meeting.

April 17, 1846, marked the passage of an act to establish public schools; in this act provision was made for the appointment of a State Superintendent of schools and for the election at town meetings of a town superintendent who was, on or before the second Monday in May, 1846, to "*set off and divide the township into convenient school districts*" with power to alter as circumstances required. The local superintendent, paid one dollar a day, was to select, with the assistance of trustees of each school district, the text books for the schools. The first superintendent

¹ See Chapter II, P. 23

² Leon E. McElroy, notes for History of Woodbridge Township, p. 13.

³ *Ibid*, p. 13.

⁴ *Ibid*, p. 14.

⁵ *Ibid*, p. 14

in Woodbridge was Jacob B. Clarke.⁶ The School Act of 1846 allowed school districts to incorporate by adopting a name and a seal and recording the boundaries in the office of the county clerk. Incorporated districts could raise by a two-thirds vote any district taxes for maintaining the school, buying land, or building school houses. By 1854 Woodbridge Township had seventeen school districts attended by 1,173 children between the ages of 5 and 18 out of a total of 1,748 eligible in that age range. Nineteen teachers were employed: 12 men at a salary of \$375 per annum and 7 women at a salary of \$180.⁷

The use of the term Board of Education for those entrusted with the management of school affairs in Woodbridge did not take place till near the close of the 19th century. In the July, 1894-March, 1897 Minutes Book they were still being referred to as "*Trustees of the Free Schools*", where it is recorded that school elections were announced March 5 to be held March 16, 1897 to elect three trustees. The minutes of the latter date state that the purpose of the elections was to elect a "*Board of Education*," the first time this title was used.⁸ The victors, however, were still called trustees. It was not until the following year that the minutes began to read consistently "*the board of education*." The date of election is now established under New Jersey State Law, Title 18, as the second Tuesday in February. At the same election the voters pass upon the school budget. If it is rejected in whole or part, a special school election on the budget as is or revised downward is held fifteen days later. If the budget is rejected a second time, it goes to the governing body of the Township, who then determines what the school budget shall be. Should the governing body not take action within ten days, the problem of the school budget is then sent to the State Department of Education for resolution.⁹

According to State law, as long as Woodbridge is governed as a township, the local board of education is completely autonomous and in no way responsible to the governing body of the township. It is a separate entity with a separate budget, supposedly divorced from all political pressures.¹⁰

The Board of Education at the time of this writing has nine members—three are elected at large each year for a three-year term without salary.

6 Leon E. McElroy, *op. cit.*, p.15.

7 *Ibid*, p. 15.

8 *Woodbridge Board of Education, Minutes Book II: March 16, 1897-March 18, 1902.*

9 *League of Women Voters, New Jersey Citizen's Facts and Date Book*, p. 10.

10 *New Jersey State Law, 18:6-21 and 18:7-59.*

The candidates, nominated by petition filed forty days before elections, must have three qualifications¹¹:

1. They must be able to read and write.
2. They must be a township resident for at least three years.
3. They must not have any contract with or against the board.

Their petitions, filed with the Secretary of the Board, must be signed by ten registered voters of Woodbridge Township.

The staff of the Board of Education includes a full-time secretary and a part-time engineer, attorney, and auditing firm. The superintendent is chief executive of the school system, administers policies of the Board, helps plan curricula, and makes recommendations concerning policies, objectives, and personnel appointments.

Board of Education meetings are public, held at 8:00 p.m. on the third Wednesday of each month. Special meetings may be called at the request of the president or three board members. Interim reports are made to the board by the Superintendent of Schools.

The Board of Education functions with eight committees: Finance, Buildings, and Grounds, Supplies, Public Relations, Personnel, Athletics, Transportation, and Program and Policy.¹²

Thus, the Woodbridge Township Board of Education has grown from a small, basic one to an efficient body of nine; and it will continue to grow, according to the needs of the community.

¹¹ *The League of Women Voters of Woodbridge - "This is Woodbridge"*
p. 43-1959.

¹² *Woodbridge Township Board of Education Committee Assignments, 1964-1965.*

CHAPTER V

SPECIAL EDUCATION

Vocational Schools

Vocational education in New Jersey had a later start than did the public school system. In 1913 the New Jersey State Legislature provided a clause in the Public Law, Chapter 294, establishing county vocational schools.¹ This plan was acted upon and in early 1914 the State Board of Education and the Board of Chosen Freeholders approved a plan for the establishment of vocational schools in Middlesex County. On October 26 of the same year Judge Peter F. Daly of the Court of Common Pleas issued an order establishing a Board of Education for Vocational Schools in Middlesex County and appointed five members, including a County Superintendent of Schools. Thus ours became the first county vocational school system in the United States.²

After an organization meeting November 2, 1914, the County Board of Education carried on an evening school program for two months in the winter of 1915; New Brunswick, Perth Amboy, and Jamesburg offered courses in mechanical drawing, carpentry, printing, cooking, dressmaking, and agriculture.³ The fee was three dollars a night.

Middlesex County Vocational School #1 was opened in a rented building in New Brunswick on September 20, 1915. This was the first all-day full-time vocational school, teaching fifty-one boys. Admission requirements stated that boys must be at least fourteen years old and must have completed the fifth grade.⁴

Middlesex County Vocational School #2 was opened October 1, 1916, with an enrollment of forty-five. Classes were held in a one-story building built the previous year; besides trade courses, mathematics, science, English, and civics were offered.⁵

When the boys moved out of the Guilden Street, New Brunswick, building to one on Easton Avenue on October 20, 1919, the old building was used for home economics training for girls—the first such all-day program for girls in the county. Lack of enrollment caused the girls' school to close in 1925.⁶

1 *B.D. Coe Release: "A Brief History of Our Schools" Sect. 1, Oct. 11, 63.*

2 *Ibid.*

3 *Ibid.*

4 *Ibid.*

5 *Ibid.*

6 *Ibid.*

A co-educational continuation school, opened in South River in 1921, was converted, after the repeal of the Continuation School Law in 1934, into a Middlesex County Girls' Vocational School offering classes in cooking, home nursing, domestic sewing, and machine sewing full-time.⁷

September 12, 1927 marked the moving of the Vocational School #2 to a different location in Perth Amboy; and addition was built in 1958. In 1930 an addition was built to the New Brunswick school.

Ground was broken in 1938 for the Middlesex County Girls' Vocational High School in Woodbridge; the land was donated by Mr. and Mrs. Hampton Cutter. President Roosevelt also approved our application for a grant of \$120,000 of Federal funds toward the estimated \$267,400 cost of the school. The architect was Alexander Merchant. The school opened September 18, 1939, with an enrollment of 194.⁸ At this time the school in South River was discontinued.⁹

On April 1, 1949, the State Board of Education approved the three county schools as Middlesex County Vocational and Technical High Schools; thus a new era began in curriculum, status, and service.¹⁰

The Middlesex County Adult Technical School was approved on November 21, 1956, for the purpose of providing "*full-time pre-employment training for adults in skilled trades and technical operation.*"¹¹

So the vocational school system has grown with the county, expanding to meet its needs, providing the opportunity for a education for those not interested in a strictly academic course, and thus doing its share to combat unemployment.

As this goes to press, it might be interesting to note that Mr. Albert E. Jochen, a young man born and educated in Woodbridge Township, heads vocational education in the state of New Jersey.

Education for the Handicapped

Education for two types of handicapped students, the educable and the trainable, was instituted as part of the Woodbridge Township school program in September, 1955. At that time, eight classes were held in Keasbey, consisting of five for young and middle educable students and three for trainable students. Provision for the deaf and retarded, who are

7 *Ibid.*

8 *Ruth Wolk, History of Woodbridge, p. 68.*

9 *Coe, op. cit., paragraph 13.*

10 *Ibid, paragraph 14.*

11 *Ibid. paragraph 15.*

trainable, was set up in School #11. In Colonia Junior High School, there were two classes of those educable students who were mature socially, but not academically.

In 1956, provisions were made that one classroom for the handicapped would be available for each 900 pupils of the total enrollment.¹²

A school psychologist was employed during 1959-60 by the requirements of the Beadleston Act which made it mandatory that Boards of Education set up special classes for the handicapped and stated that the Board would decide which children needed special attention. At first the psychologists were employed part-time and later full-time; however, more services of this type are needed lest the time, interest, and attention of the school psychologists be absorbed in problems of the retarded without time for direction to normal student problems.

The Beadleston Act not only provided for the education of the handicapped, but also for those confined to their homes, completely unable to attend school. While this law went into effect in New Jersey 1954-55, it is interesting to note that Woodbridge Township had been providing for such pupils since 1938.

Summer Sessions

In 1964, summer sessions were reinstated in Woodbridge Township. This was not totally new since there had been summer school in 1926 in the Barron Avenue Building under the auspices of the principal, Mr. Arthur C. Ferry.

Retraining Program

An innovation, however, is being considered for the summer of 1964. It is a special retraining program which proports to raise the economic level of high school dropouts and welfare recipients. Federal funds dispensed through the New Jersey Department of Labor under the Manpower Development Training Act provides help to defray the costs of such a program.

¹² Victor C. Nicklas, *A Report of Additional School Housing Facilities Needed for the Township of Woodbridge*, p. 6.

CHAPTER VI
STUDENT ACTIVITIES AND ORGANIZATIONS
OF
WOODBRIIDGE SENIOR HIGH SCHOOL

Over the many years there have been numerous student organizations in our high school. The core of a student group is a Student Council, its governing body. The Student Council we know today is sixteen years old, but, in 1924, there was a student organization known as the General Organization. Its constitution was drawn up on December 16, 1924. This General Organization was dissolved in the year 1925-26. Another attempt was made to organize in 1927-28. The attempt was patterned after local township government with a mayor and a committee, or cabinet; however, it, too, was short-lived, having come to an inglorious end in the spring of 1928.¹

Not until 1944-1945 was a further attempt made to re-establish a Student Council. At that time a convention was held of delegates from each homeroom to draw up a Student Council Constitution, which was ratified by the student body voting in homerooms serving as voting districts. It was thus that our present Student Council came into existence in the school year of 1945-1946.

Among the services established under the aegis of the Student Council in 1946-47 were the Lost and Found and the Information Center. Lost and Found was not a new idea, however, for in 1925-1926, the *Chatterbox*, a school publication, had a column called "Lost and Found." The purpose of the Information Center was to greet all visitors to the school and to take them to their destination quickly and courteously. With the transfer of the high school from the Barron Avenue building in 1956, the function of the Information Center was abandoned by Student Council and assumed by voluntary receptionists.

By 1962 the Student Council had instituted numerous projects, including the sale of cookies,² school supplies, and paperback books, the operation of a concession stand at football games, the sponsoring of social functions, and a foreign exchange program, sponsored by the American Field Service.

1 While there are no records to substantiate this information, there is rumor around the school that the Student Council judge was the first person in need of sentencing; therefore, he resigned, since it was a bit awkward to sentence himself.

2 There was no cafeteria because of the double session.

The Woodbridge Senior High School Chapter of the American Field Service has had a rather brief but extremely fruitful history. The idea for the Chapter was originated at the end of 1962 school year when the Student Council was under the leadership of Frank Dito. At that time the Middlesex County Association of High School Student Councils, of which Woodbridge was a member, aided our school in starting a foreign exchange plan. Meetings were held with Highland Park High School, which already had a similar program. Ardavazt Honanyan and Warren Luhrs, of the Class Of 1963, worked diligently on plans and, in January-February of 1963, final arrangements were made for the stay of our foreign student. Elizabeth Sales from England arrived in America in August, 1963, and became our first foreign pupil under the American Field Service program. Plans are underway to send Michael Van Dzura, a Woodbridge High School junior, to Peru during the summer of 1964.³

The music organizations form an important part in our school activities. Around 1916, a plectrum orchestra, consisting of guitars, banjos, and mandolins, was organized. An accordion ensemble, composed of seven or eight students who played classics, was also introduced.⁴ The present band is far larger than the first Woodbridge High School Band of 1926. When it was organized, it consisted of a few instruments, and Mr. Nick Morrissey of Perth Amboy gave instructions one evening a week. By the next year interest has grown to such an extent that Mr. McKenzie from the Connecticut Instrument Company was engaged to help Miss Frazer with this phase of the instrumental program. By the spring of 1927, the band consisted of eighteen members. They played at the township Field Day, football games, high school plays, and gave an annual high school band concert. The first concert took place in the spring of 1929. During that school year additional instruments were purchased, and the following year the band purchased their first uniforms.

Another instrumental group, the high school orchestra, was organized in 1917. Mr. Love, who was supervising principal, often joined the orchestra members with his flute. At that time the orchestra played for the high school assemblies daily, all school dances, and commencement exercises. From the original twelve members, the orchestra's enrollment increased to over thirty-six. Orchestra at W.H.S. disbanded in 1962 due to a shortage of string instruments.

3 *Peter Manzo, interviewed by Elaine Bohrer (Woodbridge Sr. High School Woodbridge, N.J.) Feb. 1964.*

4 *Miss Ann Frazer, interviewed by Carol Cohen (Woodbridge Senior High School, Woodbridge, N.J.), January, 1964.*

The vocal section of the music department consists of a Glee Club which was established in 1916. At that time, however, the state did not grant academic credit for vocal work; participation was on a purely voluntary basis. The Glee Club began with a double quartet, which was very active participating in commencement exercises and school assemblies. Since 1960 the high school chorus of mixed voices has been composed of students selected from vocal music classes which carry academic credit.

In all the musical activities, participation is, of course, voluntary; the various members have always used their own time to develop their musical talents, as practice and rehearsal have been held after school hours. Woodbridge pupils are frequently selected to participate in All-State Band, Orchestra and Chorus.

Debating in Woodbridge Senior High School has long been an extra-curricular activity. In the early 20's inter-scholastic debates were as important and exciting as football games. The debates were held at night, and cheerleaders encouraged the debaters with cheers and songs. Inter-class debates between juniors and seniors too played an important part in school life; in fact, at one time debating was mentioned in the Alma Mater.⁵

The Woodbridge High School Chapter of the Future Teachers of America received its charter in 1955. The purpose of this organization is to acquaint interested pupils with the different aspects of the teaching profession. The club visits various teachers' colleges during the course of the year to become familiar with the educational opportunities available to them. As a service to themselves and the community, they observe and act as teacher-aids in the schools of the township.

The Woodbridge Senior High School Chapter of the Future Business Leaders of America was chartered in May, 1956⁶ for the benefit of those students interested in advancing in the business world after graduation. During the course of the school year the members visit various local industries in order to see how business concerns operated. Many programs are planned within the organization to help the students in applying for jobs and in learning the etiquette of the business world.

The Junior Red Cross was started in 1942 to answer the need of the war effort. During the war years, the members packed gift boxes for servicemen and for children in war-torn countries. The contents were in accordance with specifications prescribed by the National Red Cross headquarters. Afghans, used as knee robes for servicemen confined to wheel-

5 *"In football and in baseball" was originally written "in glee club and debating"*.

6 Miss Susan Pesce, interviewed by Elaine Bohrer (W.S.H.S, Woodbridge, N.J.) March 1964.

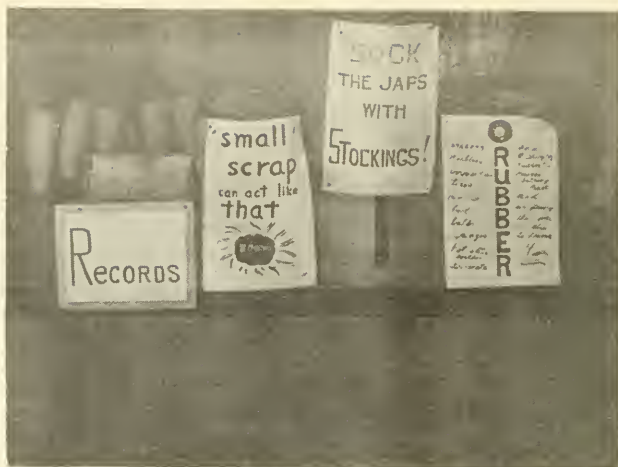
chairs in hospitals, were knitted in blocks or woven on little hand looms. The Domestic Science Department helped sew the blocks together and decorate them with featherstitching. Used playing cards were collected and donated to servicemen who were in hospitals.

Outside the aegis of the National Red Cross, but still within the management of the members of the Woodbridge High School Junior Red Cross organizations, there took place a very active and constructive assist to the war effort. The pupils cooperated with the Civilian Defense Department to direct and conduct the collection of all kinds of scrap materials vital to the winning of the war. Pupil-organized scrap drives began immediately after Pearl Harbor. In the early months of the war, old newspapers and magazines were collected; but as the war wore on, rubber, old silk stockings, tin cans, victrola records, and all kinds of discarded iron and other metal materials were collected also. Firms in the township loaned trucks for these drives which were conducted after church on Sundays. Adults volunteered services as drivers, and high school boys supplied the labor to load onto the trucks the materials left at the curb by householders. (The township was divided into sections for collection purposes, and dates announcing the scrap drives were carried in local papers. Since tin was in scarce supply and collected as scrap, students paid admission to school dances with empty tin cans, wire coat hangers, etc.)

With the adoption of a constitution in 1962 the Junior Red Cross assumed new responsibilities. A Roosevelt Hospital Committee was established that same year. Members of this club and students from the school present programs to the patients and contribute their time to helping the nurses.

The Current Civics Club was established in 1956 for those pupils interested in bettering themselves as citizens of the present and for the future and in developing an appreciation of our democratic way of life and our country's heritage. The group's program includes films, guest speakers, and field trips to aid the understanding of the various government levels and the rights and duties of intelligent participating citizenship. In 1964 as a part of the New Jersey Tercentenary Program, the Woodbridge Senior High School Jerseymen Chapter played host to the Jerseymen, a state high school organization of junior historians organized under the aegis of the N.J. Historical Society. At that time, our club's history fair projects were exhibited; many of these projects were entered in state competition, where one received the second highest award.

The Woodbridge Chapter of the National Honor Society was founded on April 19, 1951. As a service to fellow students, the society instituted a tutoring project in 1957. In 1958, as a service to the community, the



Barrels For Scrap, For Admission To A Dance
In Woodbridge High School Gym.



Woodbridge High School Students Assist At Newspaper Scrap Drive
World War II

Independent Leader Christmas Project was introduced; under this program members wrap gifts purchased for the needy with contributions to the *Independent Leader* Christmas Fund. The Society's educational programs began in 1960. Speakers from various colleges, universities, and other interesting areas, and films concerning a wide variety of topics have made the meetings of great value to the members. From the treasury, books recommended by department heads are purchased for the library.⁷

The A.V.T. (audio visual technicians) is another purely voluntary group organized under the supervision of the school Audio Visual Director. With the introduction of Audio Visual education into the school program in 1947, the need for a squad of technicians became evident. Pupils with an interest in photography and electronics volunteered their services to deliver the materials to and from the classrooms, set up and run projectors and equipment, and lend a hand wherever and whenever needed. Thus there came into being another avenue for pupil citizenship and school service.

The first organized high school sport was baseball, which had its start in 1899. The early teams did not have adequate equipment; the players had to supply their own uniforms. Woodbridge baseball teams have won many championships over the years.⁸

The most popular high school sport, football, began in 1913, but it was banned the following year because of a serious injury to a player. The sport was resumed in 1924, using the Parish House field (behind the Presbyterian Manse on Rahway Avenue) since no other field was available. The present stadium was built on the site of the old race track and dedicated in 1948.

The Student Council in 1958-1959 presented a scoreboard for the stadium to the High School. Throughout years there have been many championship football teams at Woodbridge High School.⁹

Basketball, organized in 1914, is another one of the major sports. Originally, home games were played in the "cigar-box"--the present-day air shaft in the center of the Barron Avenue School. It was so small that there was no out-of-bounds territory. Until the adoption of the double session in 1933, with resultant limitations upon time and place for prac-

7 James Brown, interviewed by Carol Cohen (Woodbridge Sr. High School Woodbridge, N.J.) March 1964.

8 See Appendix, page 50.

9 See Appendix, page 50.

tice, there had been many successful basketball teams.¹⁰ In 1963, Student Council dedicated a new scoreboard in the high school gym.

In 1913 and 1915, Woodbridge High had dual track meets with Perth Amboy in Keasbey. In 1931, because of the depression, track was discontinued. Reorganized in 1948, the track squad has since competed with many teams throughout the state.

Cross country track, organized in 1961 provides good training for our young men; however, indoor track is the favorite sport. Since its beginning the squad has won many outstanding championships.¹¹

Also organized in 1961, wrestling and soccer are comparatively new sports in W.H.S., although there were Varsity-Faculty soccer games in 1924-1925. In 1964, the wrestling team became champions in Middlesex County.

Girls' sports today are somewhat limited, but in 1914-1927, there were excellent interscholastic girls' basketball teams. Basketball for girls was disbanded in 1928 because of the state regulations; however, girls soon had archery, which was introduced in 1931. When this sport was resumed after World War II, the teams won many contests.¹²

Bowling for girls was started in 1942. The girls used the bowling alleys at the Craftsmen's Club in Woodbridge proper because it was within walking distance of the school.

Another activity for girls is cheerleading. In former years, the cheerleaders accompanied the debating teams to spur them on to victory. Until 1939, many boys took part in cheerleading, but girls took over in 1943. Cheerleaders today travel to football and basketball games and lead the school during pep rallies. Twirling and color guard squads work in conjunction with the cheerleaders to cheer the teams to victory, and to present interesting half-time programs with the marching band.

Tennis for girls was instituted during the school year 1963-1964 and is progressing successfully.

The first school newspaper, a paperbound edition called *The Dial*, was published by the students of 1906. The name was changed in 1920

¹⁰ See Appendix, page 50

¹¹ See Appendix, page 50

¹² See Appendix, page 50

to *L'Envoi*, which means "messenger". It was issued six times a year at a subscription price of \$.75. The title was again changed in 1924 to the *Chatterbox*. During the school years of 1924-1927, the *Chatterbox* appeared on a page in the regular weekly issue of the *Woodbridge Independent*, the township newspaper.

The *All-Hi News*, the present school paper, was started in 1930-1931 as a senior English project. In 1935, various English classes helped to publish it. As time went by, the *All-Hi News* developed from one page into eight. Having thus become a sizeable paper, the *All-Hi News* has won several prizes from the Columbia Scholastic Press Association.

The literary publication, the *El Dorado*, was organized under the out-of-the-English Department. A collection of the most original and outstanding student writings during the year, *El Dorado* comes out in early June. It, too, has received awards of merit from the Columbia Scholastic Press Association.

The first high school yearbook, *The Annual*, was published in 1927. It was composed of two topics — Senior Class activities and the history of the high school days of the Class of 1927. *The Wickshaf*,¹³ taking its name from the first letters of the eight parts of the township, made its appearance in 1929. However, due to the scarcity of money during the depression years, there were no more yearbooks, and classes issued graduation booklets in place of an annual. These were mimeographed, bound with construction paper, and contained no pictures. *The Senureka* of the Class of 1931 is a typical example of this type of graduation booklet.

In 1938, the name *Baronet* was adopted for the senior annual. It has always included administration, faculty, senior pictures, underclassmen, and student activities.

In 1938, "Youth Week" was instituted in the high school as a project of the local Lions Club. This has developed into one of the most important events of the school year. During this time, students elect their own officers for the following year. Approximately one month before Youth Week activities, students circulate petitions for aspiring officers of their respective classes, Student Council, and the Junior Red Cross. In a primary election held in classrooms, the students select the two opposing candidates for each office. When Youth Week officially begins, the campaigns start. The candidates form two parties, the Red and Black and the Barrons. The presidential candidates make speeches at a special assembly modeled after a political rally.

¹³ W-Woodbridge, I-Iselin, C-Colonia, K-Keasbey, S-Sewaren, H-Hopelawn, A-Avenel, F-Fords.

At the completion of the Youth Week campaign, the students vote, using authentic voting machines. This gives them practical experience in this phase of the democratic system. Successful candidates are feted at a banquet by the Lions' Club; they are also given honorary positions in the town government for a day, the new Student Council president serving as mayor. The program is carried on with the hope that what is learned about elections on a small scale will be profitably employed on a grand scale when the students become old enough to participate in practical politics.

In the life of every high school student, commencement is an important event. Commencement programs have varied greatly during the years.

The first formal commencement was held in 1887 in the old Masonic Temple (now the *Independent-Leader* building). The graduating class numbered seven. Each student read an original essay as part of the program.

The class of 1894 held its exercises in the Methodist Episcopal Church. In 1912 there was no formal commencement because of a severe epidemic. Since there was no adequate auditorium, the commencement in 1913 took place in the First Presbyterian Church. The program was quite novel. The students who had studied typing sat on the pulpit and typed to demonstrate their ability, and the chemistry classes performed several experiments.

In 1925, the auditorium at Barron Avenue School was completed, making it possible to hold commencement in our own high school. The wearing of academic gowns by the graduates and the faculty, and marching in the academic procession were instituted in June, 1929. Former presidents of senior classes served as ushers, but this, like many other customs, was stopped during World War II.

By 1939, the auditorium was no longer able to accommodate graduation exercises, so that year they were held in the local motion picture theater, the State, on Main Street.

The first outdoor commencement was held on Legion Field, Berry Street, in 1939. Continuing this custom a colorful Latin American pageant was presented there by the Class of 1942.

Because of the construction of a highway where Legion Field was located, the Class of 1947 held its commencement in the Albert G. Waters Stadium, Perth Amboy. The Class of 1948 was the first to graduate from

our own football stadium. The size of the graduating class had increased from seven in 1887 to over one thousand in 1964.¹⁴

With the erection of the present stadium in 1948, the graduation exercises have permitted some 5000 to 6000 people to attend this program; however, the custom of the direct presentation of diplomas to each graduate was discontinued in 1962, again due to the class size. Since then the president of the Senior Class has received a token diploma.

In the early '20's, the practice of taking a senior trip was instituted. Until 1932 and the depression, classes spent three days in Washington, D.C. The trip then became a one-day outing to such places as Asbury Park, Point Pleasant, Rye Beach, Palisades Park, and Lake Hopatcong. Graduates of 1943-45, because of gas rationing, were deprived of their class trips. In 1946, however, these trips were resumed. As enrollment continued to skyrocket, arrangements for class trips grew increasingly difficult. The Class of 1962 went to a local swim club and the Cinema Theater in Menlo Park. The classes of 1963 and 1964 had no trip.

Woodbridge High School has had a long and fruitful history. Throughout the years its administration and faculty have endeavored to provide the best opportunities for the educational enrichment of its pupils. Extracurricular organizations and sports have added to the students' learning experience and enjoyment and have, at the same time, prepared them to take their places in our ever-changing, ever-growing world.

¹⁴ See Appendix - p.56

Epilogue

This has been the joint project of many pupils over many years involving research, reading, writing, collating, tabulating, and refining. It has provided an avenue for the practice and exercise of the historical method and companion social science skills in a useful and bona fide historical project. It is hoped that future classes will continue to revise and add to this record from time to time so as to keep current the "Story of the History of Education in Woodbridge Township".

APPENDIX

APPENDIX

W.H.S. has been a member of the National Forensic League at two different periods. The first was from 1944 through 1949 and the second since 1960. During this time 131 students had obtained N F L membership, 60 reached the Degree of Honor, 32 the Degree of Excellence and 13 the Degree of Distinction.

In 1962 and 1963 a Woodbridge debater served as Senator in the National Student Congress and was accorded a superior rating in the 1963 session. In 1963 first place in the North Jersey N F L tournament in extemporaneous speaking was won by our representative who also went on to participate in the National Tournament.⁶

Major Honors--W. Sr. H. S.--Forensics

1961-62--N F L District Tournament Debate-2nd place

N. Y. U. Hall of Fame Tournament - Semi-Finals

Temple University Speech Festival-East Coast Championship

National Student Congress-Position of Senator

2 Degrees of Distinction - N F L

1962-63--Temple University Speech Festival-3 outstanding awards

Seton Hall Debate Tournament-team placed second

Central N.J. Debate CO-Champions

New Jersey State Debate Championship

Central New Jersey Extemp Champion

N F L District Tournament-extemp-1st and 3rd place

N F L District Congress-Senator and President

Delegate and Speaker of the House

Middlesex County American Legion Oratorical Contest

1st and 2nd place

1963-64--N F L Student Congress-District Congress Speaker of the House

Outstanding Congressman-National Congress-Delegate to

House of Representatives

Central New Jersey Debate Champion

Finalists-State Debate Finals

New Jersey Extemp Championship

Seton Hall Debate tournament-1st place

ALMA MATERS

In 1905, Asher FitzRandolph wrote the following song to the tune of the Rutgers University Alma Mater.

On the Banks of the Woodbridge Creek

(1)

My father lived in good old Woodbridge
And resolved that in the bye and bye
I should come to great renown
In that old historic town,
So I went to the Woodbridge High.

(2)

As a freshman I began my studies,
But I feared that in the bye and bye,
I should have to fight my way
From the dawn till close of day
On the grounds of the Woodbridge High.

(3)

I soon had passed through many battles,
But as a soph I soon began to sigh,
For I had such lots of work
Which I did not dare to shirk
In the school called the Woodbridge Hi.

Chorus;

On the banks of the Woodbridge Creek, my boys,
There forever it will stick
For that old Woodbridge High
It will never never die
On the banks of the Woodbridge Creek.

Alma Mater as of 1964

Oh, Woodbridge Alma Mater
Thy praises let us sing;
Through the three long years of high school
May we honor to thee bring.
In football and in baseball,
In basketball and track,
May we always prove most loyal
To our dear old Red and Black.

And when our course is over,
And we leave our school for aye,
May our mem'ries often lead us
Back to Woodbridge High School days;
Where we spent such happy hours
In work and pleasure gay,
May we always turn to help her,
Where'er and when we may.

Athletic Championships

Archery

- 1938 - N.J.A.A. Interscholastic Winter Archery Team Shoot
- 1962 - National Interscholastic Class B
- 1963 - High School Archery Team Championship

Baseball

- 1925 - Middlesex County Championship
- 1935 - N.J.S.I.A.A. Central Jersey Championship
- 1938 - Group IV Central Championship
- 1957 - Tri-County High School Invitation Baseball Tournaments

Basketball

- 1962) Middlesex County Holiday Festival Championship
- 1963)

Bowling

- 1969 - Jaycee Central Jersey Tournaments

Football

- 1930 - N.J.S.I.A.A. Central Jersey Football Championships
- 1938 - Central Jersey Championship
- 1939 - Central Jersey Group III
- 1960 - Central Jersey Group IV (tied with Union High)
- 1963 - Woodbridge Kiwanis Award

Track

- 1954 - Middlesex County Relays
- 1955 - Middlesex County Relays
- 1961 - Central Jersey Championship Group IV
- 1961 - Middlesex County Track and Field Association Championship
- 1962 - Middlesex County Relays
- 1962 - Middlesex County Track and Field Association Championship
- 1962 - Queens - Iona Relays - High School Class Mile Relay
- 1963 - Seton Hall Relays
- 1963 - Middlesex County Indoor Championship

STATISTICS OF CLASSES *

Year	# of Grad.	# of Teachers	Motto	Type of Grad.	# and Name of courses	Class Colors
1883	2					
1884	14					
1885	No class					
1886	No class					
1887	7					
1888	7			Oration Recitation, Essay		
1889	3		"Let Knowledge grow from more to more"			
1890	10		"Nothing great is lightly won."			
1891	22					
1892	15					
1893	4					
1894	10		"Truth conquers all things."	Essay		
1895	8	6	"Perserverence conquers all."			
1896	23	9	"Row but never drift."			
1897	1	7			1-English	
1898	3	7	"Truth, our Light, Conscience, our Guide."	Recitation Essay	2-English Latin- Scientific	Green & White
1899	7			Essay	2-as above	
1900	3			Essay	2-as above	
1901	12			Essay		
1902	9			Essay	4-English Latin- Scientific Business College	
1903	6					
1904	13		"Be what you seem to be."	Essay	4-as before	White & Gold
1905	14		"Finished labors are pleasant."		2-Business Latin- Scientific	Blue & Gold
1906	10			Essay	2-as above	Green & Gold
1907	7		"Step by Step."	Essay	2-as above	Blue & Gold
1908	6				1-Latin Scientific	
1909	10		"In Amine"			Laven- der & Gold
1910	6		"The end crowns the work."			Black & Gold

* Blank spaces indicate no records are available.

Year	# of Grad.	# of Teachers	Motto	Type of Grad.	# and Name of Courses	Class Colors
1911	5					
1912	6		"Forward"			Red & Gold
1913	12					
1914	15		"Esse quam videre."			Green & Gold
1915	20		"Success reflects effort."			Orange & Black
1916	26		"Not really to exist but to amount to something is life."			Lavender & Gold
1917	22					
1918	11					
1919	21		"Voleno et Potens."			Lavender & White
1920	16					
1921	19		"Non palma sine lahare."			Maroon & White
1922	19	13	"Service"	Oration Recitation Awards		Blue & Gold
1923	27	15	"Deeds, not Dreams."	Awards Musical Recitation	3-classical General Commercial	Orange & Black
1924	38	16	"Will Desperandum"	same as before	3-same as one before	Blue & Gold
1925	46	18	"Tactanon Verba."	Essay, Musical Recitation	3- as above	Orange & Black
1926	50	25	"Labor omnia vincit"	Chorus Oration, Awards	3- as above	Lavender & White
1927	61				4-Classical Scientific Academic Commercial	
1928	54				3-Academic Commercial Classical	
1929	64	28		Musical, Awards, Oration	4-Classical Academic Commercial Scientific	
1930	54	29		Regular	4 as above	
1931	75	31			4 as above	
1932	105	34		Pageant	4 as above	
1933	102	37		Regular	4 as above	
1934	135	42		Regular	4 as above	
1935	171	41		Regular	4 as above	
1936	185	49	"Climb though the rocks be rugged."	Regular	4 as above	Scarlet & Silver

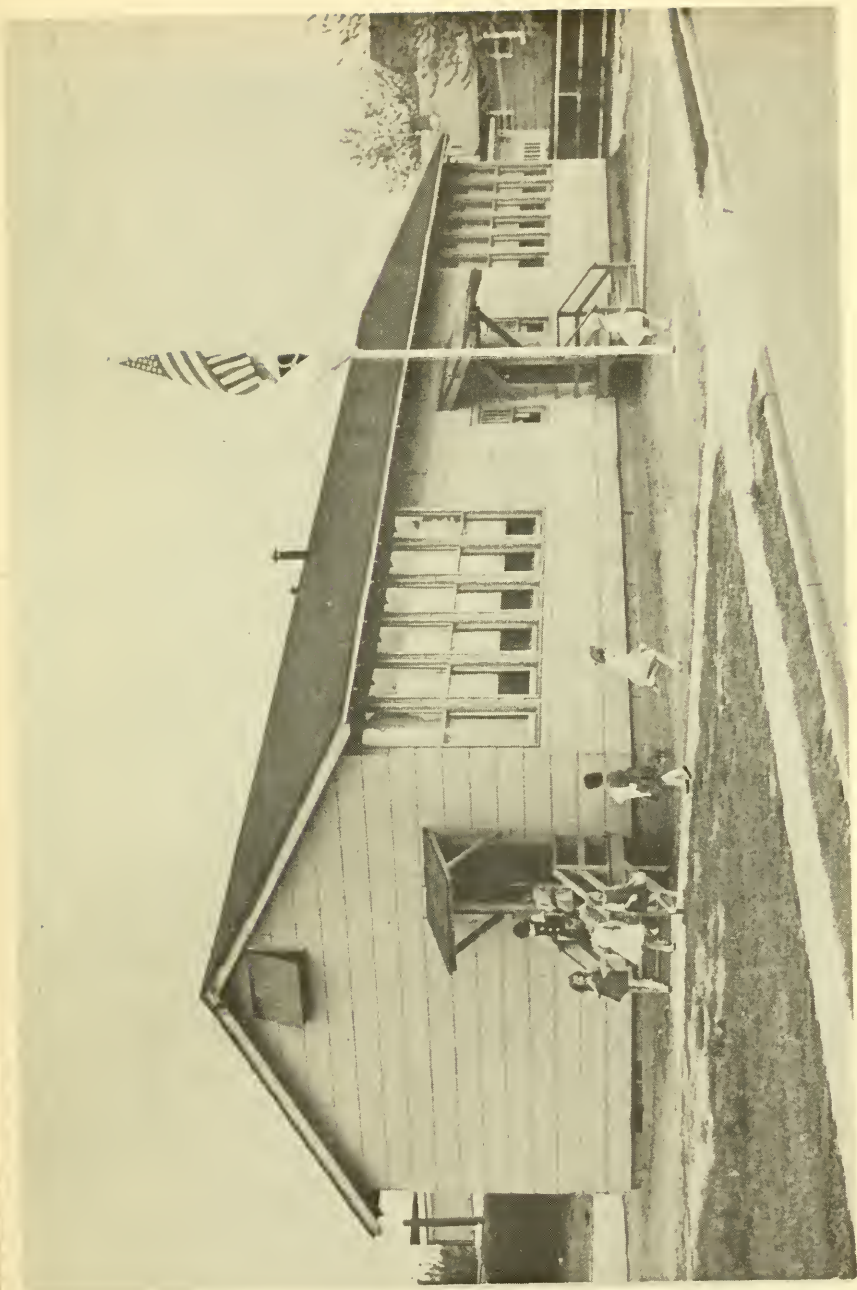
* Blank spaces indicate no records are available.

Year	# of Grad.	# of Teachers	Motto	Type of Grad.	# and Name of Courses	Class Colors
1937	220	53	"Instruction ends in the classroom, but education ends only with life."	Regular	4 as above	Brown & Powder Blue
1938	190	53	"Act well your part, there all honor lies."	Scientific projects	5-General Added	Dubonnet & White
1939	241	53	"Knowledge comes, but wisdom lingers."	Regular	5 as above	Blue & Gold
1940	212	51	"Whoever tries for great objects must suffer something."	Regular	5 as above	Scarlet & silver
1941	221	51	"Whatever is worth doing at all, is worth doing well."	Regular	5 as before	Blue & White
1942	190	51	"To strive, to seek, to find, and not to yield."	Latin American Program	5-as above	Blue & Gold
1943	218	51	"But above all things, Truth beareth away all victory."		5 as above	Burgandy & White
1944	172	48	"By a step at a time one goes a long way."	Symposium	5 as above	Navy Blue & Gold
1945	217	48	"High regions are never with out storm."			Hunter Green & Gold
1946	239	47	"Courage, Conduct, and Perseverance conquer all before them."	Pageant		Blue & Silver
1947	311	51	"Knowledge is power."	Regular		Maroon & Gray
1948	261	50	"Success is judged by happiness, not by dollars."	Regular		Dark & Light Green
1949	280	52	"Ever onward; never backward."	"Our America"		Green & White
1950	255	51	"Education is earned, it is not bought."	"Youth and the World of Tomorrow"		Maroon & Gray
1951	221	52	"Strive these years for better years."	Regular		Blue & Gray
1952	236	54	"Attempt the end and never stand to doubt, nothing is so hard, but search will find it out."	Musical America		Powder Blue Black
1953	267	55	"If you wish to reach the highest begin at the lowest."	Music		Scarlet & Gray
1954	287	59	"We build the ladder by which we rise."	Music		Navy Blue & White

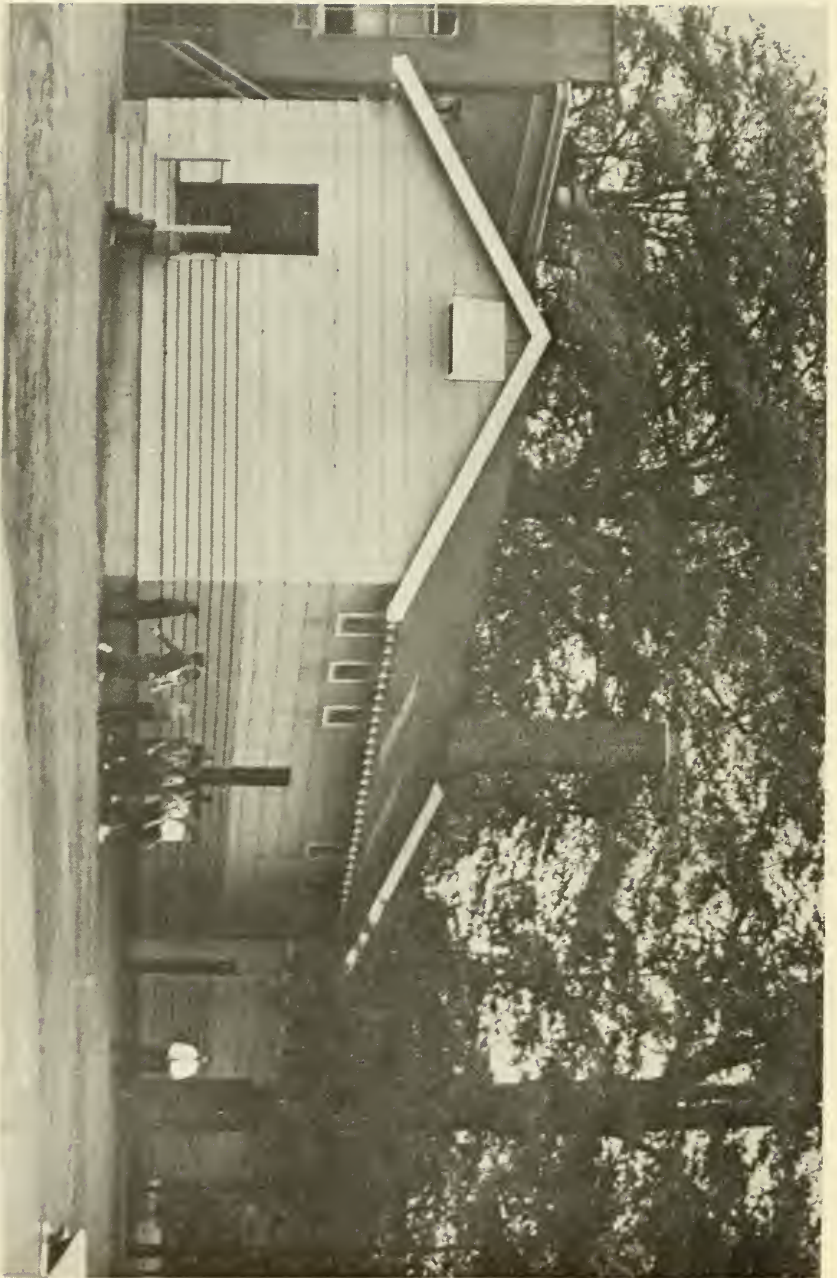
* Blank spaces indicate no records are available.

<i>Year</i>	<i># of Grad.</i>	<i># of Teachers</i>	<i>Motto</i>	<i>Type of Grad.</i>	<i># and Name of Courses</i>	<i>Class Colors</i>
1955	282	60	"Act well your part, there all the honor lies."	Music		Ivory & Coral
1956	317	63	"It is hard to fall, but it is worse never to have tried to succeed."	Regular		Mint Green, Black
1957	365	84		Regular		
1958	390	130		Regular		
1959	470	139		Regular		
1960	665	142		Regular		Green & White
1961	771	115		Regular		
1962	664	127		Regular		Blue & White
1963	735	135		Regular		Blue & White
1964	1024	156		Regular		Blue & White

* Blank spaces indicate no records are available.



Hagaman Heights



Portables - at Avenel # 4 and # 5

STATISTICS OF WOODBRIDGE TOWNSHIP SCHOOL SYSTEM AS OF 1964

CHART 1
Grade Schools K-6

School	Maximum Capacity	Recommended Capacity	Date Built	Date of Additions	Sub-Standard Rooms	Present Enrollment
Woodbridge #1	580	520	1876*1962			554
Colonia 2	120	114	1922			130
Woodbridge 3	240	221	1931		1	203
Avenel 4	390	370	1912	1927-4	rm £ 5	402
Avenel 5	400	348	1948			329
Iselin 6	210	192	**1916	1924-2	rm £ 2	273
Fords 7	515	481	1909		2	538
Keasbey 8	210-110	sp.198.94sp***	1907			218:94
Port Reading 9	700	633	(1900** (1963			622 sp
H. Hts.; P.R.	90	80	1926		2	33
Hopelawn 10	420	392	1914			387
Woodbridge 11	950-18sp	872-18 sp ***	1920		5	1027;16sp
Sewaren 12	300	278	1920			263
Fords 14	390	363	1924			361
Iselin 15	420	392	1926	1929-4	rm £ 4	412
Colonia 16	490	433	1948	1963-6	rm	451
Colonia 17	470	430	1953			591
Iselin 18	530	487	1955			718
Mnl. Pk. Ter.19	530	487	1958			625
Colonia 20	620	573	1958			751
Colonia 21	440	401	1959			582
Colonia 22	700	633	1959			752
Avenel 23	440	402	1960			497
Iselin 24	440	402	1960			499
Fords 25	700	633	1960			669

* Indicates dates built and dates replaced

** Indicates abandoned and at date of this writing not replaced

***First figure demotes standard pupils; second, retarded or deaf pupils

£ Denotes that additions were below standard when built.

I. Maximum capacity per room

30 pupils, grades 1-6

80 kindergarten pupils in large kindergarten room

60 kindergarten pupils in small kindergarten room

II. Recommended capacity

28.5 in grades 1-6

60 in large kindergarten room

50 in small kindergarten room

CHART II

Junior and Senior High Schools

<i>SCHOOL</i>	<i>Maximum Capacity</i>	<i>Recommended Capacity</i>	<i>Date Built</i>	<i>Present Enrollment</i>
<i>Jr. High School</i>				
Barron Ave. Woodbridge	750	700	1910	784
Colonia Jr. High	1000	900	1960	1142
Fords Jr. High	1000	900	1960	1193
Iselin Jr. High	1000	900	1960	1170
 <i>Sr. High School</i>				
Woodbridge Senior High School	1400	1200	1956	3695*

** Addition built in 1963 with maximum capacity of 800; recommended capacity of 700.*

SCHOOLS TO BE OPENED SEPTEMBER 1964

CHART III

SEPTEMBER 1964	Location	Maximum Capacity	Grade Levels
SCHOOLS			
# 26 Benjamin Ave.	Iselin	660	K-6
#27 Pennsylvania Ave.	Colonia	660	K-6
Avenel Jr. H.S.	Avenel	1500	7-9
J.F. Kennedy Sr. High School	Iselin	1500	10-12
ADDITIONS			
4 rooms to #19 Menlo Pk. Terr.		120	K-6
4 rooms to #23 Avenel		120	K-6
5 rooms to #21 Colonia		180	K-6
7 rooms to #22 Colonia		240	K-6

STATE AID FOR EDUCATION IN WOODBRIDGE TOWNSHIP*

CHART IV

<i>SCHOOL YEAR</i>	<i>BUILDING AND DEBT AID</i>	<i>TOTAL AID</i>
1958-59	\$215,550	\$1,231,434
1959-60	\$229,632	\$1,272,728
1960-61	\$229,031	\$1,336,419
1961-62	\$241,985	\$1,385,673
1962-63	\$279,854	\$1,473,836
1963-64	est. \$303,735	est. \$1,575,045
1964-65	est. \$317,934	est. \$1,658,196

* *The State government pays approximately 16% of the total cost of education in Woodbridge.*

CHART V

STATE AID FOR EDUCATION

METHOD OF COMPUTING STATE SCHOOL FORMULA AND TOTAL AID (Current Expense)

- Step 1: Average daily enrollment (for previous year)
- Step 2: Foundation program (Item 1 x \$200)
- Step 3: Equalized valuation of taxable property
- Step 4: Item 3 x 5 mills (\$.005)
- Step 5: 25 per cent of shared taxes (franchise and gross receipts, financial business, domestic life and casualty insurance, and bank stock taxes).
- Step 6: Add items 4 and 5 to get the Local Fair Share
- Step 7: Subtract item 6 from item 2 to get Equalization Aid
- Step 8: Minimum Aid (Item 1, ADE, x \$50)
- Step 9: State School Formula Aid is the higher of item 7 or item 8.

OTHER AID PROGRAMS

- Step 1: Transportation aid—75 per cent of approved cost
- Step 2: One-half cost of home instruction
- Step 3: Special class aid—number of classes x \$200
- Step 4: A typical pupil aid for sending districts - 1/2 the cost of tuition in excess of \$200 (the blind, etc.)

Total Current Expense Aid, or Formula Aid is obtained by adding item 9 and "*Other Aid Programs.*"

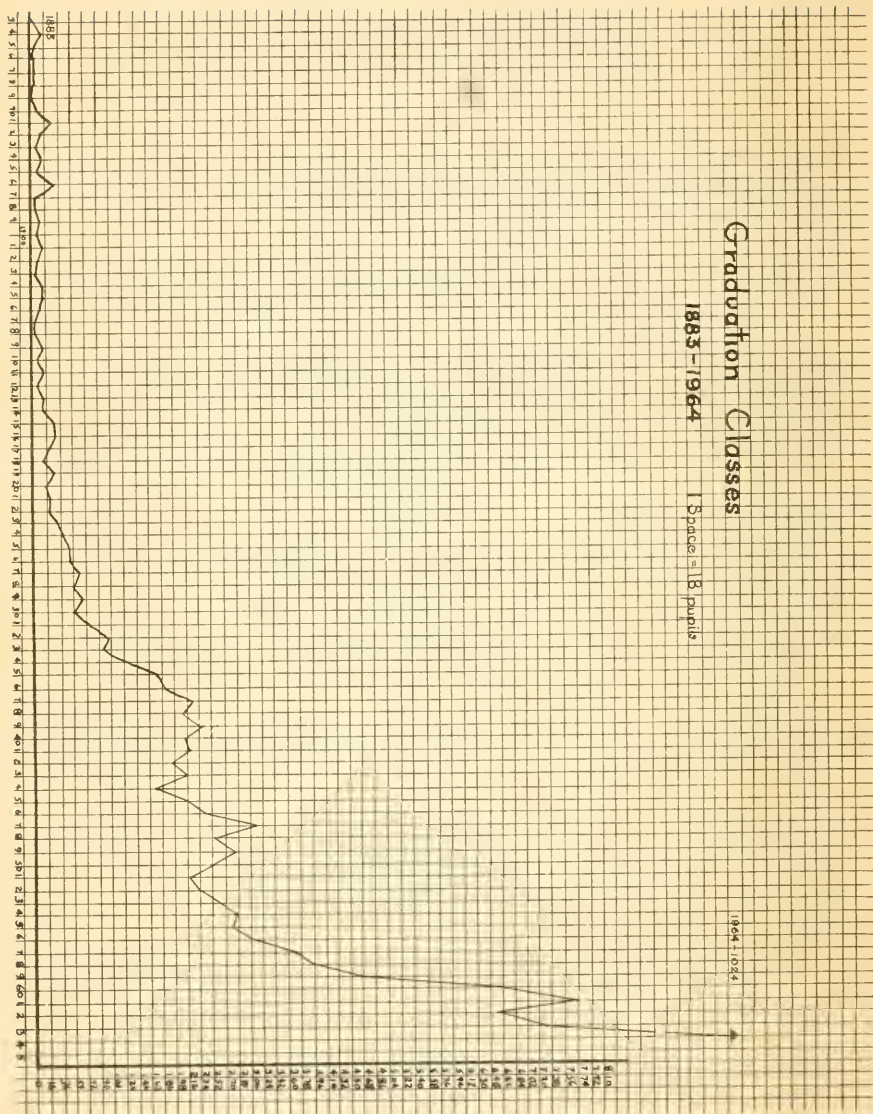
METHOD OF COMPUTING STATE BUILDING AID

- Step 1: Average daily enrollment (2 years previous)
- Step 2: Item 1 x \$30 — Foundation Program Maximum
- Step 3: Equalized valuation
- Step 4: Item 3 x 1/2 mill (.0005)
Item 4 is the Local Fair Share
- Step 5: Maximum building aid payable is item 2 minus item 4

This amount is payable so long as budget appropriations for capital outlay and debt service are in excess of item 2.

Graduation Classes

1863-1964 1 Space = 18 pupils



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