

Summit Heritage

Three Historical Essays

by

LOUIS J. PERROTTET

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Preface

NEATLY SHIELDED by a cover of protective trees, some of which surely antedate the founding of this city a century ago, Summit adds quietly to its history almost as if it had been hiding all these years from Gotham's tentacles. Just as each man differs from all his brothers, so Summit differs from dozens of similar towns that dot the State of New Jersey. To stretch the metaphor a point further, Summit has its own personality, its own soul, which can be traced at least in part to certain historical antecedents. Summit is what it is today because thoughtful people for a hundred years have wanted it this way.

History is what historians say it is. The history of a town probably doesn't exist as such until the life of the town exceeds the span of living men. On this premise Summit has a history, for the community of which it is a part dates back in recorded annals to 1664. Summit's history has been recorded, fragmentarily for the most part, but in at least one effort, with chronological order and touches of imagination. In *Summit's Story, a Chronicle for the City of Summit on Its Fiftieth Anniversary*," E. Robin Little wove anecdotes and facts into a sprightly tale of the city's origin and development. Owing to Little's excellent work, plus availability of a fine historical file in Summit's Free Public Library, the Historical Society decided against still another "history" to mark Summit's Centennial as a city. The obvious can be overstated and sometimes overemphasized. In this connection, I am reminded of a formal bronze plaque that stands majestically on the front lawn of a friend's home in North Carolina, bearing this inscription: "On this site,

on February 9, 1766, absolutely nothing happened." It is a monument to—satire.

In lieu of another history, therefore, we shall try a different course. Perhaps we can describe a few aspects of the Summit of 1969 and, with glances over the shoulder into the community's past, trace the main threads of Summit's evolutions. We shall try, in other words, an experiment in parallel structure, relying on a technique of historical flashback to find some of the origins of the Summit species.

AT THIS MOMENT OF HISTORY

Clinging to its little hills, as if using them as natural barriers against encroachment by the sprawling Metropolitan area to the East, Summit is a city of some 25,000 people, of homes, apartments, clubs, schools, churches, organizations, businesses and government. It is a suburb by any definition. But it adheres to its own character, spawned from attitudes deep in past generations and quite confident that each new generation will produce the guardians of its image. It is linked at least by proximity, to the American Revolution, but it would be fatuous to argue that Summit was any more, or any less important than dozens of other communities like it in the Revolutionary Era. Washington may have slept here too, but there is no document to prove this claim to fame or to raise the price of antiques in Summit. It is quite true that Washington spent some time in these environs as he traversed the line of his communications from Springfield to his Headquarters in Morristown. One dares to imagine that he paused now and again to gaze at his signal tower on Beacon Hill and to check the cannon affectionately styled "The Old Sow." Houses there surely were in those early days, few and far between, and little to suggest the quiet splendor that evolved in succeeding waves to create this current city of homes. Of all its attributes, its homes and behind them, its people, stand central in Summit's character.

There were waves of homebuilding, related to the external forces of war and varying economic prosperity, but the

strongest surge has been post-world war II. Of an estimated 7500 dwelling structures in Summit in 1968, fully 40% have been built in the past 20 years. Neither the total nor the rate of gain is an exciting statistic, for in the past 20 year span whole cities many times the size of Summit have been cut into virgin land to take their places on the image of the United States. Quite obviously some new buildings have arisen to replace the old and the venerable; obsolescence appears to be a law of life, for buildings as for people. Land, on the other hand, is inelastic; an acre remains an acre—43,560 square feet. The only elastic element in a building site is the vertical dimension. Houses can go up (or perhaps down). As Summit's available building sites approach the vanishing point, housing in all its multiple forms becomes a pressure point. Either the population will tend to stabilize somewhere near its present level, preserving relative dignity and charm of surroundings, or the city must yield to urban pressures, and change its character.

Notwithstanding the awesome efficiency of the bulldozer in the most recent wave of building expansion, Summit remains a sylvan landscape, an oasis of trees and dignified homes as creeping Megalopolis gnaws at its edges. In Summit's other sections a stand of twenty-five to fifty trees, many of them oaks, maples and flowering dogwoods, is not uncommon on a single home lot, as though assuring continued foliage against the ravage of disease in the city's fine old elms. In an arboreal display seldom matched, one section of Essex Road is canopied with sixty-nine facing maples on the five hundred yards from Springfield Avenue to Whittredge Road. It is nature brought to formal discipline. Like a shield against prying eyes from space, thousands of trees spread a protective umbrella over the city of Summit to form a different kind of ghetto in this urban world of concrete and steel. In the environment of trees, shrubs, lawns and flowers, dwellings are not the statistical "Housing Units" of Census reports; houses in Summit are homes for Summit's people.

This tree-lined, lawn-studded, flower-festooned Summit is

a frequently painted picture. In the main it is an accurate statement of Summit's character today, as it has been for the past century. However, not all of Summit's residents live in private single family dwellings. There are some apartment dwellers and—it must be said—some occupants still in inferior housing. As in any old city, prime residential areas have shifted as available land was committed to new modern houses, while older structures, some defying the point of normal obsolescence, have been appropriated by less affluent citizens. Three times in the past quarter century Summit officially has recognized the existence of the substandard fringe, through the creation of Public Housing Authorities and Substandard Housing Boards. The current Public Housing Authority, working closely with the Summit City Council, and with local citizens groups, is deeply involved in the issue. The issue is not new, but there is a new determination to meet the problem without compromising the rights of any citizens, and without undermining the attributes that have stamped Summit as one of the most charming suburbs in the country.

Voices of dissent and impatience are raised, from time to time, in public meetings; there are divergent views on the responsibility (or conversely, the right) to appropriate public funds for private housing. It is doubtful, however, that any citizens truly want to change the general character of Summit from a city of private homes to a typical suburb of multi-unit structures. Strong zoning ordinances, developed over a period of forty years, are evidence that the people of Summit choose to preserve the heritage of a home-loving community, where at least 70% of residents live in private single unit dwellings.

The city's population in itself reflects the genesis of its heritage. When Summit established its identity by separation from New Providence in 1869, its population was recorded at approximately 1200 people. When Summit's charter was granted in 1899, population had risen to about 5,000. Since that time the city's population has continued to grow on a softly rising curve averaging about 2,000 people per decade.

The steepest gains were registered for the three decades from 1920 to 1950, during which period the population rate of gain has receded to a modest 2,000 per decade, again comparable with the overall average rate of gain for the city's 100 years of existence.

The explanation of Summit's softly rising population is to be found primarily in the dwindling availability of new building sites, coupled with the public ordinances restricting the growth of apartments and industry. There are, however, some historical antecedents that had a strong bearing on the statistical behavior of the population curve, and on the development of Summit as a community of private homes. A suggestion of these forces will appear in the section at the end of this chapter entitled, "Historical Flashbacks."

As in any city, available land in Summit is fixed, by corporate boundary. Even with a gently rising curve in population, available land is exhausted eventually, especially in a city that steadily chooses to enhance its charm with private home development. In fixed parameters of this nature values will fluctuate with the wishes and desires of the people. It might be called inflation, supply-demand, unearned increment, or any other term that fits a preferred social philosophy. Whatever the reasons, the fact is that property values in Summit have risen fifty fold since 1900, based on assessed valuation. With quantitative elements relatively stable, the conclusion is clear that Summit has had a vast qualitative change. At what cost?

Qualitative change cannot be measured by any single index. There is one index, however, that has direct impact on every citizen of a community, in terms of both cost and gain. The expenditure of public monies, with due allowance for varying efficiency, is at least one measure of qualitative change. The ever-present question is how far to go in the assessment of taxes, to provide the services and conveniences and, yes, the luxuries, demanded by citizens without undue burden on the people who pay the taxes. Where can the line be drawn between reasonable community improvement and luxury; between private and public responsibilities? No one

would argue seriously that snow removal is anything but a community gain, indeed, a public necessity. And Summit does a good job of snow-removal. Still more fundamentally, few people ever stop to think of the vital community service rendered by garbage and refuse collection; or of the utter impossibility of maintaining a pleasant community without this efficient service. Schools, Public Health and Welfare, Recreation, Public Safety, Road and Street Maintenance, Public Parks, Library, Cultural Development, Automobile Parking Facilities, Administration and Justice—all elements of a community complex, all part of qualitative development, all assiduously seeking public dollars.

A single innocent tabulation suggests the path that Summit has followed in qualitative development during the last half of its century existence as an independent community. It is both a paean and a tocsin. The table is presented here as one measure of a community's quality. The point is made in this section of *Summit Heritage* because taxes are directly related to homes and property.

DECENNIAL TAX RECORD, SUMMIT, N. J.

Year	Population	Assessed Valuation Real & Personal	Tax Rate	Tax Level	Per Capita Tax
1920	10,174	14,333,450	\$2.85	408,503.33	\$40.20
1930	14,556	28,602,705	3.86	1,104,064.41	75.80
1940	16,165	30,659,891	4.18	1,281,583.44	79.20
1950	20,900	35,431,887	5.17	1,831,828.55	87.60
1960	22,900	61,242,620	6.56	4,017,515.87	175.40
1968	25,100	107,698,755	6.83	7,354,752.32	293.02

The trend is clear, and the figures don't lie. By the same token, figures don't show everything. The sharp increase in the expenditure of public monies is both extensive and intensive. On the one hand, the city has steadily extended the variety of functions undertaken for greater service to its citizens. On the other hand, existing functions have been intensified, again for greater service to the community and its citizens. The cost is substantial, and may continue to

mount, but Summit maintains its position as one of the very finest residential communities in the nation—a city of trees and flowers, of fine houses and proud home-lovers—the Summit Heritage.

HISTORICAL FLASHBACK: HOUSES, HOMES AND PEOPLE

By the time Summit achieved political independence, by separation from New Providence in 1869, the seeds of its character already had been planted. The Deans and the Sayres had been among the earliest settlers, dating their arrival as far back as 1710. For the next century and a quarter these pioneers had dominated the area variously referred to as “the Heights above Springfield,” “Deantown,” “Turkey” or “Turkey Hill,” until at last “the summit” was scaled by the railroad in 1837. There remained the simple expedient of capitalizing the S and dropping the article for the birth of the town’s name, Summit. A great many towns have been named with far less cogency.

The impact of the railroad, however, went far deeper than the mere imprint of the town’s name. Prior to 1837 accessibility to the area had been limited to the Morris Toll Road, which had been completed in 1804, the first toll road in New Jersey. Peripheral benefits undoubtedly accrued to the whole area from the Morris Canal, built in 1825 and opened to Newark in 1830. But the incipient charm of “the Springfield Heights” was destined to remain locked in its hills until the railroad chugged over “the summit” to open envious eyes of New Yorkers seeking, then as now, to escape Gotham’s heat and grime.

The Morris & Essex Railroad brought people who, twenty-five miles out of New York, surely felt that they had penetrated civilization’s outer edge. While the locomotives paused to refill water tanks from a deep well at the summit (incidentally, with an ingenious pumping system), passengers paused to drink in the natural beauties of the area and start a love affair with the seductive hills. Once sipped, the nectar lingered. Many a New Yorker of that day, returned to the seat of his urban affluence, pined for the pure

air he had breathed and the serenity that had gripped his soul in his fleeting glimpse from the tracks that cut across the heights above Springfield. Vinerunt, Viderunt, Victi Sunt!

A RESORT TAKES ROOT IN SUMMIT

As they came, these vacation hedonists, Summit was ready for them. In his well researched book, *Summit's Story*, E. Robin Little traces the evolution of hotels which transformed Summit into a resort community of the first magnitude during the last half of the 19th century. Says Mr. Little:

"Bonnell, in daily visits with his buggy and white horse, overheard these wistful remarks; he also took account of the new visitors who, with the passing of a few years, were summering on the hilltop to relieve their throats of the new soft coal atmosphere of Brooklyn and New York."

"Accordingly, in 1858, he built the first of Summit's many fine hotels. So that its glories could be examined by the traveler, he placed the Summit House not far from today's Presbyterian Church, near enough to the tracks for its sign to be read."

"Of course this 'mountaintop house' was successful—so successful that two wings and an annex were soon added. Its employees were bedded down in the Plantation House, out on the persimmon-bordered lane that later was known as Elm Street."

"In 1859 Manley bought 28 acres on part of which the Rosary Shrine and Manley Court now stand. The deed described the property as being located in New Providence. Riera, probably the first of Summit's many developers of high grade residential park sections, in 1858 bought the Noe farm of 38 acres for \$4,000. Later he laid out the old Riera park, built the Park House and seven large cottages. . . ."

"From 1850 to 1869—and beyond—Summit grew in fame as a summer resort and as a healthy place for delicate throats. And with its fame multiplied its hotels. The Park House (Beechwood Apartment location) was an all-year

hotel with especially special guests. The Branch House, the Summit House's Annex, was on Maple Street. The Blackburn, with its cottages, took in several acres (Suburban Hotel); its guests returned year after year, many of them ultimately building homes. Two others of note were the Highland House, and the Mansion House, both erected in 1859. At Briant's pond was Hahne's Hotel; the Farmers Hotel about in its present location; and at the Crossing, Sam Lee's Tavern, the Essex Hotel (1850 to at least 1872), and Condit's (Revolutionary Colonel Seeley's). In the 80's onward Morrissey's, at Chestnut and Springfield, was a popular spot."

"In the early 90's the Beechwood Hotel was to be evolved from Jonathan Edgar's mansion, which was erected soon after the Civil War where Dr. Parmley, a New York dentist, came to live in 1851."

Transportation and hotels, the classic combination for resort development, clearly were ingredients of Summit's foundation when it took its giant step toward a self-contained community a century ago. And these two ingredients led inevitably to a third element of Summit's distinguished character—people and their property. Who were these people? What kind of people were they? Where did they come from? Why did they buy and build in Summit? A little historical flash-back might be illuminating.

PEOPLE AT SUMMIT'S SUNRISE

When Jonathan Bonnel adroitly maneuvered the railroad through the Summit area in 1837 there were probably 250 people living in the area. There were, of course, the aboriginal Deans and Sayres, who already were well into their second century in the area by the time Summit took its name as a separate township. Contemporaries of these early settlers included such names as Weed, Robison, Potter, Blackburn and Twombly. A decade after the railroad penetrated the area, a survey made by John Littell (1845) located about twenty-five houses in what is now Summit. The Deans and Sayres were getting new neighbors, among them

such names as Noe, Kent, Littell, Badgley, Atkins, Reeves, Willcox, Rogers, Hobart, Parrot, Clark, Morgan, Pierson. To these pioneers, mostly owners of farms and acreage reaching as high as 400 acres, a map of Summit dated 1872 adds a sharply expanded list of property owners. There appear such names as Jones, Moller, Du Vivier, De Forest, Hicks, Riera, Edgar, Hunt, Tyng, Hayes, Le Huray, Woodruff, Lett; all north of the Delaware Lackawanna & Western tracks. To the south and east of the tracks, with equally extensive holdings, appear Larned, Boylan, Manley, Gracie, Hicks & Sheldon, Grey, Garrison, Day, Clark, Swain, Coggeshall, Muller, Spinning, Sears, Denman, Kelley, Flynn, Handlin, Stapleton, Briant, Heppy, Fury, Alling, Allen, Beardsley, Coddington, Robertson, Munkey, O'Brien, McKinney, Magie, Wright.

At the same time, homes also dotted the West Summit area for Jones, Osborn, Kent, Warmer, Nicholas, Spinning, Haynes, Dell, Haissee, Beach, Walsh, Ludlow, Pearson, Cook, Van Blarcom, McKirgan, Larned, Packer, Oakley, Powell.

The plots were large, by present standards, with the most extensive holdings indicated for the estates of Hayes, Le Huray, Bonnel and Dean. There still were farms in Summit in 1872, but even a cursory glance at the map clearly shows the stamp, no longer of farms, but the landed estate. In less than two decades the railroad and the hotels had spawned the carriage society which was to occupy Summit from the earliest days of its foundation in 1869; had set the mold and the image for this city of homes, flowers, trees and lawns, this oasis of 1969.

Little fragments of information are the clue to the influx of residents between appearance of the railroad in 1837 and the formation of Summit Township in 1869—and beyond. Population had increased from a probable 250 in 1837 to about 1150 in 1869. There was some natural increase from intermarriage of the pioneer families, or from the introduction of brides and grooms, respectively, as the pioneers lured their mates from some of the neighboring towns. Love, it seems, sometimes found the Heights above Springfield less

formidable than did the Hessians in their harassment of General Washington. The central fact seems clear, however, that the large bulk of population gain stemmed from the steady stream of holiday invaders from New York and Brooklyn, and occasionally from cities as far away as Philadelphia. Many, if not most, of the names that identify estate locations on the map of 1872 first appeared in the area on the summer registers of the plush resort hotels. These were people of means, for in the more austere social and economic atmosphere of the nineteenth century, only the affluent were patrons of summer resorts. With wealth already acquired these welcome social invaders steadily took over Summit's farms, not to raise corn and potatoes, but to carve out estates and build houses of grandeur equal to the finest of their day. They came as transients, refugees from urban ills, and remained as settlers in Summit's lovely hills.

"... trees and lawns . . . air and sunlight prevail . . ."

Just as the original farms gave way to estates of lesser acreage, if greater charm, so the estates in turn were destined to divide acreage still further as more and more affluent people melted from the city to Summit's growing carriage society. New streets began to reach out like fingers from Summit's center, paving the way for development of separate homes in such estates as De Forest, Risk, Edgar, Larned, Hayes, Colt, Bonnel, Bassett, Holmes. The transformation was not sudden; indeed, city councils as late as 1930 still observed "the old estates in Summit are being broken up."

To some degree land would yield to new boundaries, codes and regulations, but the spirit of Summit's hilltoppers would prove less tractable. Somehow, the legend of the hills, the clear air, the charm of Summit persisted from generation to generation, and a stubborn refrain runs through the city's ordinances: "By the will of the present citizens and their hopes for the future, Summit is essentially a *residence community*."

With this preamble, on 27 March, 1924, the first City

Planning Commission of the City of Summit started a program which, with three subsequent revisions, patterned the development of the city. The first Planning Commission, which had been created by resolution of Common Council on 31 January, 1924, continued its preamble with the argument: "Its location on top of the Watchung Mountain, the surrounding country, the county park adjacent to its boundaries and its location with relation to the great commercial and industrial centers nearby are believed properly to determine for it this character:—"

"The development of Mercantile and Supply business is properly to be regulated by the demands of the residential population . . . Industrial development is not to be encouraged and is to be guarded against. Varied grades of residences are needed but slums or other undue congestion is to be resisted by legislation . . . Holders of property, whether for homes or businesses, whether pretentious or modest, are to be urged to see that it presents an appearance in all aspects that will vindicate the community's ambition to be a center of culture and of the highest standards of home life."

"Apartments, both hotel and in suite, are recognized to be inevitable. Their location, with extensive grounds around them, their standard of design and construction and the character of their management are recognized to be of prime importance and properly to be regulated by ordinance."

The Planning Commission of 1924 was to metamorphose in name, and perhaps in function, to the City Plan Commission in 1927, and still later to The Planning Board. It is quite clear, however, that the bold objectives of the original Commission remained the dominant theme of all the boards that followed. On 14 July, 1930, for example, we find the entry, "The objective of the Commission is a high-grade suburb, of the nicer class of houses, a beautiful and healthful residential section where trees and lawns will predominate over buildings; and sunlight and air prevail." And again in 1947, ". . . The Planning Board's primary objective, therefore, was to develop a coordinated, adjusted and harmonious plan for the city, which would secure, so far as

possible, the continuation of Summit as a high-class residential community. . . .”

Details and regulations varied as the city coalesced, but always there was the recurring theme that Summit's citizens demanded a community of beauty and distinctive homes. Perhaps the pervading attitude of the whole community was best expressed in a resolution of the Planning Board, December 10, 1931, on the death of Perry R. McNeille, first chairman of Summit's Planning Board: “It was he who started city plan thinking in Summit and it was under his guidance that the first and succeeding City Plan Commission carried on. . . . The beauty of Summit of the future has been made possible by reason of the foundations he so carefully laid. . . .”

Other chairmen emerged from Mr. McNeille's shadow to carry the torch, notable among them, Mr. Trowbridge. By 1947 planning had jelled into a mold that set the form for the current city on the “Heights above Springfield.” On October 30 of that year a zoning ordinance set up nine districts with these provisions: 83.3% of all available acreage restricted to single family residence; 6.9% two family; 2.2% garden apartments; 1.1% apartments; 3.6% business; 2.9% industrial. There could be variations—and there would be—but the basic pattern was set. Dedicated men, stubborn enough to prevail, would see to it that the embryo conceived by the union of railroad and hotels would sanctify Summit's heritage of houses, trees, gardens and lawns—in short, a city of homes.

SUMMIT HERITAGE

Three Historical Essays

The Fabled Three R's in the Summit School System

IT IS DOUBTFUL that anything in America's great experiment in democracy rivals the almost sacred status accorded schools and education. The love of freedom itself scarcely transcends it. The right to worship is guarded with no greater zeal than the right to learn; indeed, one right becomes the guardian of the other. Educated parents expect their children to be educated, almost by natural endowment. Unschooled parents expect their offspring to rise to higher levels of education and opportunity, by demand. Even the childless join the chorus for good schools, recognizing the need of disciplined intelligence for the greater good of the communities in which they live. It is small wonder then, that Summit, like other communities all over this land, peels off large slices of its public funds, supplemented by uncounted additional private dollars, for its system of schools.

While the publicized world around us may at times seem on the brink of disastrous explosion, here in this town of 25,000 people, upwards of 6,000 youngsters are welded into a system that operates as though there will indeed be a tomorrow. Of this total, 4944 students are enrolled in the public schools; the balance are enrolled in three private Catholic schools and one private girls preparatory, ranging from kindergarten through the twelfth grade. In a seemingly turbulent world we are prone to forget that upwards of 375 men and women, as teachers and administrators, daily devote their time and their talents to shaping the minds of Summit's new generation. Lacking the dramatic quality of charge

and countercharge, of eyeball-to-eyeball confrontation, well ordered systems seldom intrude on the public consciousness. But for those in the world of education there is no excitement quite equal to intellectual response, to the birth of an idea. Imagination, not dollars alone, is the key to a community's progress. The finest building in the world would still be a sterile mass without people inside it. Summit schools are a system of buildings, occupied daily by more than one-fifth of the city's total population, engaged in the most fascinating aspect of the human being, the process of learning.

THE PUBLIC SCHOOL SYSTEM

Over 80% of Summit's school population is enrolled in the city's public schools. These students are accommodated in seven elementary schools, one Junior High School, one Senior High School. The system is organized with grades from kindergarten through grade 6 for elementary schools; grades 7 through 9 for Junior High School; grades 10 through 12 for Senior High School.

All present buildings for Summit's public school units have been erected, albeit frequently modified and enlarged, since 1900. By steadily increasing the capacity of its schools, Summit has reflected its population growth and has sustained facilities at or above generally accepted norms. In some periods, especially after World War II, demands for new facilities tumbled over each other and it must have seemed, at times, that the insatiable schools were destined to swallow the community whole. Summarily, it can be said, however, that Summit's physical facilities are adequate for its public school enrollment in 1968, with something to spare.

There is a bright spot in Summit for those who are prone to shudder at the consequences of the world-wide population explosion. If certain reasonable assumptions are made, Summit is on the verge of relative population stability and an *absolute decrease in school enrollment*. The major assumption on which this conclusion is based is the plan to maintain Summit as a city of residences, primarily of single-

family homes—a refrain that we found so often repeated in the early chapter of this *Summit Heritage*. A major study of Summit school needs, recently completed by Educational Research Council of America, shows an actual decrease in projected school occupancy by 1977 for each elementary school in the city, ranging from 12% in one district to 32% in another. With this prospect, no major elementary school building program is imminent for at least the next ten years. Indeed, the indicated comfortable margin of capacity should give school administrators considerable latitude in assignment of space for optimum efficiency in teaching. This is an exciting prospect. Although decreasing enrollment in elementary schools eventually will be reflected at the secondary school level, some expansion of facilities at the Junior and Senior High School level may be required for the nearer term interim. But the overall prospect for the Summit public school system is stability in space available.

Buildings and students are the factory and raw material in an educational system; teachers and administrators are the supervisors in this process of human engineering. Since 1947 the Summit public schools have been operated with a merit salary program for teachers, a fact widely held accountable for excellence in the teaching staff. The present teaching staff includes a total of 281 full-time teachers, with 80 assigned to the Senior High School, 75 to the Junior High School, 126 divided proportionately among the seven elementary schools. This teaching corps is backed up with a staff of 142 full-time administrators and 19 part-time teachers. For academic courses the average class size is 21.3 students and classes meet six 52-minute periods per day. Degrees are required for all teachers, and all must be certified by the New Jersey Department of Education.

The Summit school system is under the direction of the Superintendent of Schools, appointed by the five-man Board of Education which in turn is appointed by the Mayor of Summit. The current Superintendent, Dr. Robert E. Salisbury, in his second year in Summit, is deeply committed to a program of subject enrichment, not only in college prepar-

atory courses, but in vocational training for the minority of high school graduates who do not go on to college.

The Assistant Superintendent of Schools is administrative head of a Special Services Division embracing school psychologists, social workers, speech and hearing therapy, learning capabilities specialists, and supplemental teachers. Each unit in the school system is under direct control of a principal, and the financial and business aspects of the entire school system are supervised by a full-time Business Manager. It would be difficult to visualize an organization pattern better designed to assure the unfettered application of talent at appropriate points, assuring stability of the system while still permitting fluidity at creative levels. And would anyone argue that development of the mind is anything less than creative enterprise?

Professional relations of Summit schools include the Middle States Association of Secondary Schools and Colleges, State Department of Education of New Jersey, and the Educational Research Council of America. Bridging the gap between the school system and the community at large are the Parent Teachers Associations and the Lay Committee on Education.

Quite apart from all local pride (or indifference) suburbs in metropolitan areas constantly are being appraised by people transferring from other cities and evaluation of schools is high on the index of any appraiser. In one of its regular departments the magazine *Business Week*, in its issue of April 13, 1968, cautioned its readers on the importance of sizing up a local school system before settling into a new community. With characteristic no-nonsense approach, *Business Week* suggested a series of yardsticks by which an intelligent layman could measure a high school. The article suggested ten critical points. A brief recap of the ten *Business Week* standards tells a proud story for Summit's schools.

1. Be on the lookout for new ideas, new academic programs, experimentation . . .

Summit's new academic programs:

- a. Study Hall option for seniors ('68-'69)
 - b. Resource Centers ('68-'69)
 - c. Interdisciplinary team teaching ('68-'69)
 - d. Team teaching experiment in biology-history
 - e. SMSG math—PSSC physics; CBA and Chem Study Chemistry—BScs biology; audio-lingual language.
 - f. Advanced placement course in major subjects
 - g. Saturday labs in microbiology, biology, physics
 - h. New course in English taught as a foreign language
 - i. T & I program for vocational students
2. From 300 to 500 seniors is ideal
Summit's grades 10, 11, 12 are 358-399
 3. Guidance departments: 1 counsellor for 250-300 students; in senior class, 1 counsellor for 100 students

Summit Record:

- a. 1 counsellor to 280 students
 - b. 1 senior counsellor to 90 students
 - c. Guidance director toured 55 colleges in '67
 - d. 154 college admission personnel visited Summit in '67
4. School should offer: 5 years of math, including computer math; 4 years of single foreign language (with Russian often added); 3 years science, plus advanced courses; advanced courses in humanities; 12th grade course in government.

Summit offers:

- a. 5 years math, plus computer math
 - b. 5 years German, French, Spanish, Latin; 3 years Russian
 - c. 3 years lab science, plus advanced placement biology
 - d. humanities, world literature, 12th grade American history, economics, sociology
5. Advanced summer courses for advanced students

Summit's summer curriculum:

- a. accelerated courses in all subjects
- b. field biology

- c. arts in Manhattan
 - d. great books course
 - e. how to study course
 - f. developmental and remedial reading
6. Class size in high school a maximum of 25; English teachers 4 classes of 25 maximum

Summit class load:

Average academic class 21.3; overall median 23.2 English teachers 4 classes, load below 100

7. Do High School graduates enter top-rank colleges?
- Summit Record: during past three years 295 colleges, including top-rank schools, reported grades for Summit High School graduates.
8. Check "Letters of Recommendation for National Merit Scholarship; compare College Board scores against 500 mean (considered good)
- Summit record: Class of 1967 had 24 "Letters of Recommendation"; mean SAT of 508 verbal, 534 math.
9. Special provision for both bright students and slow learners

In Summit, for bright students:

Advanced placement math; ability grouping; advanced level English; Columbia math, dealing with "sets"; expanded foreign languages in grades 7, 8, 9

For Slow Learners: group supplemental:

team teaching for disadvantaged, with visual emphasis; extensive reading, supplemental and remedial.

A record so potently above accepted norms, without exception, might be considered a license to complacency, until one reflects on the first admonition in the *Business Week* list—"Be on the lookout for new ideas, new academic programs, experimentation. . . ." The truth must always be dated, and so must perfection. If fluidity is lost in the world of ideas, stagnation is already upon us. But as of this moment

in its history, Summit has an incalculable asset, a powerful attraction, in its public school system.

If there has been a weakness in preparation of public school students for college, it has been in failure to equip the student for transition from the closely supervised high school curriculum to the free-swinging organization of college study. Some college freshmen, unaccustomed to self-disciplined control of their time, have difficulty adjusting to the relatively impersonal college organization. The sudden severance of the figurative umbilical cord leaves some students dangling. Seeking a remedy for this psychological hiatus, Summit High School has established Resource Centers for seniors, in lieu of compulsory study hall. The Resource Centers, left to voluntary participation by students, and under the guidance of subject specialists on the faculty, are designed to stimulate student initiative in all curricular departments. The experiment is generating a new high in enthusiasm, among students and teachers alike. Teaching, after all, is merely another aspect of learning. And learning is largely an attitude.

Complementing the Summit complex of buildings, students, teachers, and administrators is a library collection that extends across all school units, each with its own librarian. The seven elementary schools have a total of 40,348 volumes; Junior High School, 12,325 volumes; Senior High School, 15,800 volumes. By coincidence the aggregate total of volumes in the public school system approximates total volumes maintained in the Summit Free Public Library, although the standards of selection obviously are different.

Without going into the pseudo-philosophical fad of contrasting expenditure of monies for education with all other areas of expenditures (i.e. education vs. war; education vs. smoking, drinking and a myriad of other foibles), it is clear that the people of Summit have not been stingy in the allocation of public funds for the school system. Of each \$6.83 collected in taxes in the current year, the sum of \$4.26 is allocated for operation and debt service of the public school system. The total school budget for 1968-69 is \$4,690,-

355, plus \$571,319 for debt service on school obligations. Of this total amount, Summit recovers \$464,091 in State Aid; \$21,000 in Federal Aid for the Head Start Program; a Federal allotment of 9 cents per meal as a cafeteria subsidy.

This is a substantial amount of money and, notwithstanding the great American fervor for education, or perhaps because of it, the appropriation of these large amounts of money should be sharply scrutinized and the results carefully weighed. As in most businesses, especially in the service fields, the large bulk of school appropriations is required for salaries. In Summit 85.47% of the total is applied to salaries and wages. Unlike most businesses, where profit is a proper measure of performance, a school system cannot be measured by such precise standards. Expenditures can be controlled, however, by insistence on careful planning at all levels in the system and strict adherence to accountability to and by the school administrators.

As pointed out previously, imminent stability in student enrollment should lead to a reduction in physical requirements and a consequent drop in provision for debt service. This fortunate circumstance should permit school authorities to concentrate on the orderly development of positive gains in the all-important teaching-learning arena, not necessarily through increased funds, but through effective rise of imagination as well. A well balanced administrative team, headed by Dr. Robert E. Salisbury, currently functioning and thoroughly informed, holds great promise for extended contribution of the public school system to the Summit Heritage.

NON-PUBLIC SCHOOLS

As the United States took form as a developing nation, one of the sharpest points of departure from the European ancestors was the fervid insistence on public education—school for every boy and girl. No longer would there be an elite minority; universal literacy was the goal, and compulsory education was the means to that end. Public schools

were the obvious answer. It is natural, therefore, that public school clamor tends to obscure the quiet functioning of a vast system of private and parochial schools, especially at the primary and secondary levels. Yet, in 1967 non-public school enrollment in Summit accounted for 13.8% of the city's total school population.

Some of the non-public school students attend private schools outside of Summit, but the majority are enrolled in Kent Place, Oak Knoll, Oratory and St. Theresa. By the same token, some students in these private schools are drawn from the surrounding community, but taken together, these schools are an essential part of the Summit school complex and a reflection of the community's provision for education. A glimpse behind the scenes of the private schools reveals the same ardor, the same preoccupation with intellectual development, the same probing of adolescent minds, the same determination to develop useful lives in a changing society that characterize Summit's public schools. There are differences in practise, but principles are similar.

KENT PLACE SCHOOL

In addition to its status as the only all-girl school in Summit, Kent Place has the distinction of being in the vanguard of the country's private college preparatory schools for women. The fine old trees on the unusually attractive campus tug at the mind to pull it back to the earliest history of this two-century old community, long before either the school or the city of Summit had official birth. The school has been forever modernizing since its founding in 1894, and its young and sprightly teachers speak knowingly of contemporary arts and science, but tradition lingers in the place, as though old Chancellor Kent, and his friends Daniel Webster and Bishop Hobart, were still whispering to the present. Even a callow teenage schoolgirl must hear the whisper at times, and tingle with the perception. Tradition is a loose word, but whatever it is, it lingers in the air about Kent Place.

Starting originally with a lease on a few acres of land, Kent Place expanded through acquisitions to its present site of 28 acres, easily accommodating its 15 buildings, with capacity for 525 students. The recent decision to eliminate boarding students paved the way for the provision of faculty apartments, seven of which already are available and occupied. An exciting five-year development program, in the hands of a special committee of bold and thoughtful men, shows an excellent balance between plans for new buildings and support for students and faculty through the creation of substantial endowments. The five-year capital program is pegged at a total of \$4,630,000, of which more than \$1,500,000 is planned for buildings, with the balance allocated to faculty and student programs. Kent Place is a private school, operating entirely without public funds, dependent for its existence on the tuition of its students and the continuing generosity of its benefactors and friends. Its standards, traditional and current, are high; it is idle to suppose that its costs could be low. There are honest efforts to spread the benefits of Kent Place education as widely as possible through the society of its community. To that end the self-perpetuating Board of Trustees and the school administration have shaped realistic policies of financing and academic direction "In Pursuit of Excellence"—their cherished objective. Since 1917 Kent Place has been operated as a non-profit institution, one of the country's first girls schools to adopt this policy. The mere existence of Kent Place, however, in Summit must be accounted a lusty profit for the community as a whole.

Although enrollment extends from kindergarten through the twelfth grade, Kent Place essentially is a college preparatory school. The philosophy seems to be that preparation for college is not merely a final four-year polishing exercise, but the sum total of experience in the first twelve years of learning. Roughly enrollment in nursery through fourth grade is 100; fifth through eighth is 175; ninth through twelfth is 250. With 525 total enrollment Kent Place currently is operating at capacity, and a waiting list has developed. A full staff of fifty-five teachers assures maintenance of an old Kent

Place principle: close supervision in small classes. Like most independent schools of the present day, Kent Place is alert to new developments in the wide world of education, and sustains membership in a dozen professional societies and associations.

Still reflecting the spirit and expressed purpose of its founding fathers, who sought opportunities for their daughters equal to the availabilities for their sons, Kent Place is a college oriented school. Most parents of their students are college-educated people, and practically 100% of today's Kent Place graduates go on to college. Although a path from Kent Place still leads to some of the top women's colleges in the East, there is a strong trend now toward a wider dispersion of graduates among colleges, including many co-ed institutions. The metaphor may be badly chosen when applied to a girl's school, but Kent Place no longer is a farm club.

Still faithful to the original concept of a balanced character for its girls, Kent Place nonetheless has responded to today's more rigid requirements for college entrance. The curriculum includes English, foreign languages, history, latin, mathematics, sciences, art and music. To develop initiative and personal responsibility, Special Senior Seminars are compulsory. A special new teaching technique is under surveillance in the science classes, and may well be extended to other areas as its possibilities materialize. The technique is centered in a Video-Tape Recorder System, consisting of camera, portable recorder, tapedeck and television monitor. Currently the system is the baby of the head of the Science Department, but his eyes sparkle as he details extension of the system to other areas in the school, not excluding the Athletic Department. It is a far cry from the old concept of two men sitting on a log to constitute a university (valid though that was), to modern techniques of education. But who will slam the door on innovation when we haven't even yet learned how we learn? Not Kent Place!

The most obvious advantage of a private school is flexibility in setting standards to achieve defined objectives. This

flexibility should, and often does, lead to better performance in education than that attained in broader-based, less selective public schools. However, the more selective system may, and sometimes does, tend toward social insularity. There is a trend in private schools everywhere to overcome the inbred tendency. And so there is at Kent Place. The school's Service League is an active association of students who participate in various levels of Summit's social work. There is also a newly launched program under the joint auspices of Kent Place and the Pingry School of Elizabeth, for disadvantaged sixth grade boys and girls. Under the direction of Kent Place faculty and students, the program is centered on a five week summer course, buttressed with weekly tutorial follow-up during the school year, in English mathematics and developmental reading. Thirty students were enrolled in the program in 1968, to be expanded to sixty in 1969, and to ninety in 1970. The cost of this program is part of the school's budget, and is reflected as well in the five year capital expansion program. Kent Place is an intellectual island in Summit, but it has excellent causeways connecting with the community of which it is such a vital part.

OAK KNOLL SCHOOL

A careful examination of the catalogues, promotional literature and all other statistics produce the conviction that Oak Knoll School is prepared to render an education at least equal to that offered by any other school in Summit. The curriculum includes courses in the familiar areas of English, foreign languages, mathematics, science, economics, history and social studies, all well planned to meet exacting college requirements. Superimposed on this academic curriculum is an extensive program of theology for, true to its original objectives, Oak Knoll fosters the Catholic belief that religion and learning must go hand in hand if man is to arrive at ultimate truth. To this end, Oak Knoll is guided by objectives that might be summarized in twin categories of development of the individual, to the extent of her capabilities, as (a) ". . . a spiritual, practical Catholic," and (b) a loyal Amer-

ican citizen prepared to meet her responsibilities to family, profession and community.

Oak Knoll, appropriately named for the fine old trees that cover its campus, operates in five buildings on its 11 acres of land, formed originally from the old Larned Estate in 1924. Oak Knoll operates under the auspices of the Society of the Holy Child Jesus, and is one of 27 schools operated by this Society in the United States, plus other schools in England, France and Africa. The Oak Knoll School essentially is a college preparatory school, but embraces elementary and middle grades as well. Currently 111 students are enrolled in the elementary school through grade five; 76 in grades six through eight; 166 in grades nine through twelve. Boys are accepted from kindergarten to the sixth grade, with all upper grades restricted to young ladies. As now constituted the High School is planned for a capacity of 200 girls. Lower grades are operating at capacity, with a waiting list.

The Senior School is served by a faculty of seventeen teachers, seven of which are nuns, and ten are lay teachers. A guidance director supervises a team of eleven teachers who function as faculty advisors, for excellent ratio of one advisor for each fifteen students. Oak Knoll is accredited by the Middle States Association of Colleges and by the State of New Jersey. Entrance to the school is based on the Archdiocesan Examination, but acceptance is determined by intensive personal interview, designed to cull the applicants, and to concentrate on those best qualified for Oak Knoll's dual standards of personal and intellectual integrity. The combination of careful entrance qualification and individualized instruction must be affective, for the shift of students from Oak Knoll to other schools is negligible, and practically 100% of the Senior School graduates enter college. With few exceptions, students are enrolled from an area of 10 mile radius, with upwards of one-third from Summit.

The record of Oak Knoll graduates in a variety of colleges is good testimony to the school's preparatory effectiveness. The academic curriculum is sound and well administered. But beyond the fundamental college preparatory courses,

there is a quiver of excitement in a new approach now launched for a "Program in American Studies." The stated objective of the course itself is heady stimulant: "To develop an appreciation of the richness of the American culture and heritage rooted in religious, racial and ethnic diversity." Hardly the product of the traditional pedagogic mind, the program enumerates eighteen subject areas which, with the added impetus of team teaching, must make a prospective student's heart skip a beat or two in anticipation. One can dip into the listed course descriptions, and feel his own pulse rise. For example, under *Contemporary American Drama*, we find: "readings from Williams, Miller, O'Neill and McLeish." There are courses in *Architects of the Culture*; *History of the American Film*; *Negro Culture in the United States*; etc., etc. And under Social Studies, *The History of Reform*, where we find: ". . . To include the muckrakers of the late nineteenth century—the Lost Generation, the New Deal, the Great Society, and the movement of Civil Rights." Here is teaching imagination equal to the people whose works are studied! Here is content as current as today's newspaper or T.V. tube! And if any student's boiling point should be too high for these descriptions, let her contemplate the culmination of the American Studies Program: a five day trip through the Mississippi Country from New Orleans to St. Louis. The American Studies Program touches all the bases required for college entrance, but it transcends the traditional text book approach with the introduction of the magnificent quality, imagination, and that mysterious quality, personal stimulation.

It was once said that the measure of many a business is the length and shadow of one man. If this be true, how much more aptly could the observation be applied to a school. To some degree at least, it must be true of Oak Knoll, for eyes light up in admiration when people who know her speak of the work of Sister Anne Marie, Principal of Oak Knoll High School. If the mysterious quality of personal stimulation is indeed presented at Oak Knoll, as it surely seems to be, it must emanate largely from Sister Anne Marie.

ORATORY SCHOOL

Paralleling to some extent the college preparatory work of the Oak Knoll School for girls, is the Oratory School for boys, Summit, New Jersey. Although its roots go back in time almost to the turn of this century, Oratory is in fact a new school, in organization, ownership, scope, purpose and spirit. Early in 1967 the school passed from private ownership and control to ownership by the Archdiocese of Newark. The seventh and eighth grades promptly were eliminated, the boarding school discontinued, and the school, now known as Oratory Prep, became a full-fledged college preparatory school for boys. Now only in its second full year since reorganization, Oratory Prep already has about 100 boys enrolled, in a capacity planned for 400 boys. Unlike the early years, when Oratory's forerunner was a Catholic school run by laymen, the school now is under direct control of the Archdiocese education office, and the faculty is comprised of priests. With the assumption of control by the Archdiocese in 1967, the transformation was complete, from the old lay-dominated Carlton Academy, dating back to 1907, to the hierarchical Oratory Prep of the present day.

Like the Oak Knoll School for girls, Oratory Prep places heavy emphasis on religious education in combination with extensive attention to college preparatory courses. It was a Catholic institution, but non-Catholic boys are admitted with the tacit understanding that they are not subject to participation in any religious instruction that might be contrary to conscience. Soon after the school was organized exclusively as a college preparatory school, scholastic emphasis was shifted to higher grades for entrance qualification. Concomitantly with this policy of scholastic selectivity, tuition was lowered to make the school available to qualified students in moderate circumstances. Reflecting the new approach to this old school, in June, 1968, the Reverend Michael J. Fitzpatrick was appointed Headmaster. In his inaugural address, Father Fitzpatrick perhaps set the keystone for the new school when he spoke of "A second Spring for Oratory School" and compared

it with the restoration of the Catholic hierarchy in England during the last century.

Well grounded in education, both as teacher and administrator, in a ten-year tenure at West New York, New Jersey, Father Fitzpatrick also reveals a quick interest in a well-rounded approach to boys. Under his guidance a full time librarian was appointed and a plan adopted to build up the school's library. The Oratory Dramatic Society was organized and courses were introduced in Theatre arts, as well as in Speech and Drama. As in so many private schools today, at Oratory, in addition to academic insistence, there is a conscious effort to direct the students' attention to contemporary problems of society. A revitalized program of athletics, both intramural and interscholastic, is part of the pattern of enriched student involvement.

The Oratory School is well situated on ten acres of land centered on the original Thurlow House, built in 1889. The most modern of its four buildings is the classroom center, built in 1959. With a faculty of ten teachers, and an average class size of fifteen students, Oratory Prep is well constituted for the close teacher-student relationship in which precept and pedagogy are balanced for student development. It is Oratory's answer to the challenge of the modern curriculum required for college entrance, without losing the human touch for the dignity of man.

ST. THERESA'S SCHOOL

Like the parish of which it is a part, St. Theresa's grammar school dips back into the history of education in Summit. Today about 365 students are distributed among the eight grades at St. Teresa, stopping short of the high school level. With all their work concentrated in the elementary and middle school level, St. Teresa is not subject to quite the same pressures for change that mark the high school and college preparatory schools. College, after all, is a step further removed; the high school still is poised in between to take up the shock of college requirements. But the lure of junior high in public schools, and the rising selectivity of college

preparatory schools, pass the pressure on down the line for adequate student preparation in the lower grades. There is no room for complacency in the modern flock.

Staffed by Sisters of Charity, Convent Station, St. Teresa's School is qualified by the State of New Jersey, the Archdiocese of Newark, and the Sisters of Charity. It is wholly financed with parochial funds for all costs except a modest charge of six dollars per student, for books.

Serving the 365 students is a faculty of sixteen, nine of whom are lay teachers, and seven are teaching Sisters. In keeping with generally accepted educational standards, classes average between twenty-five and thirty students. As in other similar schools, extra-curricular activities are provided for St. Teresa's students, but the athletic program is somewhat curtailed by lack of gymnasium facilities.

PERSPECTIVE OF SUMMIT SCHOOL SYSTEMS

Although the budget for Summit's Public Schools evokes gasps from the conservative, and even gulps from the liberal, it is not the whole story of Summit's investment in education. Even in this callous, billion-oriented age, \$5,500,000 is a heavy wad to swallow in a town of 25,000 people, and tax payers shudder a bit with the bite. But this total, substantial though it is, would be swelled by at least \$1,000,000 if the city's four non-public schools were not in operation. To be sure, the money is spent, either way; the difference lies in the effect on the tax structure. As now constituted, the public school system costs the Summit taxpayers a lot of money; if it were suddenly expanded, it would cost a lot more.

Dollars are an important measure of a community service, but cost is not the only measure. Summit always has had a high level of education; by its continued character, it would abide no less. Its fine homes, its institutions, its vaunted reputation, the citizens themselves—all would become grotesque shells if its schools should languish. The combined school systems, each to some degree complementing the other, and each in its own ways reaching for the stars, fulfill the promise of Summit's heritage.

HISTORICAL FLASHBACK—WHEN THE THREE R'S REIGNED

Probe deeply enough into any area of Summit's early days, and you will uncover the name Dean. It is not surprising to find, therefore, that Summit's first school was the proverbial little red schoolhouse, built in 1792 on land given by John Dean, grandfather of Ben S. Dean, and ancestor of contemporary Philip Dean, former Mayor of Summit. Apparently the hum of education seasoned well the timbers of the little old school in Deantown, for it served as the community's only school until it was rebuilt in 1842, when it was slightly enlarged to accommodate about twenty students. There was, of course, only one teacher and, according to a minute of a school meeting in 1834, he was paid \$17 per month.

Deantown was the community's citadel of learning, although a second shingle and clapboard school appeared on Springfield Avenue in 1837 and was maintained by parents of its students until 1872. In that year students from the essentially private "Franklin" school on Springfield Avenue started feeding into a new school that was opened in a store on the corner of today's Beechwood Road and Union Place. Meanwhile the old Deantown school was replaced with a two-story building in 1871, at a cost of \$3,000; was replaced with a brick building in 1904, enlarged in 1916 and again in 1926, to become Summit's Roosevelt School.

It might be said, therefore, that the foundation for Summit's school "system" was laid in 1872, with the appearance of that second school in the store on Beechwood Road. By 1878 the store school had moved into a new brick building on Springfield Avenue, and was known as the Summit Public School. Five years later, still housing the elementary grades, this school also became an accredited high school. With the consolidation of two school districts, the building was substantially enlarged in 1894. As other schools appeared to absorb the children of Summit's growing population, the original public school veered from its elementary preoccupation, finally emerging as Summit's exclusive high school in 1918. It held this distinction until a new senior High School

was built in 1923 when, coming full circle, it reverted to an elementary school, called the Hamilton. There is poetic legacy in the next shift of this old school landmark, for, becoming the Municipal Building in 1946, it then headquartered some city fathers who had trod its halls and stairs as schoolboys not so many years before. At least one mayor, and doubtless numerous councilmen, salted their decisions with memories of their student days in this very building as they labored to repay their debts to a community that had sired their careers. Is there a more persuasive argument for a strong school system?

While the thread of growth and development was woven into the vicissitudes of the first public school, other schools took their places in the expanding Summit system. Paralleling the population trend, there was a steady growth of new schools in Summit beginning with the second decade of the century: 1910—Lincoln; 1911—Brayton; 1912—Washington; 1923—Senior High; 1927—Franklin; 1928—Junior High; 1931—Jefferson; 1938—Edison Junior High. In subsequent shifts of emphasis, Hamilton was discontinued and Edison sold to Celanese Corporation, was aborted from the school system.

Notwithstanding the regular additions of new schools, there was dissatisfaction with the rating of Summit schools prior to 1923. The more articulate critics, centering their attack on the inadequacy of buildings and facilities, forced revisions and additions to Washington, Jefferson and Franklin in 1929 to 1931. Whether bricks and mortar alone were the source of the change, or whether other factors were infused into the system, by 1940 the *Summit Herald* trumpeted a "Depression Decade of Progress" in Summit's public schools, and reported significant improvement in ratings.

By 1954, however, public clamor again centered on the school system. Removed from the emotional fervor, and with characteristic restraint, the Lay Committee on Education quietly focused attention on inadequacies in four out of five of Summit's schools, and a new strategy evolved. The trick was to achieve a new building for the Lincoln school, com-

mendably designed up to the minute, and use this as the standard of measurement. Without rejecting the new Lincoln school, there were those who argued that consideration of bricks and mortar, cafeterias, gymnasias and auditorium stage, diverted attention from the true fundamentals of education. In any event, still guided by a long-range plan of 1948, Summit demolished the old and built the new, Lincoln school, and then, in 1957, added the new Wilson as its seventh elementary school. Another leap was taken in 1964 when the new Senior High School was built, leaving the old school of 1923 exclusively for Junior High purposes. Somewhere in the little red schoolhouse in Deantown, a century and three quarters ago, there was a strong spore, for a big school system has been propagated in Summit.

Although there is no period in the recorded history of Summit when schools were totally absent, education as a true community issue emerged with the advent of the twentieth century. In the light of today's lusty budgets, \$2575 of public money for an annual school budget seems a ludicrous figure. But the problem then was simple, needs were few, and everything is relative. At no time before the year 1900 did Summit's public student body reach a total of 500. By 1910 the total had risen to 1225, and it rose in fairly steady increments of 800 per year until 1930, when it reached 2701. For the next twenty years the student enrollment was stable, but then started the climb that carried it close to the 5,000 level of the current day. As in any wave of expansion in any enterprise, the great problem of this period was to achieve the delicate balance between supply and demand—facilities vs. students. With enrollment stability once again indicated for Summit, and with heavy investment in plant and facilities, there is a challenging opportunity to channel administrative ingenuity into qualitative growth and development of the public school system.

Running almost parallel with the genesis of the public school system was a long list of private and denominational schools. Lacking the broad base of public schools, and in some instances narrowly specialized, some of these earlier

private schools fell by the wayside as the public school system gathered strength. The record of these institutions, however, is further evidence of the intellectual ferment of this community in the Jersey Hills, and each of them left its imprint. The insistence on education for their sons and daughters runs like a refrain through the founding articles of these private schools, and this certainly colors the tone of Summit's heritage.

Of the various non-public schools in Summit's history, four still are in existence and, as shown in the earlier pages of this chronicle, are making important contributions to the community. The first of these was St. Teresa's School which, starting in a rented building about 1874, was preceded in Summit only by the original school in Deantown and by the private school in Springfield Avenue (Franklin), among those of continuous operation. The school, founded by Dr. Wiggins as part of the first separate Catholic parish in Summit, was enlarged in 1881 and staffed by teachers of the Sisters of Charity. The next move for St. Teresa's was into its new building in 1905.

Oratory is another of Summit's private schools with its forerunner's roots in the fertile first decade of the present century. It was founded in 1907, as Carlton Academy, by a group of Catholic laymen, was staffed and administered by laymen until priests were admitted to the faculty soon after 1920, when Monsignor Newcombe became headmaster. The school assumed its present character when ownership passed from private hands to the Archdiocese of Newark, and it was reorganized as Oratory Preparatory. The property genesis of Oratory can be traced back readily to 1904, when The Avesbury Realty Company transferred title for the property to Charles Alling Gifford, who, three years later, transferred it to Charles Schultz. Carlton Academy acquired Oratory School in 1924. There was a technical shift in ownership in 1937 when the Oratory School passed title to the Oratorian Fathers. The property reverted again to Oratory School in 1946, and finally passed into the ownership of The Archdiocese of Newark in 1967. Surviving all these shifts in title,

and indeed antedating the whole span of the school's existence, is the old Thurlow Mansion, built in the estate era of 1889. Presumably this mansion was built on property acquired from the Allings, for the Alling family was a substantial property owner in Summit as early as 1872, and still appeared as a party in the transactions that led to the formation of Carlton Academy in 1907.

There is a theory in the philosophy of history that in no way is history more clearly revealed than in the transfer of property. The theory may be tenable, for property is people. The formation and development of Kent Place School lends some support to this theory for, hidden in the dry language of deeds and property records is a picture of Summit's conversion from glittering estates to individual tracts, and, coming full cycle, reconsolidation of a single large land holding.

The twenty-eight acres occupied today by Kent Place School is on land described by sixteen separate lots, or tracts. A Summit map of 1872 shows that all of this land was part of properties owned by: N. D. C. Moller, Wm. H. DeForest, John A. Hicks, C. A. DuVivier, and possibly W. C. Hicks and James Riera. The latter two, if not owners of land actually acquired by Kent Place School, owned contiguous property, and their names appear on early descriptions. Kent Place is identified on this early map as a residence, but it is located on property owned by N. D. C. Moller. By 1897 some of the Moller and DeForest properties had passed into the hands of the Risk family, for in that year the estate of Wm. H. Risk deeded parts of tracts 1, 2, 3 and 4 to J. Boyd Risk. After further transfers of these properties in the ensuing twenty year interval, these same tracts in 1917 were deeded by The Summit School Company to Kent Place School. In any event the heart of the Kent Place School property seems to have derived from the original Moller and DeForest estates.

Although details are lacking, the broad pattern of Kent Place School property formation is apparent in the record of subsequent lot transfers. Lot #3 passed from Minerva Smith to Hattie Wood in 1907; to Wm. J. McNab in 1908; to Kent

Place School in 1943. Lot #4 was granted by Mary B. Risk to Caroline Edmondson in 1925; to Gertrude Mollek in 1926; to Walter E. Edmondson in 1926; to City of Summit in 1928; to Kent Place School in 1937. Tract #5 was granted by Mary B. Risk to W. G. Kimball in 1921, and to Kent Place School in 1934. Tract #6 was deeded by Wm. P. Day to Julia Williams in 1894, and finally to Kent Place School by Edwina Menzies in 1939.

Lot #7 moved from Wm. J. Pingston to David Ford in 1917, to Frances Ford in 1923, to George Low in 1924, to Kent Place School in 1927. Starting with a grant by De Forest to L. Everdell in 1878, lot #8 passed through various hands, and then to Kent Place School in 1927. Starting with a late record, lot #9 was granted by Cora Williams to Kent Place Realty in 1922, and to Kent Place School in 1924. Similarly, Chas. E. Kimball granted lot #10 to Kent Place Realty in 1913, and to Kent Place School in 1922. Lot #11 passed from Carroll Bassett to George Bingham in 1910, to Emma Childs in 1920, to Kent Place School in 1924. Lot #12 was granted by Wm. B. Denning to Jennie Strong in 1914, and to Kent Place School in 1929. As recently as 1928, executors of the Risk family deeded lot #13 to Kent Place School.

Considerations for the Kent Place School properties ranged from the conventional \$1 to as much as \$20,000. From an historical viewpoint, however, the interesting thing is the cyclical pattern of development—from private estates, to individual lots, and back to consolidated holdings, but this time by corporation. In a sense, Kent Place School is a mirror of Summit, or, for that matter, of the whole American scene.

On a much smaller scale, owing to its more recent beginning, Oak Knoll School also reflects the transformation of Summit from the estate era. The first step in the transformation was taken when William Larned granted property to Madeleine McCormick in 1913. Like the Mollers and the De Forests et al., William Z. Larned appears as an extensive property owner on the Summit map of 1872. In 1918 Madeleine McCormick granted her property to Frederick Watermeyer and, in 1943, Margaret Howes Watermeyer transferred

the property to its present owners, The Sisters of the Holy Child. As at Kent Place, the girls at Oak Knoll might pick up the murmur of Summit's history if they close their eyes and listen carefully, with their minds, to winds that whisper, now and then, in trees that span the generations.

Summit Government

WITH CONSENT OF THE GOVERNED

IT IS, if not a paradox, at least food for thought, that the most highly organized, and the most restrictive, form of government in vogue today is that of self-government. The immortal words in government "of the people, by the people, and for the people" are a mere shibboleth unless they seep into the practising hours of the people. Nowhere is this quite so apparent as in a tight little community like Summit, with its points of reference in nostalgia, and its dreams of perpetuity. It is doubtful that even the city's critics deep in their hearts would foster serious change in the traditions of this little town of homes, trees and culture. To that end Summit's citizens always have been, and still are, widely woven into the city's governmental web. For every person that appears on the city's payroll there are at least ten citizens working assiduously, without pay, for the people's welfare. And prominent in this gratuitous fringe are elected and appointed officials, working at policy levels of the city's government and administration.

Summit's government has been described as a "strong council-weak mayor" type, owing to the fact the mayor has no vote in council except in case of tie, or under special circumstances. However, the Mayor is charged with a long list of precisely delineated responsibilities, authorities and powers, not the least of which is responsibilities. The mayor is closely identified with the city's police department in all its

ramifications, and he is designated as head of the department. He is an ex-officio member of all committees of the Common Council. He is invested with all the powers and duties of a city magistrate. He is a designated member of the Planning Board, the Board of Library Trustees, and Chairman of the Board of School Estimate. The Mayor must approve or disapprove all ordinances and resolutions of the Common Council, where he also has the power of veto. He has the power of appointment, without confirmation, of: Trustees for Free Public Library; Board of Education; Board of Recreation; Planning Board; Civil Defense Council; P.A.L. Advisory Board. The Mayor also appoints, with confirmation, to: Board of Health; Local Assistance Board; Municipal Youth Guidance Council; Zoning Ordinance Board of Adjustment; Sub-standard Housing Board; Municipal Court Clerk; Municipal Magistrate; Deputy Municipal Court Clerk; Building Code Board of Appeals.

One does not challenge the euphemism of Summit's "weak mayor" type of government. However, when one reviews, even cursorily, the duties and powers of the office, one shudders to contemplate the consequences of a mayor that might be weak. Yet of all the powers and responsibilities, the one of greatest impact and magnitude is implied rather than designated. Powers of appointment imply the power of persuasion and motivation, and on this power, more than on any other, rests the welfare and the character of the community. The power to govern is derived from the consent of the governed. In Summit the governed not only consent but, in wholesome numbers, actively aid in the government.

In Summit, Boards and ordinance committees subject to direct appointment by the Mayor have an aggregate of seventy five members. Power? Potentially! Responsibility? Sobering! Numbers flow freely from pen or machine, but Boards are not statistics; they are people. How does a mayor locate, persuade, motivate citizens with the talents and capacities necessary to administer public affairs that bear directly on every man, woman and child in the city of Summit? Why do men and Women dedicate their services in pos

tions, the chief wages of which are criticism and frequent abuse? Doubtless socio-psychologists could find at least seventy-five different reasons to explain this phenomenon but, at the base of all of them must lie an innate pride in the city that harbors them, and a willingness to return something to that city. Perhaps too it is the citizens' knowledge that, for the most part, Summit is governed by people who, beginning with the Mayor himself, work to the limit of their abilities without compensation. Whatever the explanation, the roots of Summit's government penetrate all the levels of the community's structure, and a great many people here steadily give the answer to the ringing question, "What can I do for my country?"

Through his appointive powers the Mayor is an effective link between the various Boards (hence, all the citizens) and the Common Council, the center of ultimate power and responsibility in the government of Summit. The Common Council is composed of three members from each of the city's two wards, elected for a term of three years, and one councilman-at-large, elected for a term of two years. Powers of the Common Council are delineated in a list of thirty five specifics, ranging from finances to noises, from licenses to water supply, from collection of taxes to parks and burial grounds; in short, from cradle to grave. The various Boards, manned by citizens in specialized areas of interest, are by nature sensitive to community needs, and are important sources of information that is essential for balanced judgment at Common Council level. The Common Council must, however, be alert to excessive zeal among specialized Boards, for no one area of interest should be fostered at the cost of other areas of equal importance. The Common Council is, therefore, or in theory should be, a body of total community perspective. It is a lot to ask of seven men all of whom, like ordinary citizens, have private occupation to pursue, and private lives to live.

Quite logically the Common Council is organized into six standing committees, appointed by the President of Common Council who, in turn, is elected annually by the Council. The

President must be a man of stature for, in addition to his normal duties, he must be prepared to assume the Mayor's post during any absence of the latter from the city. The six standing committees are: Public Finance, Public Safety, Public Works, Public Welfare, Public Law, Public Buildings and Grounds. It would be folly to rank or weight, these committees, but it is obvious that final authority of Common Council must rest in Finance. The right of approval or disapproval over all project proposals is an immense power lodged in Common Council, through the Finance Committee. On the other hand, finance is the precise point at which Common Council touches base with all the citizens of the community. Indiscretion at this pint—either too liberal or too conservative—can raise the collective blood pressure of the citizens who, after all, consent to be governed. If a single word were to be sought to describe the function of Common Council, that word might be BALANCE. And if traits for councilmen were to be weighed—especially for the resident—judgment and courage would have to appear near the top of the list. Fortunately for Summit, these traits prevail in Common Council and the city administration.

With Summit's long heritage as a residential city, the Planning Board becomes a key unit in the city's governmental structure. Even though this Board has no policy-making power (all power is reserved in Common Council), it nonetheless functions in such strategic areas that its recommendations have a critical effect on the character of the community. Here again the Mayor dips into the community's talent pool to round out the personnel of the nine-man Planning Board, as defined by ordinance of March 16th, 1954. Six citizens are appointed, all serving without compensation, to join one member of Common Council, one city official, and the Mayor himself, to form the Planning Board. So decisive is the impact of the Planning Board on the Community that a statement of its duties is pertinent even in a short essay.

“By custom, practise and law the following matters have been referred to the Planning Board for their recommendations:

1. Revision, compilation, study and review of the Zoning Ordinance of the City of Summit.
2. All map changes and plot plans for new developments.
3. Requests for subdivisions of property.
4. Applications for apartment house and garden apartments.
5. Applications for industrial and business developments.
6. Requests for amendments or change to the Zoning Ordinance or Zoning Map.
7. Dedication and vacation of streets.
8. Off street parking for business, industrial, apartments and multi-family zones.
9. Employment of experts and consultants within appropriation with consent of governing body."

Clearly the Planning Board is the front line deployment to take the first thrust of the mounting metropolitan surge toward the suburbs. Through its own Board of Architectural Review the Planning Board also functions to maintain a high order of architecture in all proposed buildings. If this front line should waver, Summit will sag to the level of just another city on the Erie-Lackawanna.

Operating behind the Common Council, official boards and committees—indeed, operating all around them—is a vast array of organizations, cultural, civic, religious, social, all of which are variously articulate about the community's affairs Summit simmers with activity from the highest to the lowest levels. It would take a recluse indeed to live long in this modern "heights above Springfield" without being drawn into active participation. Summit is not a bedroom for New York, nor is it yet a satellite of anything. Summit is a proud, self-contained and independent city, proud of its beauty, its homes, its schools and institutions, its past. It is a city where active people become involved, and serve for love. This is Summit's Heritage.

Summit Government

HISTORICAL FLASHBACK

HISTORY DOES NOT BEGIN at a precise moment, and it really never ends. At best, history is a collection of recorded facts, altered as they pass through the interpretation of an historian. But each "fact" is preceded by something that has gone before, and will be changed by something yet to come, if only the interpretation of future historians. "Lessons of History," therefore, is a dangerous concept, for circumstances of the present can not be exact parallels of the past. Yet, there is some kind of sequence and consequence in a community like Summit. There always was "government" in the area, even before local dissidents forced separation from Springfield, and from New Providence, to establish the political entity of Summit in 1869. The progress toward independence was taken in four steps: (1) In 1793 Springfield Township, including Turkey (New Providence) and Turkey Hill (Summit), separated from Elizabeth Town. (2) In 1809 New Providence Township, including Turkey Hill (Summit), separated from Springfield Township. (3) In 1835 "The Summit" was applied to the section known as Turkey Hill, which still continued politically as part of New Providence Township. (4) In 1869 Summit Township separated from New Providence and Springfield Townships. This is a convenient point to begin exploring a few aspects of Summit's government that may be related to the present.

Assumptions have been made in the past that the separation of New Providence and Springfield Townships in 1809

also separated Turkey Hill (Summit) completely from Springfield. A careful reading of the Act creating Summit Township in 1869 indicates that Summit prior to that date actually lay partly in New Providence Township and partly in Springfield, and was subject to control of both these townships. The line dividing Springfield and New Providence appears to have been the present Summit Avenue. With a separation line running through its middle, it is small wonder that the inhabitants of the village on the hilltop grew increasingly restive as repeated efforts failed to gain attention from either of the host townships for anything except the levying of taxes. The roads of the little village often were impassable, its welfare in general was ignored, its inhabitants were annoyed and irritated, but there was no redress from succeeding officials of either New Providence or Springfield. Secession and rebellion ran strong in men's minds in the eighteen sixties and, as in any war period, returning veterans were not easily gulled.

The situation in Summit was ripe, if not redolent, when in the sixties N. D. C. Moller, one of the community's larger landholders, took up his residence on what is now the property of Kent Place School. Mr. Moller placed his Summit estate under the management of his son-in-law, G. J. Thebaud, a New York lawyer. It is not clear whether or not Mr. Thebaud continued his extensive New York practice, but it is clear that he became immersed in the affairs of Summit soon after assuming management of his father-in-law's estate. Thebaud's perennial controversy with the officials of New Providence so exasperated him that, rallying his neighbors, he made his move for Summit's independence. A meeting in the residence of Mr. Moller, attended by Jonathan Edgar, Jayme Riera, William Cleveland Hicks and G. J. Thebaud, resolved that Thebaud should proceed to secure township status for Summit. Tracing its lands back to 1868, Kent Place School today occupies Summit's cradle of liberty.

Summit's independence was not won easily, for Thebaud had to cope with the open opposition, as well as surreptitious

guile of his old New Providence adversaries. He secured introduction of his bill by Dr. DeWitt C. Hough, Assemblyman from Rahway, and nursed it through the House and Senate in Trenton. With the bill finally ready for governor Randolph's signature, Thebaud discovered that a clause had been inserted into the original bill calling for a vote of the people in both affected townships. This was tantamount to defeat. Apprised of this duplicity, the enraged governor sent the bill back to the House and Senate, along with a withering memorandum deploring trickery. The bill was returned, in its pristine form, within twenty-four hours, for the governor's signature. There is a legend, possibly apocryphal, that the governor complimented Thebaud and then gently asked him to leave Trenton so that the House and Senate could recover from the effects of his solicitous lobby, and get back to work. Whatever his methods, Thebaud won his fight, and Summit Township was born in an Act approved March 23, 1869.

The birth of Summit Township is recorded, for all to see if they choose, in *The Laws of New Jersey, Acts of the Ninety-Third Legislature of New Jersey, 1869*, under the heading, "An Act to create a new township in the County of Union, to be called the Township of Summit." In language very precise, and also very legal, the boundaries for the new township are established, the place for the township's first meeting is designated, and terms are specified for its separation from New Providence and Springfield townships. With a little imagination, a few excerpts from this Act may serve to call to mind a picture of this lusty little community that in 1869 sought to doff its swaddling clothes for the raiment of maturity.

"Beginning at a large cherry tree near the residence of Aaron Doty, in the middle of the road leading from the village of Summit in the present township of New Providence. . . ."

". . . and from said corner on a line bounded by land of A. A. Constantine and Elizabeth Day, and on said corner on a line bounded by land of A. A. Constantine on the west,

and lands of Elizabeth Day and DeWitt Clinton Jones on the east, to a willow tree on the east bank of the Passaic river. . . .”

“. . . thence through lands on the boundary line of the estate of Brooks Sayre and Anthony Sayre to the corner of land of Benjamin Sturges and estate of Brook Sayre, on the east side of the road leading from the Red School House to Westfield Village. . . .”

“. . . thence along the south side of said road to the place of beginning, be and the same is hereby set off from the said townships of New Providence and Springfield, and created into a new township to be called and known by the name of ‘The Township of Summit’.”

There are all the elements of the times—the large cherry tree, a willow tree, middle of the road, the Passaic River, the Red School House, private estates, the antagonist townships and finally, the new township to be called and known by the name of The Township of Summit. Surely the cherry tree and willow tree have long since turned to ashes or dust, and the Red School House (which had to be the second edition of the old Dean School) also succumbed. The landmarks were ephemeral in history but the corporate body which they bounded has endured.

The Act did not stop with delineation of boundaries. Further excerpts, again with a dash of imagination, suggest the exasperation that had driven Mr. Thebaud to pursuit of separation. The bill, which Thebaud framed, touched all the bases, and the Act spelled out the ground rules.

“And be it enacted, That the inhabitants of the township of Summit shall hold their first town meeting at the hall now owned by William Littell, in the village hall of Summit, in said township, on the second Monday of April next. . . .” This clause then proceeded to name John H. Allen, Alfred Albertson and William Littell as judges of election to be held at the first town meeting.

Still in the same Act, the townships’ newly elected officials were ordered to meet first with officials of New Providence, then with officials of Springfield, on specified dates,

to divide and allot all monies on hand in the respective townships, as well as all debts owing by either of them, in proportion to taxable properties and ratables in the new township of Summit. There is no record of which had the greater magnitude—monies available or debts owing—at the time of division and allotment, but if current practises are a guide, debts might well have been the superior number. Be that as it may, Mr. Thebaud, now in a position to deal from strength, must have had some great moments of triumph when Summit's first fathers stepped into the counting house on equal terms with his erstwhile hecklers from the neighboring townships. Apparently the new township's voters were well enough pleased with Mr. Thebaud's efforts in their behalf, for he represented them on the Board of Freeholders until he departed from Summit in 1875. Mr. Thebaud, if not the father of Summit Township, most certainly was the architect of it. Meanwhile the new township of Summit set about its business with the election of three Committeemen, later increased to five. As though rehearsed for the roles they now would play, familiar names emerged from the township's organization meeting: Jonathan Bonnel, Assessor; Benjamin S. Dean, Clerk; Albert Albertson and August Thebaud, freeholders; William Littell, presiding judge; David Bonnel, Clerk. Summit's rebellion was complete, and the principal advocates of that rebellion were prepared to direct the affairs of the thousand or so inhabitants of the new township.

Undoubtedly the triumph of the township faction was welcomed by the big majority of Summit's residents in 1869. There may have been some recalcitrants in those early days whose loyalty lay with the former New Providence and Springfield overlords. If so their opposition was feeble, for the Township Committees grappled quite successfully with the community's needs, at least for the first decade of the Township's independent existence. If a waggoner broke an axle in a chuckhole, Township Commissioners were much more accessible, and more sensitive to spleen, than absentee officials in New Providence or Springfield. If taves were as-

sessed on property holders in Summit, the monies would be spent in Summit Township, not siphoned into the outer reaches of communities beyond the heights. And taxes were assessed, and monies were spent as the community demands for services increased even though the extent of the assessments is today more suggestive of the cost of a new private driveway than an appropriation for township roads. For example, a notice of the Republican ticket in 1889 carried the following items: For Roads—\$4,000; For Poor—\$1200; For Township Purposes—\$1500; For Health Board—\$00; For Police—\$1200. Could it be that an incipient Chamber of Commerce refused to concede the existence of a health problem in this resort area?

However smoothly the official township may have been running in its early decades, there was no complacency among its citizens. A succession of improvement associations and private clubs (including the Fortnightly Club as early as 1890), cajoled and prodded their officials into ever-expanding services for the community. For reasons still a little ambiguous as advanced by their advocates, as Summit entered the gay nineties there were rumblings for reorganization of the township government. In 1898 this surge led to formation of a citizens committee, headed by W. Z. Larned, to explore possibilities for change in the township government. Although Summit Township administrations sometimes shifted from Republicans to Democrats and back again, it is just possible that the clamor for change in the nineties was a precursor of the modern minority moods toward "the establishment."

While Summit was sparring for governmental change the State of New Jersey pointed the way early in 1899 with an act providing for the government of cities with populations of 12,000 or less. Quickly taking advantage of this act, Summit was incorporated as a city on April 11, 1899. The general election that decided this issue recorded 804 votes for the change, and 163 against. It is significant that an act of the One Hundred Twenty-Third Legislature, dated March 8, 1899, traces the boundaries for the city of Summit in lan-

guage identical with that used to define the boundaries of Summit Township in 1869. The change from township to city status was a technical, not a physical, change, but it established the basic law under which Summit has operated since 1899. The first government for the city of Summit was: George Wilcox, Mayor; Charles T. Wood, Ruford Franklin, A. Frederick Dohrman, George C. Hand, Albion Buckley, George W. Baldwin, Councilmen.

In these days of economic legerdemain dollars are said to be poor data for measurement or comparison. Yet there may be some sense of the scale of Summit's first year of operation in consideration of monies appropriated for 1900.

Roads	\$8,000	Sewer Sinking Fund	\$1,700
Water	5,000	Police	5,000
Light	6,000	Health	8,000
General	5,000	Fire	3,000
Poor	1,200		

It must be remembered that in 1900 Summit was a city of about 5500 people, contrasting with almost five times that number today. But it also must be remembered that in 1900 people were content to provide for themselves, at their own expense (or do without), many services and conveniences that gradually have been grafted into some branch of "public service." This trend indeed, poses one of the stickiest problems confronting, not only Summit, but every city, town and hamlet in the country. The problem will be met, if it is to be met, only with lines of two-way communication open from top to bottom, and the active participation of enlightened citizens in their government. Beyond any reasonable doubt, a large degree of Summit's enviable reputation in 1969 is traceable to the work, worry and worth of generations of her public-spirited citizens.

The city of Summit took over the work of the township of Summit in 1899, and promptly was faced with decision on a proposal that extended far beyond Summit's boundaries. It was an act that affected the welfare of Summit with perhaps greater impact than any other single act of govern-

ment in Summit's history. It is a singularly unromantic subject, but on November 20, 1900, the council of the new city of Summit passed a resolution authorizing a construction contract for Summit's participation in the Joint Outlet Sewer.

As described in his fascinating report of 1910, rendered by the project's Chief Engineer, Alexander Potter, C.E., the Joint Outlet Sewer was noteworthy not only for its engineering accomplishments but as the first example of voluntary joint action by separate municipalities "in this or any other country." Summit was not the instigator of the Joint Outlet Sewer, but it was part of the compact through all its stages, along with Newark, South Orange, West Orange, Irvington, Millburn and Vailsburgh. To any student of Summit's history, it is not surprising to find scattered through Potter's report, names of Summit residents already familiar for their devotion to Summit's affairs. Included among these were: George C. Hand, Chester N. Jones, E. D. Votey, Thomas Debevoisie, O. B. Merrill, Francis Phraner, and Carol Bassett, himself one of the country's outstanding water and sewerage engineers. Considering the complexities that might have arisen in a project involving so many separate municipalities, the closing paragraph of Chief Engineer Potter's "Letter of Transmissal" in 1905 is quite significant. Mr. Potter said: "Before closing, the writer wishes to acknowledge with gratitude the hearty support and cooperation of the officers and members of the Joint Meeting and their counsel on all matters coming within his jurisdiction pertaining to the welfare and successful completion of the Joint Trunk Sewer, and the harmony which has characterized their relations throughout the entire prosecution of this important undertaking."

In nontechnical language, and in its briefest form, the Joint Outlet Sewer was a scheme to transport to tidewater south of Elizabeth the sewage of those cities participating in the project. Owing to its perimeter position and construction costs, Summit was the largest single contributor among the original participating cities. But Summit also was granted the largest sewer capacity.

In 1900 Summit had a bond issue of \$125,000 to cover its proportionate share of the Joint Sewer cost. The sewer was completed ahead of schedule, in two years. In 1903, Summit contributed an additional \$65,000 to the project. In 1926 a supplementary Joint Sewer was authorized, and Summit's proportionate share was \$200,000. All the bonds issued by Summit in connection with the Joint Sewer project have been retired, and Summit's appropriation for Joint Sewer Maintenance in 1968 was \$38,000. One need hardly be a student of municipal government to realize that the Joint Sewer project, providing Summit with reserve capacity *to this day*, was the greatest bargain in the City's history.

The Joint Sewer Project has been emphasized in this essay—perhaps disproportionately—not because it is considered the most important aspect of the community, but to exemplify the vital importance of contributions made in the past by public-spirited citizens with a responsible, and responsive, city government. Summit, an outstanding community in 1969, a dignified and proud city of 25,000 people who in their hearts love it as it is, is the product of the work and the dreams, the abilities and the courage, of people who in their own times had equal devotion for Turkey Hill, for the Heights above Springfield, for the Township, for the City of Summit—the Summit Heritage.