







DE WITT CLINTON
First President of the Free School Society

THE
NEW YORK PUBLIC SCHOOL

BEING A HISTORY OF FREE EDUCATION
IN THE CITY OF NEW YORK

BY

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SECRETARY OF THE BOARD OF EDUCATION

Authorized by the Board of Education

INTRODUCTION BY SETH LOW, LL.D.

New York

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TO THE
BOARD OF EDUCATION
AND THE
TEACHERS OF THE PUBLIC SCHOOLS
OF
THE CITY OF NEW YORK



PREFACE

THE celebration of the centenary of the inauguration (on February 19, 1805) of the movement for free public schools in this city was suggested to the Board of Education in the spring of 1904, and, later, the preparation of a history of public education in New York. The Board unanimously approved both suggestions, and granted me a leave of absence for the purpose of writing this book. Although the time has been, of necessity, limited, no reasonable pains have been spared to secure accuracy. From the literary point of view this work makes no claim upon the reader. It is put forth as a fairly complete chronicle—a chronicle rather than a philosophic history—of educational events in the city during the past one hundred years.

To fill out the record, a preliminary chapter, relating to schools on Manhattan Island prior to 1805, precedes the history of the century now closing; and accounts of early schools in other parts of the city are also given.

No apology is needed for the amount of space devoted to the Public School Society—a movement unique and of rare interest.

That the chapters which follow are free from error I do not venture to hope. On pages xxi and xxii will be found a list of authorities consulted in the preparation of this history; but no mention is made therein of the written and printed minutes, documents, reports, manuals, etc., of the Public School Society, the New York Board of Education, and the Brooklyn Board of Education, which have been read, or of the newspaper files examined. Every citation has been carefully verified; and where conflicting statements have been made by previous writers the reader is put in possession of them all.

I have to acknowledge my indebtedness, first, to those who have already traversed the same field in part. The comprehensive *History of the Public School Society*, by Mr. William Oland Bourne, has been invaluable; and use has been freely made of *Public Education in the City of New York*, by Mr. Thomas Boesé, formerly Clerk of the Board of Education. Thanks are due to those who have materially aided me in various ways; in particular, to Mr. Robert H. Kelby, Librarian of the New York Historical Society, who afforded me the fullest opportunity for consulting the manuscript records of the Public School Society; to Miss Emma Toedteberg, Librarian of the Long Island Historical Society; and to a number of officials and employés of the Department of Education who have rendered valued assistance. I wish also to record my appreciation of the kindness of the Board of Education in granting me the privilege of engaging in a work which has grown increasingly interesting and the result of which I trust will not prove unworthy.

It is a source of peculiar gratification that Mr. Seth Low has consented to write the Introduction to this book. His eminent qualifications for doing so need not be specified here; but it may, perhaps, be mentioned that his grandfather (bearing the same name) was a member of the Brooklyn Board of Education in 1846-1847; that, while Mayor of Brooklyn (1882-1885), he appointed nearly eighty members of the Board of Education of that city; that, as a member of the Commission which framed the Greater New York Charter, he was Chairman of the Committee which prepared the chapter on Education; and that in 1902, as Mayor of The City of New York, he appointed the entire Board of Education of forty-six members provided for by the Revised Charter.

A. E. P.

NEW YORK,
December 30, 1904.

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INTRODUCTION

THIS centennial History of the New York Public School is modestly called by its author "a chronicle," and so it is; but it is much more than a chronicle taken from the official records of the Department of Education of the City of New York. The author has had ready access to the records of the Free School Society, established in 1805, and later known as the Public School Society, as well as to the records of all the educational departments now merged under the control of the Board of Education of New York City. He has also read carefully all the monographs relating to the history of education in any part of the local field, as well as such local histories as throw light upon the subject with which he deals. The result is a very readable book for all who are interested in this subject, and a mine of information for the student. The legal development of the City School system is clearly traced, and also the gradual but steady growth in the city of a consistent system of public education, that, after one hundred years, begins with the kindergarten and ends with the college. The many-sided service of the Department of Education is also pointed out, in its maintenance of evening schools, vacation schools, play centres, public lectures, and the like, and the origin and growth of each distinctive feature is clearly shown. Information heretofore widely scattered is concentrated in this single volume.

It is interesting to observe how the cosmopolitan character of the City appears even in the origins of its educational system. In Manhattan, Brooklyn, and Queens, the first schools are traced back to the Dutch; in the Bronx, through the towns of Westchester and Eastchester, they go back to the English; while in

Richmond, the credit of laying foundations is due to the Waldenses and Huguenots. Everywhere, at the beginning, the first schools were closely allied to the churches. A debt of gratitude is especially due to the Society of Friends, as pioneers in several parts of the City in the effort to secure education for the neglected.

In every Dutch settlement now included within the City of New York, the schoolmaster followed closely on the coming of the clergyman; and the Dutch schools were essentially public schools. In the English period such a thing as a public school, as now conceived of, was not known; though some of the English churches maintained parish schools, and the Society for the Propagation of the Gospel in Foreign Parts sent schoolmasters to one or two neighborhoods. After the Revolution, and until the establishment of the Free School Society, little was done in the City looking towards free public education. It is very noteworthy that the Manumission Society of New York, popularly so called, was founded in 1785 for the express purpose, among other things, of giving to negroes "the elements of education." A free school for colored children was opened under the auspices of this Society in 1787. This marked the first faint impulse towards free public education. It was also the beginning of separate schools for colored children, which thus became, later, a feature of the public school system of the City, from which they finally disappeared, only in 1900, during the administration of Governor Roosevelt, who signed an Act abolishing such schools in Queens County, the portion of the City in which they survived longest. This free school for colored children founded in 1787 was followed, in 1805, by the organization of the Free School Society under the presidency of De Witt Clinton, then Mayor of the City, whose object it was to furnish free education for the many children whose parents could not afford to pay for it, and whom the church schools, then existing, did not reach. This Free School Society became, in 1826, the Public School Society; a change of name that marked a change in its own con-

ception of its mission, and that marked, also, a great advance in the general understanding of the obligations of the community towards popular education. This change of ideal from a free school for the poor to a public school for all, was the beginning of the end of the Public School Society; for public schools for all could manifestly be adequately carried on only by the community itself in its corporate capacity. In 1842 the first Board of Education in the old City of New York was established, and for several years this Board and the Public School Society continued to carry on their work side by side. In 1847 the Board of Education asked for authority from the State to establish a free academy. This proposition was submitted to popular decision in June of that year, and was endorsed by a vote of 19,404 to 3409. Finally, in 1853, the schools of the Public School Society were turned over to the Board of Education, and the system became a public system in every respect. There are few chapters more interesting, or more inspiring, in the history of popular education, than the rapid development of the sentiment in favor of it in the City of New York. It took little more than sixty years for the free school for colored children, and less than fifty years for the first school of the Free School Society, to develop into an educational system headed by a free academy, maintained by taxation, and under popular control. Truly, here in New York and in the matter of education, Democracy is justified of all her children.

Taking the entire hundred years into consideration, the advance in the conception of the qualifications necessary for the public school teacher is hardly less notable. The Free School Society introduced what was known as the Lancasterian system, a prominent feature of which was, that advanced pupils should be employed to give instruction to those less advanced. Starting thus with schools largely equipped with pupil teachers, the insistence upon some professional training gradually became so strong, that, at first, certain classes were started for the training of teachers; then, a full year of professional training in some

normal or training school was demanded ; while, at the present time, two full years of such professional instruction is required of all who wish to become teachers in the public schools.

The development of public education is traced by the author in Brooklyn, also, in Queens, in the Bronx, and in Richmond ; and the steps taken to unify the educational system of the great City, after the consolidation of 1898, are carefully pointed out. Two things are evident from this story : first, the great difficulty of the task devolved upon the educational authorities by consolidation ; and second, the great progress made by the schools in all parts of the City, since consolidation took place. There was, inevitably, danger that the uniformity certain to come from consolidation would involve a gradual dragging down of the better parts of the system to the level of the lower. It is more than gratifying to be able to say that this unification has been successfully brought about, in fact, by lifting the poorer parts to the level of the better. Indeed, it may be said, generally, that the best features of each separate system have been kept for the benefit of all. Undoubtedly, in an educational system comprising so many schools, there is, and there always will be, great variations in quality as between individual schools. But every Borough of the great City has a better school system to-day than it ever had before. There is a higher standard of qualification demanded of teachers and all school officers. The pay and conditions of service are better ; the character of school buildings constantly improves ; and the curriculum compares favorably with that offered anywhere in the United States. Of these advantages no one Borough has the monopoly, but all share them alike. How well the New York Public Schools, as schools, stand at the moment, is attested by the awards recently made at the Louisiana Purchase Exposition. Under Group I New York has been granted a Grand Prize (the highest honor), and three gold medals ; for elementary education. Under Group II New York City has been granted a Grand Prize, and four gold medals ; for secondary education. This is a great distinction

to secure, within seven years after consolidation, for a system on so vast a scale as to comprise in 1903-1904, 546 school buildings; more than 13,000 teachers and a registration of 622,000 pupils. It may truthfully be said that consolidation has thoroughly justified itself already, in this vital department of public activity, in that tens of thousands of children are being better educated every year than they could possibly have been under the old conditions.

The establishment of the Free Academy in 1847, and its reorganization as a college in 1866, were, in themselves, great steps forward. Being followed, however, as they were, by the establishment of the Normal School for Girls as a college, in 1871, the two institutions together had the effect of throwing the public school system of New York City, for many years, out of line with the public school development throughout the United States. That development ordinarily contemplated the high school as the top of a city public school system; and New York City, for long, had no high schools. In the West, very generally, the State establishes and maintains a State University as the crown of the public system of education; but, in the East, the colleges and universities were, and are, under private control. In the absence of high schools it was impossible for either boy or girl to be fitted in the public schools of the City of New York, for entrance into any college outside of the City colleges; and the long absence of high schools had the further unfortunate effect of keeping the teachers of New York City out of touch with a great body of the most progressive teachers in the country. Happily, of recent years, this difficulty, also, has been remedied; and, since consolidation, eleven new high school buildings have been either completed or begun. Concurrently with this development of high schools, New York has developed its two colleges until they also stand, or will soon stand, on a level with the better colleges in the country in respect of the education they give. New York, therefore, instead of being, as it was for many

years, the city in the United States in which public education was least well organized, has now the proud distinction of being the only American city to offer, unaided, to all its children, an educational opportunity that begins with the kindergarten and includes not only the high school but also the college.

Speaking here of "The characteristic American Faith in Education," President Eliot of Harvard University said, this very month: "New York City has produced a system of public instruction which the whole country may well copy. It is developing a public education which, far from being confined to the years of childhood, goes on with the adult while life lasts. It continues the education of adults by evening schools and free public lectures, and is making its school buildings constant day and night educational centres." Thus it is seen, that, while New York has been improving the structure of its school system at every point, it has been likewise making its school buildings, and school resources, more widely and more democratically useful than ever before. The typical school building of New York City, instead of being, as it used to be, a building in use for a few hours only, on five days of the week during nine months of the year, is now one of the busiest centres of activity, day and evening, throughout the entire year.

One other matter of importance calls for a word of comment. The public schools of New York minister to the children of a population that is of very mixed origin. In a single night class, not long ago, twenty-six different languages were the native languages of those in attendance. The children of such a population, when they first go to school, are little in touch with each other, and have no common speech. These wonderful public schools, over and above and beyond everything else, make them all Americans; with a love for the flag, with a common speech, and with a sympathy for each other born of their close association. The good discipline, generally maintained, is evidenced by the uniform good order under the supreme test of fire. Only a few weeks ago, the children were marched out

of a burning school building, in three minutes, in perfect order, and no one was hurt. The value of such training is not to be expressed in dollars, nor in words. Doubtless our schools still have many imperfections; doubtless it will require constant watchfulness to preserve what is good in them, and constant endeavor to improve them. But the results outlined are in themselves notable, and call for generous recognition on the part of the people of the City of the long line of men and women, who, for a century, have labored, in season and out, in the schools themselves, and in the Board of Education, and in its employment, to bring about such results. Certainly, from the point of view of popular education, the City of New York is "no mean city."

On page 313 of this volume, the author says of the reduction of the tax rate of four mills for the benefit of the General School Fund to three mills, as an incident of the policy of full valuation of the real estate of the City for purposes of taxation: "The effect of this change was serious." This is a common misapprehension. As a matter of fact, the General School Fund has received a larger sum, each year, from the three mill rate on the new basis of valuation than it would have received from the four mill rate on the old basis of valuation. What has really taken place is this. The four mill rate originally provided a larger sum than the Board of Education actually needed. Finding the money at command, the Board developed vacation schools, play centres, and the like, and so made it highly useful. But, in recent years, the very large sums appropriated for school buildings have necessitated an unusually rapid increase in the number of teachers; while the annual increase of salaries provided for by the Davis Law, affecting the whole body of teachers, old and new alike, has created a demand for an increase in the salary budget, year by year, that is quite abnormal. The tax rate ought to be fixed at a figure that will provide what is really necessary, not only for teachers' salaries but also to enable the Board to maintain and expand the highly useful

functions of the public schools, represented by evening schools, vacation schools, recreation centres, and the like. But it cannot be considered a misfortune that the Board has been compelled to economize, at every possible point, before the determination of the rate, proper in view of existing conditions, is finally reached.

This centennial History of the New York Public School cannot fail to awaken a sense of pride in our citizens, and a profound sense of gratitude towards all who have taken part in making our public school system what it is; and especially to the great army of teachers, the dead and the living, who have wrought, and are now working, their lives into it, year by year. The New York City of to-day is very largely their handiwork; and the New York that is to be will be more largely indebted to them than to any other single factor that will influence its history.

SETH LOW.

NEW YORK, December 31, 1904.

THE NEW YORK PUBLIC SCHOOL



The New York Public School

CHAPTER I

INTRODUCTORY—SCHOOLS PRIOR TO 1805

I. SCHOOLS UNDER THE RULE OF THE DUTCH

IT is not a matter of surprise that the founders of New Amsterdam gave early attention to the education of their children. In their own country they were familiar with such education, and had learned to regard it as indispensable. The interest of the Dutch in this matter is well known. "Neither the perils of war, nor the busy pursuit of gain, nor the excitement of political strife, ever caused the Dutch to neglect the duty of educating their offspring to enjoy that freedom for which their fathers had fought. Schools were every where provided, at the public expense, with good schoolmasters, to instruct the children of all classes in the usual branches of education; and the consistories of the churches took zealous care to have their youth thoroughly taught the Catechism and the Articles of Religion."¹ It was the custom of the Dutch, "after the Reformation in Holland, to send out with emigrants going to any of its colonies, however few in number, a well-qualified schoolmaster, who was a member of the Church, and accredited by his competence and piety to take charge of the instruction of children and youth."²

The colony on Manhattan Island was permanently established in 1626, although the charter of the Dutch West India Company was obtained in 1621, and a few settlers had taken up

¹ *History of the State of New York*, Brodhead, Vol. I, pp. 462, 463.

² Introduction (by Thomas De Witt) to *History of the School of the Reformed Protestant Dutch Church in the City of New York*, Dunshee, p. 7.

their abode there as early as the winter of 1613-1614. The Company "promised to support and maintain good and fit preachers, schoolmasters, and comforters of the sick."¹ The establishment of schools and the appointment of schoolmasters were within the province of the Company and the Classis of Amsterdam.

Although for several years the offices of minister and schoolmaster are supposed to have been filled by the same person, there is nothing in the records to show that anything was done in the way of instruction. There was no minister in the colony at the beginning, the place of a clergyman being supplied to some extent by two "krank-besoeckers," or "comforters of the sick," who were required to visit and pray with sick persons. Ministers were in some cases called upon to look after the instruction of children in other things than the Catechism; but "the course most commonly pursued, when a colony was to be established, was, to have a schoolmaster accompany the settlers, and, to a certain extent, conduct religious services. After habitations were erected, and the settlement had assumed a warrantable degree of stability, it was provided with a minister."²

It is not probable that many children were brought over by the immigrants from Holland, and those born on Manhattan Island would not have been ready to attend school much before the date of the arrival of the first schoolmaster, in 1633. In that year the second Director-General, Wouter Van Twiller, arrived at Manhattan, and with him came the Rev. Everardus Bogardus, the second minister of the Gospel, and Adam Roelantsen,³ the first schoolmaster. It was several years before a schoolhouse was built; in the mean time school was held in a room hired for the purpose, or in a room in the schoolmaster's house. The school was free. Roelantsen was a salaried official of the West India Company, receiving a compensation of 360

¹ *History of New Netherland*, O'Callaghan, Vol. I, p. 220.

² See Dunshee, pp. 25, 26, 27.

³ The name is spelled by some historians Roelandsen; the writer has found it in one or two cases Roelandson, and once Roelandsden.

florins¹ (\$144) per annum. There is some reason to believe that this pioneer in the army of schoolteachers on Manhattan Island took in washing, to increase his income. He was a man of quarrelsome disposition, and during his somewhat checkered career in New Amsterdam was the plaintiff or defendant in numerous lawsuits. In 1646 he was sentenced by the court to be flogged and banished forever out of the country, but this sentence was not carried out on account of his four motherless children. In the following year, it is stated, he was appointed Provost; and in 1653 Adam Roelantsen was a member of the Burgher Corps of New Amsterdam.²

“It is not impossible,” says Valentine, “that the severe measures taken against Roelantsen were only adopted after his professional services had become no longer a necessity. For the year previous to his banishment, one Arien Jansen Van Ilpendam settled here and opened school. . . . We find, from various sources, that Van Ilpendam taught several children, who afterward became among the leading citizens in town. He lived in this city and taught school during many subsequent years, at least as late as in the year 1660” (*Manual*, 1863, p. 561). Mrs. Lamb is authority for the statement that a new school was started by Arien Jansen Van Olfendam, who arrived from Holland March 3, 1645, and taught until 1660. “His terms of tuition were ‘two beavers’ per annum, — beavers meaning dried beaver-skins.”³

In the year 1638 appears the record of the first tax for the maintenance of schools, the following law having been proposed:

“Each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of clergymen, comforters of the sick, schoolmasters, and such like necessary officers.”⁴

¹ The value of a florin or guilder was about forty cents.

² O’Callaghan, Vol. II, p. 569.

³ *History of the City of New York*, Vol. I, p. 123.

⁴ *Holland Documents*, Vol. I, p. 112.

In *Annals of Public Education in the State of New York* Mr. Pratt states that

“as early as 1642, it was customary, in marriage contracts, whenever the bride was a widow having children, for the parties to ‘promise to bring up the children decently, according to their ability, to provide them with necessary clothing and food, to keep them at school, to let them learn reading, writing, and a good trade’: to which was sometimes added ‘as honest parents ought and are bound to do, and as they can answer before God and man’” (p. 5).

According to some authorities, Roelantsen appears to have been succeeded in 1643 by Jan Stevenson, called by Dominie Backerus a “faithful schoolmaster and reader, who has served the Company here for six or seven years, and is now [September, 1648] going home.”¹ From Mrs. Lamb we learn that “about that time [1648], Jan Stevenson opened a small private school which was tolerably well patronized. The best families had generally their own private tutors direct from Europe; but there were enough to support a school besides, and the new teacher found himself fully occupied” (Vol. I, p. 139).

It would appear probable that Stevenson opened his private school after severing his connection with the free school and after a visit to his native land. According to Dunshee (p. 35), however, Jan Cornelissen was “the *second* teacher mentioned in connection with the public school under the care of the church.”

About this time efforts were made to build a schoolhouse. Subscriptions were solicited for the purpose; but in 1649 a remonstrance addressed to the States-General stated that

“The plate has been a long time passed around for a Common School which has been built with words; for, as yet, the first stone is not laid; some materials have only been provided. However, the money given for the purpose hath all disappeared and is mostly spent, so that it falls somewhat short; and nothing permanent has as yet been effected for this purpose.”

The remonstrance further declared that “There ought to be also a Public school provided with at least two good teachers,” etc.²

¹ *The Memorial History of the City of New York*, edited by James Grant Wilson, Vol. IV, p. 576.

² See *Holland Documents*, Vol. I, pp. 300, 317, 423, 424.

The answer to the remonstrance, made in the following year (1650), stated that

“Although the new School-house, towards which the Commonalty contributed something, has not yet been built, it is not the Director, but the Church wardens, who have charge of the funds. The Director is busy providing materials. Meanwhile a place has been selected for a School, of which Jan Cornelissen has charge. The other teachers keep school in hired houses, so that the youth are not in want of schools to the extent of the circumstances of the country.”

Jan Cornelissen is reputed to have been lazy and of bad habits. Peter Stuyvesant was now Director-General of the colony, and he petitioned the Classis of Amsterdam for “a pious, well-qualified, and diligent schoolmaster.” In response William Verstius¹ was sent out. Little is known of him beyond the fact that in 1654 he petitioned the Classis of Amsterdam for an increase of salary; in the following year he withdrew from the school. Wilson says that after Stevenson’s return to Holland, in September, 1648, his place was temporarily filled by Pieter van der Linde, who was appointed October 26th, at a salary of 150 florins (\$60), “until another proper person can be sent from Holland” (Vol. IV, p. 576). This “proper person” apparently was Verstius.

As one consequence of the above-mentioned remonstrance, made in 1649, a second school was opened in 1652, under the direction of Jan De La Montagne,² but it is uncertain how long it was continued. According to Dunshee (p. 40), there is a strong probability that its existence was of short duration.

Verstius was superseded in 1655 by Harmanus Van Hoobocken (or Hoboken), at a salary of 35 guilders per month

¹ This name is also spelled Vestius and Vestens.

² The Amsterdam Chamber “assented to the establishment of a public school,” which “was opened in one of the small rooms of the great stone tavern, and Dr. La Montagne offered to teach until a suitable master could be obtained from Holland.” — LAMB, Vol. I, p. 158. “The City Tavern, subsequently named the Stadt Huys or City Hall, stood on the corner of Pearl street and Coentics alley.” — DUNSHEE, p. 38.

and 100 guilders annual expenditures. In 1656 New Amsterdam contained 120 houses and about 1000 inhabitants; and "the number of children at the public school having greatly increased, further accommodation was allowed to Harman van Hoboken, the schoolmaster."¹ In 1656 he made application to the Burgomasters and Schepens for "the hall and the side room" of the City Hall "for the use of the school and as a dwelling, inasmuch as he, the petitioner, does not know how to manage for the proper accommodation of the children during winter, for they much require a place adapted for fire and to be warmed, for which their present tenement is wholly unfit." The request was denied, but an allowance of 100 guilders yearly was made to the master "for the present and until further order." The question of building a schoolhouse at the public expense was thereupon again agitated, but without any practical result.

After a few years Van Hoboocken was succeeded by Evert Pietersen, who was at first employed as a colleague or substitute during the illness of the regular schoolmaster; but a little later Pietersen was regularly appointed, and Van Hoboocken was provided for by the Director-General, and assigned to duty as schoolmaster and clerk on the latter's "bouwery," or farm, in the vicinity of what is now Third avenue and Twelfth street.

A civil ordinance in reference to the public catechising of children was promulgated in 1664 by the Director-General and the Council, declaring that "it is highly necessary and of great consequence that the youth, from their childhood, is well instructed in reading, writing, and arithmetic, and principally in the principles and fundamentals of the Christian religion."²

In 1658 steps were taken for the establishment of a Latin school, or academy, and in the following year Dr. Alexander Carolus Curtius was sent from Lithuania to take charge of it. The city magistrates proposed to pay him 500 guilders annually from the city treasury; he was allowed the use of a house and

¹ Brodhead, Vol. I, p. 623.

² See Dunshee, pp. 48, 49; *Historic New York*, II, pp. 340, 341.

garden, and was permitted to charge for each scholar six guilders per quarter. The privilege of practising medicine was also granted to him. Although a learned man, Dr. Curtius lacked power of discipline and his administration was not successful. Dr. Ægidius Luyck became principal of the school in 1662, and, says Dunshee, "under his charge, it attained so high a reputation, that children were sent to it from Virginia, Fort Orange and the Delaware, to receive a classical education" (p. 53).

During the period of Dutch colonization a number of private schools were conducted in New Amsterdam, and at the close of Stuyvesant's administration (1664) a dozen or more were in existence. The teachers of these schools were licensed by the civil and ecclesiastical authorities, no one being allowed to carry on a school without such a license.

II. SCHOOLS DURING THE BRITISH COLONIAL RÉGIME

At the close of the Dutch administration, in 1664, when New Netherland became a British colony, the little city on Manhattan Island (henceforth called New York) contained about 1500 inhabitants. Although Dutch rule ceased, Dutch influence continued, and, while the early English laws respecting the colony contained nothing on the subject of schools and schoolmasters, the instruction of the young was not ignored. Evert Pietersen remained in charge of the school conducted by him, but nothing can be found of record in reference to the school carried on by Van Hoboocken in the vicinity of Stuyvesant's bouwery, which was probably discontinued.¹

"The ecclesiastical organization of the Dutch Reformed Church remaining intact, she still acknowledged the jurisdiction of the Classis of Amsterdam. The school continued, as heretofore, under the direct supervision of the deacons; and being now deprived of all aid from the treasury of the colonial gov-

¹ See Dunshee, p. 54.

ernment, its support wholly devolved upon the Consistory; and the institution had such strong hold on the affections of the Dutch people, that they could not and would not relinquish their jurisdiction over it." ¹

The Latin school established in 1659, and successfully conducted by Luyck at the time of the capitulation, was continued under the English rule for eight years, when it was closed.²

On the accession of James II, instructions were sent to Governor Dongan (1683-1689) that no schoolmaster should be permitted to keep school in the Province of New York without a license from the Archbishop of Canterbury; and several succeeding Governors were instructed that no schoolmaster should teach without a license from the Bishop of London.

The charter of incorporation granted by William III to the Reformed Dutch Church in America contained the following stipulation:

"And our will and pleasure further is, and we do hereby declare that, the ministers of said Church, for the time being, shall and may, by and with the consent of the elders and deacons of the said Church, for the time being, nominate and appoint a schoolmaster and such other under officers as they shall stand in need of."

Nevertheless some of the English Governors undertook to interfere with the schools maintained by the Dutch Church, and early in the eighteenth century Lord Cornbury, according to the records of the consistory, adopted "arbitrary measures," took "the regulation of schools into his own hands, and claimed the direct appointment of the schoolmaster."³

The first step under English rule in aid of popular education was the adoption, in 1702, by the General Assembly, of "An Act for the Encouragement of a Grammar Free School in New

¹ Dunshee, p. 54. This school is still flourishing, being the Collegiate School, in West Seventy-seventh street, which proudly traces its lineage back to the little school opened in 1633 by Adam Roelantsen.

² See Dunshee, pp. 75, 76.

³ See Dunshee, pp. 56, 57.

York City." The Governor (Lord Cornbury) and Council refused approval of the act until it was agreed that the teacher of the proposed school should have a license from either the Bishop of London or the Governor. "The mayor and common council were 'to elect, choose, license, authorize and appoint one able, skilful and orthodox person to be schoolmaster for the education of youth and male children of French and Dutch extraction as well as English.'" ¹ The salary was fixed at £50 (\$125), which was to be raised by a general tax for seven years, when the act expired by its own terms; and nothing was done to extend it. The school established in pursuance of this act — the first public English school in the city — was opened in 1705, under the care of Andrew Clarke.² Some of the authorities say that the teacher of this school was George Muirson, who was duly licensed by Governor Cornbury. Wilson (Vol. IV, pp. 592, 593) says that a license was granted to Muirson on April 25, 1704, the kind of instruction not being specified, and that Andrew Clark (*sic*) was licensed to keep a school and teach English, Latin, Greek, writing, and arithmetic. He also mentions other private teachers as having received licenses from the Governors or the municipal authorities.

"Although the provincial government did nothing, or almost nothing, for popular education during the whole time of British sway over the colonies, such education was not wholly neglected, for while the Collegiate [Dutch Reformed] Church took care of her children, the Episcopalians also did the same." ³ In 1710 the Society for the Propagation of the Gospel in Foreign Parts sent out William Huddleston as the first master of an Episcopal Church school.⁴ This school, like that of the Dutch Reformed Church and other schools established later, was not, strictly

¹ Wilson, Vol. IV, p. 586.

² See *History of the State of New York*, by S. S. Randall, p. 51; also Dunshee, p. 76.

³ Wilson, Vol. IV, p. 587.

⁴ This school is still in existence; it is known as Trinity School, and is situated in West Ninety-first street.

speaking, a free school, as provision was made by the churches for the education only of the children of their own members. Free education in the modern sense was unknown for more than a hundred years.¹

A law was passed in 1732 providing for a public school in New York, for five years, in which Latin, Greek, and mathematics were to be taught; and the Rev. Alexander Malcolm was appointed as head master, with a salary of £110. The life of this school expired in 1737, but it was continued by law for another year, with an increase in the master's salary of £40.² Wilson says that Malcolm conducted a private school; and that two years after 1738 a special law was passed to pay him a balance of salary of £111 7s. 6d. Dunshee (p. 76) speaks of the school conducted by Malcolm as "the first free school" "established by law, for teaching the Latin and Greek, and practical branches of mathematics," and adds that Malcolm's salary was "£40 per annum" and that "he remained seven years." This school was free for twenty pupils, of whom New York City and County were entitled to ten, Albany County to two, and the counties of Dutchess, Kings, Orange, Queens, Richmond, Suffolk, Ulster, and Westchester each to one.³

Nothing else appears to have been done, during the existence of the British colony, in behalf of public education of either primary or secondary character, and children receiving instruction were dependent on either church schools or private schools.⁴ In the schools of the Dutch Reformed Church the Dutch language alone was used, at least for many years, and as late as 1755 John Nicholas Welp was brought over from Amsterdam "as

¹ Dunshee states (p. 76) that in 1702 "a free grammar school was founded and built on the King's farm," and that in 1704 "William Vesey, Episcopal missionary, opened a catechising school for blacks."

² See Wilson, Vol. IV, p. 586.

³ See *Cyclopædia of Education*, Kiddle and Schem, p. 637.

⁴ The Burghers' and Freemen's List mentions for the period from 1695 to 1774 the names of thirty-two schoolmasters admitted as freemen, and there were evidently some who did not seek the privilege. — See Wilson, Vol. IV, p. 593.

chorister and reader in the Old Church, and also as school-master." ¹

"All the English schools in the province from 1700 down to the time of the Declaration of Independence were maintained by a great religious society organized under the auspices of the Church of England, and, of course, with the favor of the Government, called 'The society for the propagation of the gospel in foreign parts.' The law governing this society provided that no teacher should be employed until he had proved 'his affection to the present government,' and his conformity to the doctrine and discipline of the Church of England.' Schools maintained under such auspices and influences were in no sense free schools.

"Indeed, as humiliating as it is, no student of history can fail to discern the fact that the Government of Great Britain, during its supremacy in this territory, did nothing to facilitate the extension or promote the efficiency of free elementary schools among the people." ²

In 1754 King's College was incorporated by royal charter; after the Revolutionary War it was reorganized as Columbia College.

III. SCHOOLS AFTER THE REVOLUTIONARY WAR

During the War of the Revolution New York was under martial rule, and the transaction of business in the city was irregular; church services were intermitted, education was suspended, and the schools and college were closed. Very soon after the end of the war schools were opened (or reopened) by the different religious denominations, depending for their support upon voluntary contributions of church members; and these schools soon came to be known as "charity schools." The term was not used in a derogatory sense, but

¹ Dunshee, p. 64. According to the same authority (p. 66), the first sermon in English was preached in one of the Dutch churches in 1764.

² *Origin and Development of the New York Common School System*, Draper.

merely to distinguish the schools maintained by the churches (which were attended only by children of church members) from the private pay schools patronized by the well-to-do. But no means for general education were provided for upwards of twenty years, and then only on the most limited scale.

An important act of the Legislature, passed in 1787, established a university in the State "to be called and known by the name and style of 'The Regents of the University of the State of New York,'" and in 1789 the Legislature set apart a portion of the public lands for "gospel and school purposes." Governor George Clinton, in his annual message to the Legislature in 1792, said: "As the diffusion of knowledge is essential to the promotion of virtue and the preservation of liberty, the flourishing condition of our seminaries of learning must prove highly satisfactory; and they will, I am persuaded, be among the first objects of your care and patronage, and receive, from time to time, such further aid and encouragement as may be necessary for their increasing prosperity." In his message for 1795 he urged "the establishment of common schools throughout the State"; and on April 9th in that year a law was passed "for the purpose of encouraging and maintaining schools in the several cities and towns in this State, in which the children of the inhabitants residing in the State shall be instructed in the English language, or be taught English grammar, arithmetic, mathematics, and such other branches of knowledge as are most useful and necessary to complete a good English education"; and the annual sum of £20,000 was appropriated for five years for their support. It was directed that the sum mentioned be paid to the several county treasurers in proportion to the population of the several counties and towns, which were required to raise by tax an amount equal to one-half of the State apportionment, and the entire sum was to be applied, under the direction of proper officers in each school district, to the payment of the wages of duly employed and properly qualified teachers. This was the origin of the common school system of the State. "The official

returns for the year 1798 — the only year in which even partial detailed reports were forwarded — show that in sixteen out of the twenty-three counties of the State, there were 1352 schools in successful operation, in which 59,660 children were under instruction for a longer or shorter period during the year.”¹ In 1800 a law, entitled “An act for the encouragement of literature,” was passed, directing the raising, by lotteries under the control of managers named in the act, of \$100,000, \$12,500 of which was to be apportioned by the Regents of the University among academies, and the remainder “applied in such manner, for the encouragement of common schools, as the Legislature may, from time to time, direct.”

While something was thus being done by the State for public instruction, the work of educating children not provided for by the church (charity) schools in this city was taken in hand to a certain extent by benevolent associations. In 1785 the Society for Promoting the Manumission of Slaves and for Protecting such of them as have been or may be Liberated (commonly called the Manumission Society) was organized for the purpose of “mitigating the evils of slavery, to defend the rights of the blacks, and especially to give them the elements of education.” A number of prominent citizens were interested in this movement, among them Alexander Hamilton and John Jay, the latter being the first president of the Society. A free school for colored children, with twelve pupils, was opened by the Society in November, 1787, a room for the purpose being furnished by the teacher,² and in February, 1788, twenty-nine pupils were in attendance. Unavailing steps were taken in 1791 and succeeding years to erect a building for the school. In 1794 the school was incorporated as the African Free School, and two or three years later a small schoolhouse was built in Cliff street. In

¹ *History of the Common School System of the State of New York*, Randall, p. 9.

² Cornelius Davis, who gave up a school of white children to enter on this work. There were then in the city about four thousand Negroes; the census of 1805 showed 1960 free colored persons and 2048 slaves.

January, 1797, there were 122 pupils registered (63 boys and 59 girls), with an average attendance of about 80. Small grants were made to the school by the Corporation of the city in 1797, 1798, and 1800, and in 1801 the Legislature made an apportionment to it of \$1565.78. In 1808 the Society itself was incorporated. The location of the school in Cliff street proved in the course of time to be unsatisfactory, and in 1812, in response to an appeal from the Society, the city Corporation granted it a piece of property in William street, near Duane, on which a suitable building was erected. A second schoolhouse was built in Mulberry street, near Grand, in 1820, and several other schools were established later by the Society in hired rooms. All the schools of the Manumission Society were taken over by the Public School Society in 1834 (see Chapter XI).

It is a somewhat curious fact that a free school for colored children was established in New York City before any free school for white children, in the true meaning of the words, existed. The first school for the latter was opened in 1801 by the Association of Women Friends for the Relief of the Poor (generally known as the Female Association), which had been organized in 1798 by a group of benevolent women connected with the Society of Friends. The necessity of a school was soon perceived, and in the year last mentioned it was decided to establish a school for the education of poor children "whose parents belong to no religious society, and who, from some cause or other, cannot be admitted into any of the charity schools of this city." The school was first attended by children of both sexes, but after a short trial the boys were discharged and only girls admitted. During the first quarter of the nineteenth century a number of schools were carried on by the Female Association, the total attendance in 1823 being about 750. They were permitted to share in the Common School Fund until the change in the law made in 1824 (see Chapter VI), and accommodations for some of them were furnished by the Free School Society, as will appear in later chapters of

this history. When, by the operation of the law just referred to, further aid from the public funds was cut off,¹ the Association confined its efforts to a so-called infant school, which was conducted in the building of Public School No. 5 from 1830 to 1845, when it was taken over by the Public School Society.

At the beginning of the nineteenth century the spirit of popular education was, so to speak, "in the air," and two events of far-reaching importance were about to take place: the enactment of a law providing the foundation for a permanent Common School Fund, and the establishment of the Free School Society in this city. These events render the year 1805 memorable in the educational history of the State.

¹ "The 'Female Association' was excluded at the same time [1825], though it received all children from every persuasion, and inculcated no particular tenets, because it was chiefly under the patronage of individuals connected with the Society of Friends." — Address of the Trustees of the Public School Society, May 6, 1831.

CHAPTER II

ORIGIN OF THE FREE SCHOOL SOCIETY

THE year 1805 may be considered as marking the beginning of the real movement for the establishment of free schools in New York City. In that year an association, which in a short time came to be known as the Free School Society, was organized. It must not be supposed, however, that its founders contemplated a system of free popular education in the sense in which those words are now used. Far from it. They builded better than they knew. Their purpose at the beginning was merely to establish a single school for the benefit of poor children not provided for by the schools maintained by the various churches, as mentioned in the preceding chapter.

The population of the city, according to the census of 1805, was 75,770, and there were one hundred and forty-one teachers employed in the private and church (or charity) schools.¹ From Longworth's *Directory*, 1805, we learn that

"There are Charity Schools attached to many of the churches in the city, where the children of the poor members receive instruction and clothing gratis. The most considerable are those of Trinity, the Dutch, the Presbyterian, and the Roman Catholic Churches. The scholars on the Trinity establishment amount to 86: those on the Dutch, to about 70: those on the Presbyterian, to 50: and those on the Roman Catholic, to 100. There is a free-school for black children, established by the Friends; but of the number of scholars taught in this, as well as in the Methodist and other charity schools, though considerable, we have yet no account."

Longworth adds in a footnote, referring to the "scholars on the Trinity establishment," that the boys are taught reading,

¹ "In 1805 there were in the city 141 teachers, 106 of whom were males, and 35 females." — *Public Education in the City of New York*, Boesé, p. 24.

writing, arithmetic, and merchants' accounts, and the girls, reading, writing, arithmetic, and needlework, and further says, "They are annually clothed, supplied with fuel, and furnished with books, paper, etc." Mrs. Lamb says that in 1805 there were 141 teachers, and that nearly every church had a school, "and other charity free schools and private schools abounded" (Vol. II, p. 515). Nevertheless a considerable number of children were without any educational opportunities, and were growing up in absolute ignorance.¹ That these children would prove a source of danger to the community was recognized by at least a few philanthropic and far-sighted citizens, who resolved that something should be done for their improvement. The school for girls conducted by the Female Association, some account of which has already been given, pointed the way, and suggested the establishment of similar schools for other poor children.

"To extend the benefits of education to the numerous class of poor children, who were excluded from the various charity-schools already established, had long been an object of anxious desire with several philanthropic characters in the city of New York. At the request of two or three individuals, whose attention had been particularly directed to the subject, a meeting was called of such persons, as were likely to promote the accomplishment of so desirable an object."²

"In the second year of the century," says Wilson, "an association of ladies belonging to the Society of Friends, or Quakers, had contributed of their private means, and established a free school for the education of girls. This humble but noble endeavor was the germ of the great metropolitan system of public schools to-day. . . . The free school for girls had been three years in operation when the idea of extend-

¹ The reports of the Free School Society a few years later, however, speak with gratification of the large number of children in its schools who regularly attended church services, and specify the denominations with which they were affiliated.

² *An Account of the Origin and Progress of the Free School Society, 1814.*

ing the principle at its foundation took practical shape. No doubt, as in all such cases, men had talked and deliberated. The necessity was so pressing, the calamity of ignorance so appalling, that the problem of removing the crying shame could not be set aside or postponed" (Vol. III, pp. 165, 166).

"True it is that charity schools, entitled to eminent praise, were established in this city; but they were attached to particular sects, and did not embrace children of different persuasions. Add to this that some denominations were not provided with these establishments, and that children the most in want of instruction were necessarily excluded, by the irreligion of their parents, from the benefit of education.

"After a full view of the case, those persons of whom I have spoken agreed that the evil must be corrected at its source, and that education was the sovereign prescription."¹

Accordingly, at the request of two public-spirited citizens, Thomas Eddy and John Murray, Jr., a few persons known to be interested in the subject were called together to discuss it. The meeting at which was taken the initial step in the establishment of free schools in this city was held at the house of Mr. Murray, in Pearl street, on Monday, the 19th of February, 1805. It was attended by twelve persons, as follows: Samuel Osgood, Brockholst Livingston, John Murray, Jr., the Rev. Samuel Miller, Joseph Constant, Thomas Eddy, Thomas Pear-sall, Thomas Franklin, General Matthew Clarkson, Leonard Bleecker, Samuel Russell, and William Edgar. It is noticeable that De Witt Clinton, at that time Mayor of the city, whose name was so intimately identified with the free school movement until his death, nearly a quarter of a century later, was not present at the original meeting.

The persons attending appear to have been of one mind, and decided, without loss of time, that the right method of counter-acting the evils of ignorance, and the vice inseparable from it,

¹ From the address delivered by De Witt Clinton at the opening of the new building of Free School No. 1, December 11, 1809.

was by the establishment of a school for the education of children not already provided with means of instruction. A committee was appointed to devise a plan for carrying this benevolent project into effect. With commendable promptness the committee presented its report at a second meeting held a few days later. The report recommended that a memorial be addressed to the Legislature, asking that body to pass an act incorporating an association under the name of "The Society for establishing a Free School in the City of New York."

No record can be found of the date of the second meeting. As the memorial is dated February 25th, only six days after the first meeting, the second must have been held within the week. It is possible that the memorial was ready for presentation at the second meeting, and received its first signatures then and there. The memorial was signed by about one hundred citizens of the highest character and influence, representing the different religious societies and various callings and professions. As indicative of the pure motives underlying the movement, a part of the memorial may here be reproduced :

"Your memorialists have viewed with painful anxiety the multiplied evils which have accrued, and are daily accruing, to this city, from the neglected education of the children of the poor. They allude more particularly to that description of children who do not belong to, or are not provided for, by any religious society ; and who, therefore, do not partake of the advantages arising from the different Charity Schools established by the various religious societies of this city. The condition of this class is deplorable indeed ; reared up by parents who, from a variety of concurring circumstances, are become either indifferent to the best interests of their offspring, or, through intemperate lives, are rendered unable to defray the expense of their instruction, these miserable and almost friendless objects are ushered upon the stage of life, inheriting those vices which idleness and the bad example of their parents naturally produce. The consequences of this neglect of education are ignorance and vice, and all those manifold evils resulting from every species of immorality, by which public hospitals and alms-houses are filled with objects of disease and poverty, and society burthened with taxes for their support. In addition to these melancholy facts, it is to be feared that the laboring class in the community is becoming less industrious, less moral, and less careful to

lay up the fruit of their earnings. What can this alarming declension have arisen from, but the existence of an error which has ever been found to produce a similar effect — a want of a *virtuous education*, especially at that early period of life when the impressions that are made generally stamp the future character ?

“ The rich having ample means of educating their offspring, it must be apparent that the laboring poor — a class of citizens so evidently useful — have a superior claim to public support. . . .

“ Trusting that the necessity of providing suitable means for the prevention of the evils they have enumerated will be apparent to your honorable Body, your memorialists respectfully request the patronage and assistance of the Legislature in establishing a free school, or schools, in this city, for the benevolent purpose of affording education to those unfortunate children who have no other mode of obtaining it.”

The signers of the memorial, besides soliciting the incorporation of a society as named above, petitioned the Legislature to grant such pecuniary aid or endowment as might be “ deemed proper for the promotion of the benevolent object ” in view.

So favorable was the impression made by this appeal that the Legislature, on the 9th of April (1805), passed an act entitled “ An Act to incorporate the society instituted in the city of New York, for the establishment of a free school, for the education of poor children, who do not belong to or are not provided for by any religious society.” No pecuniary assistance was granted. Its elaborate and minutely specific title sufficiently indicates the purpose of the Society and the field it was intended to occupy. The incorporators named in the act were De Witt Clinton, Samuel Osgood, Brockholst Livingston, John Murray, Jr., Jacob Morton, Samuel Miller, Joseph Constant, Thomas Eddy, Thomas Pearsall, Robert Bowne, Matthew Clarkson, Archibald Gracie, John McVickar, Charles Wilkes, Henry Ten Brook, Gilbert Aspinwall, Valentine Seaman, William Johnson, William Coit, Matthew Franklin, Adrian Hegeman, Benjamin G. Minturn, Leonard Bleeker, Thomas Franklin, Samuel Russell, Samuel Doughty, Alexander Robertson, Samuel Torbert, John Withington, William Edgar, George Turnbull, Daniel D.

Tompkins, William Boyd, Jacob Mott, Benjamin Egbert, Thomas Farmer, and Samuel L. Mitchell.

That 1805 was a day of small things, as compared with the present, is shown by a provision in the act limiting the yearly income of the Society to ten thousand dollars.

The twelve men who attended the first meeting, together with De Witt Clinton, were named in the act as the first Board of Trustees, to hold office until the 1st of May following. The act further provided that a person contributing \$8 should be a member of the Society; one contributing \$25, a member with the privilege of sending one child to any school established by the Society; and one subscribing \$40, a member with the right to send two children to any such school.

In pursuance of the act of incorporation, Trustees were duly elected on May 6, 1805, and the Board was organized as follows:

	DE WITT CLINTON, <i>President</i>
	JOHN MURRAY, JR., <i>Vice-President</i>
	LEONARD BLEECKER, <i>Treasurer</i>
	BENJAMIN D. PERKINS, <i>Secretary</i>
GILBERT ASPINWALL	ADRIAN HEGEMAN
THOMAS EDDY	WILLIAM JOHNSON
THOMAS FRANKLIN	SAMUEL MILLER
MATTHEW FRANKLIN	BENJAMIN G. MINTURN
HENRY TEN BROOK	

The Board decided to make an immediate appeal to the public for funds to enable it to begin its important work. Accordingly, an "Address to the Public" was prepared and widely circulated, setting forth at some length the aims of the originators of the movement. Only one school was contemplated, specific mention being made of "the school, and the rules for its discipline and management." A noteworthy feature of the address is the statement that "It is proposed, also, to establish, on the first day of the week, a school, called a Sunday School, more particularly for such children as, from peculiar circumstances, are unable to attend on the other days of the

week. In this, as in the Common School, it will be a primary object, without observing the peculiar forms of any religious Society, to inculcate the sublime truths of religion and morality contained in the Holy Scriptures."¹ The Society distinctly disclaimed any intention of interfering with any existing institution, and appealed to its name as a guarantee. The Trustees looked "with confidence for the encouragement and support of the affluent and charitable of every denomination of Christians"; and closed their address by stating that, "in addition to the respectable list of original subscriptions," a considerable fund would be needed to purchase or hire a piece of ground, erect a suitable building, pay teachers, and defray other necessary expenses. An appeal was, therefore, made to "the voluntary bounty of those who may be charitably disposed to contribute their aid in the promotion of an object of great and universal concern."

The address, which was signed by all the Trustees, was printed in the newspapers of the city and distributed in the form of a circular. The community was slow in responding, and more than twelve months elapsed before a sufficient sum was collected to justify the Trustees in opening their school.

The original "Subscription Book of the New York Free School Society," which is preserved among the archives of the Society placed in the custody of the New York Historical Society, when the Public School Society was dissolved, in 1853, is a document of rare interest. The first name on the list is that of De Witt Clinton, whose subscription of \$200 is far larger than any that follow. There are a few subscriptions of \$50, and several of \$40, but the majority contributed no more than \$25 each. Many names distinguished in the history of New York are to be found here. Indeed, it has been said that to read this subscription book is like reading an élite directory of the city in the first decade of the last century. At the further end of the

¹ This plan was not carried out, but the buildings of the Society were used by various churches for Sunday-school purposes.

& We the Subscribers promise to pay on demands
 to the Treasurer of the New York Free School
Society the sums affixed by us, opposite to our
 respective names —

Subscribers Names	Amounts of Permanent Subscriptions	Amounts of annual Subscriptions	Terms of Annual Subscriptions
X <u>Benjamin Clinton</u>	200	Done & paid	✓
X <u>Dr. Eggen. T. P. S.</u>	50	" " paid	✓
X <u>W. Clarkson</u>	25	" " paid	✓
X <u>Wm. S. Hyndman</u>	25	" " paid	✓
X <u>David Hosack Esq.</u>	25	paid	✓
X <u>James Thompson</u>	25	paid	✓
X <u>P. S. Squire</u>	25	paid	✓
X <u>John Ferguson</u>	25	paid	✓
X <u>Wm. Hunt</u>	25	paid	✓
X <u>Conradus Quonius</u>	25	paid	✓
X <u>Samuel Campbell</u>	25	paid	✓
	475		



book \$8 subscriptions were entered, thirty-six in all, and one of \$10, \$298 being there recorded. Most of the \$8 subscriptions were, presumably, to be renewed annually, but one thrifty citizen, John Suydam, took pains to write "Eight Dollars for the present year only." The total amount entered in the subscription book was \$6501.

CHAPTER III

THE FREE SCHOOL SOCIETY'S FIRST SCHOOL OPENED

JUST a year after putting forth its "Address to the Public" the Free School Society opened its first school, on the 19th of May, 1806,¹ in "a small apartment,"² in Bancker (now Madison) street, near Pearl. The attendance on the opening day is not given, but we are told that in a few days the school contained forty-two scholars.³ They were in charge of William Smith, who is spoken of as a well-qualified teacher.

On May 14th the following advertisement appeared in several of the daily papers, and ran for two weeks:

"FREE SCHOOL.

"The Trustees of the Society for establishing a Free School in the city of New York, for the education of such poor children as do not belong to, or are not provided for by any religious Society, having engaged a Teacher, and procured a School House for the accommodation of a School, have now the pleasure of announcing that it is proposed to receive scholars of the descriptions alluded to without delay; applications may be made to either of the subscribers, viz.

"John Murray, Jun.

"Henry Ten Brook.

"Garrit H. Van Wagenen."

¹ This is the date given in the *Account of the Origin and Progress of the Free School Society*, published by the Society in 1814, and also in Mr. Bourne's *History*. The 17th of May is the date named in *A Sketch of the Rise and Progress of the Public School Society*, attached to the Annual Report of the Society for 1842, and reprinted with additions in the Annual Report for 1848; May 17th is also given in Mr. Boesé's *History*, and in Kiddle and Schem's *Cyclopædia of Education*. May 19, 1806, fell on Monday, and is undoubtedly the correct date.

² See *Account*, 1814. Mr. Boesé (p. 29) quotes from an earlier *Account* the statement that this "apartment" was "in the old Mission House." A similar statement is made in Lossing's *History of New York City*, Vol. I, p. 303.

³ See *Account*, 1814; also Annual Report for 1831, p. 2.

Careful inquiries made by the Trustees had caused them to be very favorably impressed by the system of instruction introduced a few years before in England by Joseph Lancaster. To quote the *Account* already mentioned more than once, "A mode of teaching the elementary parts of learning, as novel in its principles, as it is successful in its practical results, had been recently adopted in Great Britain. It was the discovery of Joseph Lancaster, who was then superintending, in London, a school of about one thousand children, with extraordinary success. Economy in expense, and facility and expedition in communicating instruction, were the characteristic distinctions of this system. It comprehended reading, writing, and arithmetic. The scholars themselves were made the instruments of their own instruction. A school was divided into classes of ten or fifteen scholars, who were placed under the care and direction of a monitor, and he was himself a scholar in a class of a superior grade."

The so-called Lancasterian or monitorial system had great popularity for many years, and was employed by the Free School Society and the Public School Society, albeit with some modifications from time to time, throughout their existence. It was also used in many other schools. "The Lancasterian system of instruction was, by the organization of this school," says Mr. Bourne, "transplanted to the Western world, and for many years was almost universally adopted in large schools of even the higher classes of pay schools" (p. 10). One feature which appealed most strongly to its advocates was economy in operation. Only one teacher was employed in a school of four or five hundred children, and the annual cost of instruction per capita was in some years less than three dollars. Mr. Randall says:

"This system, which for a period of nearly twenty years enjoyed so great a share of popularity, both in England and this country, appears to have had its origin in the Mission Schools of Madras, in India, from whence it was transplanted to England about the year 1789, by Dr. Andrew Bell, a clergyman of the Church of England. From his instructions and practice, Joseph Lancaster,

a member of the Society of Friends, was enabled, soon afterward, to open a school in the Borough Road, near London, for its practical illustration, which, in 1805, was visited by one of the members of the New York Free School Society. This gentleman was so strongly impressed with its advantages, that on his return he at once procured its adoption in the schools of the Society. So successful was the experiment, that the most intelligent minds of the country became speedily enlisted in its favor and interested in its general extension.”¹

In the fore part of the nineteenth century the Lancasterian system was regarded by many persons of intelligence as a universal panacea for ignorance and a heaven-sent means of educating poor children in cities. In 1806 Mr. Lancaster had been for several years conducting a school in London with great success, having under his direction, on the average, one thousand or more pupils, and his fame had become world-wide. How this system was viewed at that time, and later, may be judged from some extracts from an address made by De Witt Clinton in 1809 :

“Upon this system, Lancaster superintended in person a school of one thousand scholars, at an annual expense of three hundred pounds sterling. In 1806, he proposed, by establishing twenty or thirty schools in different parts of the kingdom, to educate ten thousand poor children, at four shillings per annum each. This proposition has been carried into effect, and he has succeeded in establishing twenty schools in different parts of the kingdom, all of which are under the care of teachers, educated by him, few of whom are more than eighteen years old. Several of the schools have each about three hundred scholars—that at Manchester has four hundred—his great school in Borough-Road, London, flourishes very much—it has sometimes eleven hundred children—seldom less than one thousand.

“When I perceive that many boys in our school have been taught to read and write in two months, who did not before know the alphabet, and that even one has accomplished it in three weeks—when I view all the bearings and tendencies of this system—when I contemplate the habits of order which it forms, the spirit of emulation which it excites—the rapid improvement which it produces—the purity of morals which it inculcates—when I behold the extraordinary union of celerity in instruction, and economy of expense—and when I perceive one great assembly of a thousand children, under the eye of a single teacher, marching with unexampled rapidity, and with per-

¹ *History of the Common School System of the State of New York*, p. 28.

fect discipline, to the goal of knowledge, I confess that I recognize in Lancaster the benefactor of the human race—I consider his system as creating a new era in education, as a blessing sent down from Heaven to redeem the poor and distressed of this world from the power and dominion of ignorance.”¹

That Governor Clinton was of the same opinion a few years later is clear from the following excerpt from his message to the Legislature in 1818:

“Having participated in the first establishment of the Lancasterian system in this country; having carefully observed its progress and witnessed its benefits, I can confidently recommend it as an invaluable improvement, which, by wonderful combination of economy in expense and rapidity of instruction, has created a new era in education. The system operates with the same efficacy in education as labor-saving machinery does in the useful arts.”²

Governor Clinton in his last message, at the opening of the legislative session of 1828 (about one month before his death), recurred to the subject, and recommended “a law authorizing the supervisors of each county to raise a sum not exceeding two thousand dollars, provided the same sum is subscribed by individuals, for the erection of a suitable edifice for a Monitorial High School in the county town.”

A Manual of the Lancasterian System, issued by the Free School Society in 1820, contains much interesting information as to the methods pursued and the apparatus employed. A brief outline will not be without interest, and is really necessary for an intelligent understanding of the work of the Free School Society and its successor.

For the youngest children a sand table was provided, about fifteen feet long and six inches wide. The table was divided longitudinally into two parts, one-half being set off so as to form a shallow tray, with an enclosing rail or ledge about an

¹ From the address delivered at the opening of the new building of Free School No. 1, December 11, 1809.

² In the annual report of Gideon Hawley, the State Superintendent of Common Schools, for this year (1818), “the Lancasterian system of instruction was fully indorsed, and its advantages were pointed out at great length.”—See *History of the State of New York*, Randall, p. 203.

inch in height. The bottom of this tray was stained or painted black, and over it was spread a thin coating of sand. The table was provided with a "sand-smoother," made of sole leather, into the edge of which three notches were cut, so that, when used, the smoother left three ridges or rules the entire length of the table. In sand thus ruled the beginners were taught to form letters, each using a stick about the thickness of a quill and four inches long.¹

In the Lancasterian system the letters were divided into three parts or groups—the perpendicular, the triangular, and the circular.² The letters were displayed on "alphabet boards," which were placed near the ceiling of the schoolroom. The little folk were not required to work at the sand table continuously, but several times a day they were called from their seats and formed in a circle round a lesson which was printed in large letters and suspended by a nail to the wall so that all could see it. "This exercise," the *Manual* quaintly says, "perfects them in the knowledge of their letters, and is also a pleasing relaxation."

Besides the alphabet boards, twenty-six feet long and three broad, painted black, upon which were written large and small letters in two lines in white, and also the nine digits, there were lesson boards of two sizes for the older scholars; the larger being reading boards, on which were pasted the spelling, reading, and arithmetic lessons. These were suspended round the room upon round-headed nails. The smaller, or dictating, boards were hung "in a convenient place near the platform."³

¹ The use of sand was continued in the schools of the Society as long as they existed. The later minutes of the Board of Trustees contain two interesting references to the matter. July 7, 1848: "On motion, the expediency of abolishing the use of sand in our schools was referred to the Executive Committee with power." On October 3, 1851, a recommendation of the Committee of Supplies was adopted that the allowance of sand for the schools be one load each per annum, except in special cases.

² The perpendicular letters were I, H, T, L, E, F, i, and l; the triangular, A, V, W, M, N, Z, K, Y, X, v, w, k, y, z, x; the circular, O, U, C, J, G, D, P, B, R, Q, S, a, o, b, d, p, q, c, g, m, n, h, t, u, r, s, f, j.

³ In April, 1821, a committee of two Trustees was appointed "to procure such new lessons for the schools as may be necessary, and to have them varnished."

The school hours were from nine to twelve in the forenoon and from three to five in the afternoon. Pupils distinguished for exemplary deportment and attention to their studies were selected as monitors; and the Rules for the Government of Schools issued at a somewhat later period state that "the children are ordered to respect and obey them." For a time monitors received weekly tickets of approbation, if their conduct was worthy, and once in three weeks the tickets were presented to the School Committee; for one ticket a monitor received three cents, for two tickets seven cents, for three tickets one shilling. But this practice was not constant or uniform. At one period some of the monitors received their board and clothing.

This condensed account of the Lancasterian or monitorial system, as practised a few years afterward, conveys a sufficiently clear idea of the plan adopted by the founders of the Free School Society. In adopting it the Trustees were guided, in part, by the advice of one of their number, Benjamin D. Perkins, the first Secretary of the Board, who had seen it in operation in England and had been in personal communication with Mr. Lancaster.¹

Before the opening of the school, in May, 1806, it was perceived by members of the Society that other schools would be required if the flood of ignorance was to be stayed, and in April, 1806, Colonel Henry Rutgers, who, in 1828, became the second President of the Society, "with a liberality truly magnificent," presented it with a lot in Henry street, on which to build a schoolhouse, "to meet the wants of the indigent in that populous part of the city."² He afterward gave the Society an adjoining lot, the two being valued at \$2500.

The eleemosynary character of the Free School Society at

¹ William Smith, the first teacher employed by the Society, must have learned the Lancasterian system in England, as it was not employed in America before the opening of the Society's school.

² See *Account*, 1814; also Mr. Clinton's address on December 11, 1809.

the beginning of its career is illustrated by the fact that "in the winter of 1806" (1806-1807) contributions of cloth, stockings, shoes, and hats were received by the Trustees, and distributed among the neediest children, so that they might be able to remain in the school. The practice of supplying the material wants of those scantily clad was continued for some years, and the funds of the Society appear to have been used to some extent for the purpose. At all events, in the Rules for the Government of School Committees in force several years later we read the following: "The funds of the Society cannot, in any case, be appropriated for the clothing of the children." It is also noticeable that in 1817 the Society received a bequest¹ of \$250, "to be appropriated exclusively to clothing of the children."

When their school had been in operation nearly eight months, in January, 1807, the Trustees presented a memorial to the Legislature, setting forth the work and needs of the Society and asking for aid. The application was successful, and on the 27th of February an act was passed appropriating \$4000 for the erection of a suitable building or buildings for the instruction of poor children, and also \$1000 annually, until the Legislature should otherwise determine, "for the purpose of promoting the benevolent objects" of the Society. These sums were to be paid out of moneys received under the provisions of a statute entitled "An Act to lay a duty on strong liquors, and for regulating inns and taverns."

At about the same time an appeal was made to the Corporation of the city for assistance. A committee visited the school and was favorably impressed, and in consequence "a building adjacent to the Almshouse" (the Almshouse being situated on the south side of Chambers street, east of Broadway) was granted for the temporary accommodation of the school, and \$500 was voted toward repairing it. In one of the reports this building is spoken of as "the workshop adjacent to the Alms-

¹ From Mary McCrea. See Minutes of May 16, 1817.

house." The Trustees agreed that fifty children belonging to the Almshouse should be educated by the Society, — a circumstance which emphasized the strictly charitable character of the school.

The school was removed to its new quarters on April 28, 1807, and before the close of the year contained 150 scholars. Its growth continued to be rapid. Not more than 240 pupils could be accommodated, and this limit was reached a few months later.

CHAPTER IV

THREE MORE SCHOOLS ESTABLISHED

AT the session of the Legislature in 1808 an act was passed, at the request of the Society, abolishing its unwieldy name and making it simply The Free School Society of New York, and, at the same time, extending its powers to include "all children who are the proper objects of a gratuitous education." In the ensuing autumn another appeal was made to the city Corporation, which promptly responded by presenting to the Society "an extensive lot of ground in Chatham street, on which was an arsenal, on condition of their educating gratuitously the children of the Almshouse." The lot, with the old building on it, was valued at \$10,000, and the Corporation subsequently contributed \$1500 to aid the Society in constructing a new school building. The following year, 1809, was devoted to the erection of a brick structure, 120 by 40 feet in size, "capable of commodiously accommodating in one room five hundred children." In the lower story were apartments for the family of the teacher, for the meetings of the Trustees, and for a second schoolroom, with a capacity of one hundred and fifty.

The amount expended by the Trustees in "the erection and completion of this extensive building" exceeded \$13,000. They received contributions of timber and other materials of the value of \$1000, and "also negotiated with a master-mason and two carpenters, who generously superintended the work, and paid the laborers, without receiving themselves the customary profit."¹

The situation of this school, long known as New York Free

¹ See *Account*, 1814.

School No. 1, is a matter of interest. By some historians it has been represented as located on Chambers street.¹ The lot on which the arsenal stood, however, was on the corner of Chatham street and Tryon row, and the school building was situated on the westerly side of Tryon row, fronting on Chatham street.² The greater portion of this site is now included in Centre street (the extension of which caused the removal of the schoolhouse in 1837), but the building, being 120 feet long, must have covered, in part, land now included in City Hall Park.

The transfer of the school, on December 11, 1809, to its new "spacious and permanent habitation," to quote the *Account* of 1814, was an event of importance to the little city. Interesting exercises were held, the principal feature being an address by President Clinton, who reviewed the work of the Society and laid special emphasis on the merits of the Lancasterian system, as above set forth (see Chapter III). He called attention to the fact that the system of instruction adopted by the Society had received legislative sanction, and, with pardonable pride, quoted from the preamble of the act of February 27, 1807, the statement that the Society's "plan of extending the benefits of education to poor children, and the excellent mode of instruction adopted by them, are highly deserving of the encouragement of government." He also referred to Colonel Rutgers's gift of two lots in Henry street, and to the necessity of enlarging the work of the Society. On this point he said :

"The law from which we derive our corporate existence does not confine us to one seminary, but contemplates the establishment of schools. A restriction to a single institution would greatly impair our usefulness, and would effectually discourage those exertions which are necessary in order to spread knowledge among the indigent.

"Colonel Henry Rutgers, with his characteristic benevolence, has made a donation of two lots in Henry-street, worth at least twenty-five hundred dollars,

¹ See Boesé, p. 30 ; Lossing, Vol. I, p. 303.

² "The State Arsenal was erected . . . on premises now on the corner of Tryon row and Chatham street, at about the time of the revolutionary war." — VALENTINE'S *Manual*, 1863, p. 603.

to this Corporation. By a condition contained in one of the deeds, it is necessary that we should erect a school-house by June, 1811 ; and it is highly proper without any reference to the condition, that this should be accomplished as soon as possible, in order to meet the wants of the indigent in that populous part of the city. If some charitable and public-spirited citizen would follow up this beneficence, and make a similar conveyance on the opposite side of the city, and if the liberality of the public shall dispense the means of erecting the necessary buildings, then the exigencies of all our poor, with respect to education, would be amply supplied for a number of years.”¹

In reference to the opening of the new building, the *Account* of 1814 contains the following: “A building, dedicated to the gratuitous instruction of five hundred children, under the care of a single individual, was a spectacle, which had never before been exhibited on the American continent.”

In the erection of the new building the Society incurred a considerable debt, which it had no means of meeting. Another application was soon made to the Legislature, and in 1810 an act was passed providing that the fee for membership in the Society should be \$50, and also granting it an additional appropriation of \$4000 from the excise moneys, “for the purpose of erecting suitable accommodations for the instruction of poor children.” As the gift of Colonel Rutgers was conditioned on the erection of a schoolhouse on the Henry street lots by June, 1811, and as the funds in hand were insufficient for the purpose, the Trustees decided to make another appeal to the liberality of the community. Subscriptions were solicited in the various wards, and the citizens responded so handsomely that in a short time the sum of \$13,000 was collected.

The cornerstone of School No. 2 was laid on November 2, 1810, and the building was opened for use on the 13th of November, 1811. It was constructed on the same general plan as No. 1, but on a smaller scale, being 80 by 40 feet in dimensions. The cost was about \$11,000. It contained one large

¹ The manuscript diary of Clinton (preserved by the New York Historical Society) contains the following entry under date of December 11, 1809: “Attended removal of Free School to new building and delivered discourse.”

room, with accommodations for three hundred children, and in the lower story was a room large enough to hold one hundred and fifty in addition. Rooms were also provided for the teacher's family.

In the mean time, the Trustees, feeling the importance of establishing a school in the northwestern part of the city, where much property in the vicinity of Greenwich street was owned by Trinity Church, presented a request to the vestry of that church, which was favorably received. The vestry placed at the disposal of the Society two lots at the corner of Hudson and Christopher streets, the estimated value of which was \$1000. This was in the spring of 1811. An act of the Legislature passed in that year (March 30th) granted the Society a further sum of \$4000 from the excise moneys, and an additional amount of \$500 yearly during the pleasure of the Legislature.

It is noteworthy that as early as December, 1810, the Society appropriated \$100 for the purchase of books for a circulating library to be attached to its school. In the same month it received from Charles Le Roux its first bequest, amounting to \$250.

While the original purpose of the founders of the Society was to establish a school for the education (in the ordinary meaning of the word) of "such poor children as do not belong to or are not provided for by any religious society," they were by no means unmindful of the importance of religious training for the children under their care. From the beginning it was the daily practice to read passages from the Bible in the schools; but no direct religious instruction was given as a part of the regular school exercises. The Society was composed of men belonging to almost if not quite all of the churches, although the influence of the Society of Friends predominated.¹ To provide an opportunity for religious training, the Trustees deter-

¹ Evidence of this is found in the fact that the dates of the official minutes of the Society were in accordance with the Quaker style ("5th month (May)," for example) until 1826; and this style was used at least once in the following year.

mined, about this time, to suspend the regular studies on Tuesday afternoons, when an association of women took charge of the work of instructing the children in the catechisms of the different churches. To quote the Annual Report of the Society for 1814, "The afternoon of every Tuesday, or third day of the week, has been set apart for this purpose; and the children have been instructed in the catechisms of the churches to which they respectively belong." The report mentioned further states the number of children educated in particular tenets as follows: Presbyterian, 271; Episcopal, 186; Methodist, 172; Baptist, 119; Dutch Church, 41; Roman Catholic, 9. In the next Annual Report (1815) we read that the children under the care of the Society "are said to belong to the different religious denominations" as follows: Presbyterian, 365; Methodist, 175; Episcopal, 159; Baptist, 144; Roman Catholic, 57; Dutch Church, 33.

It was further arranged that the children should assemble at the schools on Sunday forenoon, and thence proceed to their chosen places of worship under the care of monitors.

The *Sketch* published as a supplement to the Annual Report for 1842 comments thus upon this practice:

"Assiduously pursuing an uninterrupted course of success, the trustees had the satisfaction of feeling that they had obtained in a very considerable degree the cherished objects of their foundation, and with the fullest approbation of their fellow-citizens. The Board, composed of individuals of different religious persuasions, had from the beginning studiously endeavored to avoid the inculcation of the particular tenets of any; but impressed with the vast importance and salutary influence of religion on the youthful mind, they had from the commencement directed that the Holy Scriptures should be read daily, at the opening of the schools. At this period, however, on the suggestion, and to meet the wishes of numerous well-meaning individuals, the trustees readily yielded to a proposition, that an association of more than fifty ladies, of high respectability, and of different religious denominations, who had volunteered for the purpose, should meet in the school room, one afternoon in each week, to give instructions to the pupils, from such denominational catechisms as might be designated by their parents. At the same time, to meet their expressed wishes, monitors were appointed to lead them on the

Sabbath to their appropriate places of worship. This measure was continued until obstructed by the wide extension of the schools, and superseded by the establishment of Sunday schools, to which excellent institutions they thereafter commended their pupils. In furtherance of this object, the trustees have ever felt obligated, for the interests of the children of their charge, to grant the gratuitous use of their school houses, with only such restrictions as shall secure their property from injury. Thus a salutary and self-sustained institution, is happily found co-operative with the benevolent designs of a Society, endowed by municipal and legislative liberality, in furnishing to the neglected and uneducated, that knowledge which is to fit them for usefulness in the concerns of after life" (pp. 19, 20).

School No. 1 was attended by both boys and girls; No. 2 was at first exclusively a boys' school. Soon after the completion of No. 2, however, the room in the lower story was placed at the disposal of the Female Association (see Chapter I), which conducted a school for girls there. This Association was also allowed the use of a room in school building No. 1 for a girls' school, in spite of the fact that both girls and boys were taught together in the Society's first-established school. The Annual Report for 1814 stated that No. 1 was attended by 471 children of both sexes, and No. 2 by 327; and added that two rooms were still appropriated to the use of the Female Association, in which were taught with singular success the rudiments of learning and plain needlework to upwards of 300 scholars. In the Annual Report for the following year mention is made that another unoccupied room in the building in Chatham street had been set apart for the use of the Association. Two years later (Annual Report, 1817) we read that the Female Association "continues to be pre-eminent in usefulness," and that arrangements had been made for it to take the girls in No. 1 under its charge.

The year 1815 was marked by one event of importance, for in that year the Society received \$3708.14 as its share of the State Common School Fund, under the first apportionment made.¹

¹ In 1805 (the year in which the Society was established) an act was passed by the Legislature "appropriating the net proceeds of five hundred thousand acres of

In the Annual Report for the year the following reference is found: "In announcing to the Society the receipt of the first appropriation under this act, the trustees wish to express their deep satisfaction, at the practical commencement of a plan, which, in their opinion is calculated to confer lasting benefits on the community. Intimately acquainted with the value of extensive and permanent institutions for the instruction of the destitute, they consider this to be one of the most important laws recorded in the annals of our Legislature."

In 1817 plans were considered for procuring a site and erecting a schoolhouse in the northeastern part of the city, and three lots in Rivington street were selected; but the purchase was not completed until the following year. An act of the Legislature passed in 1817 fixed the fee for membership in the Society at \$25, authorized an increase in the number of Trustees, and appropriated \$2000 from the excise moneys for the erection of a building in the section mentioned, there being "at Manhattan Island, and two adjoining settlements," "a considerable population, embracing perhaps one thousand children, who are destitute of the means of education" (Act of April 5, 1817). This act contained the further important provision:

"That if any surplus school-monies shall remain in the hands of the said Trustees, after an ample compensation to the teachers employed by them, it shall and may be lawful for them to apply such surplus, to the instruction of schoolmasters on the Lancasterian plan, to the erection of buildings for schools, and to all the needful purposes of a common school education, and to no other purposes whatever."

the public lands to the support of common schools, the interest, when amounting to fifty thousand dollars, to be annually apportioned to these institutions for the payment of teachers' wages. The foundations of a permanent school fund were thus judiciously provided." — *History of the State of New York*, Randall, p. 163. By a law passed in 1812, \$50,000 annually was appropriated, to be distributed among the counties of the State, but, as this did not apply to New York City, a supplementary act was passed March 12, 1813, permitting the city to share in the revenue of the school fund. The city was required to raise a sum equal to its share of such school money. — See Kiddle and Schem, p. 638.

This was not only in terms an endorsement of the Lancasterian system, but the provision that the school moneys might be applied to the erection of schoolhouses soon proved to have an important bearing on the future course of the Society.

The third school of the Society was established on May 25, 1818, in a room in a building at the corner of Hudson and Christopher streets, owned by the Corporation of the city. The attendance increased so rapidly that application was quickly made for another room. The request was immediately granted. School No. 3 was placed in charge of Shepherd Johnson, a young man who had received his entire education in School No. 1. His salary was fixed at \$500 per annum, but was increased to \$800 on the 1st of November following. He was the pioneer of a large number of teachers trained under the direction of the Society, and continued in its employ until 1825.¹

Soon after the purchase of the lots in Rivington street, already mentioned, it was resolved to proceed with the building of a schoolhouse. This was hurried to completion, and was opened in May, 1819, being designated as No. 4.

¹ According to Boesé (p. 32), Mr. Johnson "continued for many years in the employ of the Society, and was of great service not only in his own school, but in assisting and directing at the organization of other new schools intrusted to parties of less experience." The minutes of the Trustees record Mr. Johnson's resignation in 1825, when he accepted a position in the High School established (as a pay school) in 1824 by Dr. John Griscom and D. H. Barnes. It may be noted in passing that the trustees of the High School, in their first annual report, stated that "the general progress of both the Senior and Junior Departments affords the most conclusive evidence that the Monitorial System of Instruction is capable of being adapted to the higher as well as the lower branches of education."

CHAPTER V

A TEACHER IMPORTED FROM ENGLAND

DESPITE the encomiums bestowed on the Lancasterian system by Mr. Clinton and others, and its formal approval by the Legislature in the law passed April 5, 1817, the Trustees were evidently not satisfied with the methods of their teachers. In May of that year, having decided to enlarge their work, they determined to procure from England a teacher "completely competent to teach on the Lancasterian plan," at a salary of \$1000 per annum; but at a meeting held three days later the amount was reduced to \$800, "the expences (*sic*) of the passage to this country to be borne by this Institution." Correspondence was entered into with the British and Foreign School Society, according to Mr. Boesé (p. 31) "the very centre and fountain-head of improved Lancasterianism," and through its agency the teacher sought was found in a young man named Charles Pickton,¹ who presented himself to the Board of Trustees early in September, 1818. He brought with him a quantity of slates, Lancasterian lessons, etc. In April, 1819, Mr. Pickton was appointed teacher of School No. 4 (in Rivington street), which was opened on the 1st of May following. By resolution of the Trustees he was authorized to "conduct the school according to such plan and with such regulations, not involving additional expense, as he may think proper." In addition to his salary, the

¹ This name is spelled Picton and Pickton, the former spelling being used by both Mr. Bourne and Mr. Boesé. In the minutes of the Trustees it first appears as Picton, but later is entered many times as Pickton. The weight of evidence would appear to be in favor of the latter form, although the former is used in the *Sketch* printed in the Annual Reports for 1842 and 1848.

Trustees granted him an allowance of \$200 per annum for rent.¹

Special importance may be attached to the words "not involving additional expense," quoted above. In January of this year (1819) a committee of the Board had reported an estimated deficit of \$11,465, and recommended that an application be made to the Legislature in order "to meet and make up this enormous deficiency." In the line of economy, the committee further recommended that the salaries of the teachers of No. 1 and No. 2 be reduced to \$800, that the monitors-general be informed that the Society cannot continue to board and clothe them, and that rigid retrenchment be exercised in all directions. On January 19th a memorial was addressed to the Legislature petitioning for a grant of \$10,465. The paper stated that 1169 children were attending the schools of the Society, and that the whole number of children taught in them had been 7541; that during the past year a third school had been established at Greenwich, at an expense of about \$1200; that the Society was erecting a "building to contain near 600 children, in the North Eastern part of the City, the expense of which establishment will be about \$13,000"; and called special attention to the great increase of population, particularly by the influx of foreigners, and to the multiplying number of "poor and suffering children, who must progress from the cradle to maturity, with no schools but those of profligacy and guilt, unless the hand of Charity be extended to reclaim their steps."

On March 26th (1819) the Legislature granted the sum of \$5000, which was used in completing No. 4.

As early as August 7, 1818, a vacation of three weeks in No. 1 and No. 2 was authorized, "to commence on Monday next," and the question of a vacation in No. 3 (which had been in opera-

¹ Mr. Boesé says (p. 33) that in the interval between his arrival and the opening of School No. 4 Mr. Pickton was employed "by permission of the Board [of Trustees], and at the same salary, in reorganizing, on the Lancasterian system, the parochial school of St. Peter's Church in Barclay Street."

tion only since May 25th) was referred to the committee of that school, the teacher, however, "to have double pay for the term if no vacation takes place."¹ On August 6, 1819, the teachers asked for four weeks' vacation, and three weeks were allowed.

In December, 1818, Mr. Lancaster arrived in this country. He received a warm welcome, especially from the Free School Society. The Trustees promptly granted him the use of their schoolrooms at such times as would not interfere with school hours, for the purpose of delivering lectures on "the System of education invented by him." His arrival seemed to give a new impetus to the advocates of his method of instruction, for at the same meeting at which the action just mentioned was taken, it was decided by the Trustees to print a manual of the Lancasterian system. The project languished for a time, but the *Manual* referred to in Chapter III was issued in 1820.

An important "Address to the Parents and Guardians of the Children belonging to the Schools under the care of the New York Free-School Society" was adopted on April 2, 1819. It was signed by thirty-four Trustees,² and 5000 copies of it were printed for distribution. Mr. Bourne says of it: "This address contains a very clear expression of the views and motives which governed the Society and its friends, and is interesting not only as an embodiment of those views, but as an authentic avowal of the nature of the religious influences which at the time prevailed in the Society. Whatever differences of opinion may exist as to the theological character of the address, it may be safely assumed that men acting under such high convictions could not be unworthy of confidence in the delicate and responsible work of training the young and neglected members of society" (p. 36).

The address calls attention to the evils of idleness and the

¹ See minutes of August 7, 1818. Mr. Boesé's statement (p. 35) that the first vacation was granted in August, 1820, is obviously erroneous.

² The number of Trustees, originally thirteen, had been enlarged by five in 1810, by six in 1812, and by twelve in 1817.

“improper use of Spirituous Liquors,” to the desirability of temperance, economy, and cleanliness, to the importance of the “due observance of the First Day of the week, commonly called Sunday,” and to the necessity of frequent and diligent reading of the Bible. On the subject of cleanliness the following may be quoted :

“Parents can, perhaps, scarcely give a greater proof of their care for their children, than by keeping them clean and decent, especially when they are sent to school, where it is expected they will appear with their hands, faces, and heads perfectly clean, and their clothing clean and in good order : the appearance of children exhibits to every observing mind the character of the mother.”

Certain rules are prescribed, some of which are of interest after an interval of nearly ninety years. For example :

“Your children must be in school precisely at 9 o'clock in the morning and 2 o'clock in the afternoon.”

“They ought to be sent to school every day, both morning and afternoon ; otherwise they may forget in one day what they learned the day before ; nothing but sickness, or some unavoidable circumstance, should induce you to keep your children at home one day. . . . ”

“It is necessary that you should see that your children go to school with clean faces and hands, their hair coombed (*sic*) and in good order, and their clothes as clean and whole as possible ; otherwise they are liable to be punished for your neglect.”

“If your children behave well, and study their lessons at home, they will be rewarded with Tickets ; but if they behave badly, and will not study, they must be punished.”

“No child can be admitted under Six years of age.”

“The children of parents who are able to pay for schooling cannot be admitted.”

“It is expected that Parents see that their children regularly attend some place of worship.”

Two or three entries in the Trustees' minutes for the year 1819 may be deserving of passing note.

On March 5th it was resolved that “the children be taught once in each week to repeat some suitable passages out of Tracts on the subject of the destructive use of ardent spirits, and in order that this may not be omitted it is directed to be inserted

in the By-Laws." But this action was reconsidered on April 2d, and on June 4th the resolution was rescinded.

On May 7th a committee on the general state of the schools reported in reference to the number of children attending church, stating that in No. 1, out of 480 on register, 397 attended church regularly, in No. 2, 335 out of 437 on register, and in No. 3, 312 out of 333, and then added: "Besides this unparalleled proportion of scholars in our schools, who are known to attend divine worship, either with their parents or with Sunday Schools, it is presumed that some others may attend without its being known to the Trustees."

On December 3d a resolution was adopted authorizing the teachers to instruct "some of the higher class of children in English Grammar."

So rapid was the growth of No. 4 that on June 4, 1819 (a little more than a month after it was opened), the attendance was reported as 356—200 boys and 156 girls; and the committee recommended that the lower room be fitted up for the use of the girls. On August 30th the girls' school was opened, in charge of Mrs. Pickton, with an attendance of 182. A year later, in August, 1820, it was decided to finish and furnish the cellar of No. 4, as the committee reported that "many of the children are obliged to sit on the floor." It thus appears that overcrowding is not exclusively a modern evil in New York schools.

It was soon found that the rooms furnished by the city for No. 3 were inadequate, and steps were taken toward the erection of a schoolhouse on the lots granted by Trinity Church; but as the title to the property was not vested absolutely in the Society, negotiations were had with the church authorities, which resulted in the purchase of the lots for \$1250. The new building of No. 3, 80 by 45 feet, was promptly erected, at a cost of about \$6600. On October 15, 1820, the boys' school was removed to it, and "the Female School" was opened on October 22d, in charge of Sarah T. Field, who was appointed teacher at a salary of \$250.

The fourteenth Annual Report, presented to the Society in 1819, gives the whole number of pupils on register as 1250, and states that 1044 of them were known to attend public worship on the Sabbath. It contains the following table, made up from the reports of the teachers, as indicating "the employment and progressive improvement of the scholars for the last year":¹

- 297 Children have been taught to form letters in sand.
- 615 have been advanced from letters in sand, to monosyllabic reading on boards.
- 686 from reading on boards, to Murray's First Book.
- 335 from Murray's First Book, to writing on slates.
- 218 from writing on slates, to writing on paper.
- 341 to reading in the Bible.
- 277 to addition and subtraction.
- 153 to multiplication and division.
- 60 to the compounds of the four first rules.
- 20 to reduction.
- 24 to the rule of three.

In this report the Trustees invite all desirous of learning the Lancasterian system to spend six or eight weeks in their schools, and thus gain a "competent knowledge" of the methods employed; and express the hope that they will be able to multiply their schools until "every indigent child" is provided for. A similar reference to "every indigent child" is made in the report for the following year (1820). The sixteenth Annual Report (1821) states that "care is taken that no children obtain admission to these schools who are not proper objects of a gratuitous education"; and from the report for 1822 we learn that "the pupils of this Institution are exclusively those whose parents are unable to defray the expenses of their education."

In 1821 arrangements were made for dividing School No. 2, in Henry street, and a separate school for girls was opened on November 1st.

In this year 2000 copies of the *Universal Catechism* were

¹ Similar tables, though differing somewhat in form, are to be found in all the Annual Reports of the Society.

purchased for the schools, and stereotype plates were made of a book called *Scripture Selections*, which had attained considerable vogue abroad, and an edition of 1000 was printed.

Toward the close of the year a number of members of the Legislature visited the schools of the Society,¹ and their visit was followed by an application to the Legislature for sufficient funds to build two additional schoolhouses; but no appropriation was authorized. In the following March (1822), as it was found that large numbers of children were without means of instruction, the subject was carefully canvassed, and it was decided to propose an additional tax in order to raise \$5000 a year for ten years, which would provide for the building of five additional schoolhouses at \$10,000 each. The records in connection with this matter are of peculiar interest. The population of the city was 130,000, and a tax of four cents per capita would produce \$5200, which would be only $\frac{1}{3}$ of one per cent. on the total assessed valuation of \$68,285,070. The proposed tax was figured out as follows by the Trustees:

A person assessed as worth	\$100, in addition to his tax			
“ “ “	1,000, “	would pay only	“ “ “	$\frac{3}{4}$ cent
“ in independent circumstances,				7 $\frac{1}{2}$ cents
	worth 10,000, “	“ “ “	“ “ “	75 “
“ a man of fortune,	“ 20,000, “	“ “ “	“ “ “	\$1.50

Nothing came of this proposition immediately; but a more significant illustration of the difference between the third decade of the nineteenth century and the present time could scarcely be found than the grave assertion, in the tabular statement given above, that a man worth \$10,000 was in “independent circumstances,” and that \$20,000 was a “fortune.”

¹ An item of \$11 for “carriage hire” in connection with this visit is to be found in the minutes.

CHAPTER VI

CONTROVERSY WITH THE BETHEL BAPTIST CHURCH

FOR nearly two decades the Free School Society carried on its work with no opposition and but little friction, and its promoters had the satisfaction of seeing their beneficent influence extend, and include a continually increasing number of children. Before 1820 they had four schools in operation, and a fifth was opened in October, 1822. The Annual Report presented to the Society in 1820 showed an attendance at the four schools of 2023, and stated that the whole number admitted from the beginning had been 9743. But stormy times were at hand, and from this period onward, at nearly regularly recurring intervals of ten years, the Society found itself involved in serious controversies, leading in the end to its dissolution, after nearly half a century of unexampled usefulness.

Soon after the beginning of the year 1822 the Society was confronted with what came to be known as the Bethel Baptist Church controversy, which resulted in extensive changes in the scope and operation of the free school system. In 1812, as already noted in Chapter IV, a law was enacted in reference to common schools in the State, and provision was made for the distribution of the Common School Fund in accordance with the act of 1805 which established it. By the act passed March 12, 1813, it was provided that the portion of the school fund received by the city and county of New York should be apportioned and paid to the Trustees of the Free School Society, the trustees or treasurers of the Orphan Asylum Society, the Society of the Economical School in the City of New York (for the children of refugees from the West Indies), the African Free School, and "of such incorporated religious societies in

said city as now support or hereafter shall establish charity schools within the said city, who may apply for the same." The several societies named were prohibited from using the fund for any purpose other than the payment of teachers' salaries. As heretofore stated (see Chapter IV), the first distribution of the Common School Fund was made in 1815.

Under the economical operation of the Lancasterian system, several hundred children being instructed by one teacher, assisted by pupils acting as monitors, who received at the best only trifling compensation, the Free School Society soon found that the amount derived from the school fund was more than sufficient to pay its teachers; and the act passed April 5, 1817, already quoted (see Chapter IV), authorized it to appropriate any surplus for the erection of buildings, the instruction of schoolmasters on the Lancasterian plan, or any other needful purpose of a common school education.

In 1820 the trustees of the Bethel Baptist Church established a school in the basement of their church, in Delancey street, and in the following year received an appropriation from the Common School Fund, under the provisions of the law of 1813. In February, 1822,¹ they secured the passage of a special act for their relief, which, in Section 3, authorized them to use any surplus of the fund remaining, after the payment of the salaries of their teachers, for the instruction of schoolmasters, the erection of buildings, etc. Section 3 ran:

"And be it further enacted, That if any moneys be now remaining, or shall hereafter remain, in the hands of the said trustees, from the school moneys received by them for the support of the Bethel Free School, after a sufficient compensation to the teachers employed by them, it shall and may be lawful for them to apply such moneys to the instruction of schoolmasters, to the erection of buildings for schools, and to all other needful purposes of a common school education, but to no other purposes whatever."

"The enactment of this law," says the *Sketch* which forms a part of the Annual Report for 1842, "not only excited the

¹ De Witt Clinton, President of the Free School Society, was then Governor.

alarm of 'The Free School Society,' but also of the Trustees of a number of the church schools, from apprehensions that it might lead to a perversion of the fund, as buildings erected by such means becoming church property, might also be appropriated to other purposes than (as designed by the extension of the bounty of the State to them) exclusively for the education of the poor" (p. 22).

On March 13, 1822, the Trustees of the Free School Society resolved to purchase three lots in the vicinity of the new Roman Catholic Cathedral, in Mott street, and to erect a new school building for the accommodation of children living between Broadway and the Bowery, "and to discourage any Religious Society from improperly diverting the Common School Fund by the erection of their own school houses within the District or from interfering with the liberal and extensive views of the 'Free School Society' in the education of all the poor children of this Metropolis."¹ The lots referred to were bought without loss of time, and the putting up of a building was immediately proceeded with. School No. 5 was opened for boys on October 28, 1822, and for girls three days later. The total cost, including the site, was \$11,887.03.

In the mean while, on April 5, 1822, the Society received a letter from the Bethel Baptist Church trustees, stating that they had made plans for a school in the neighborhood of the Cathedral, and complaining that the action of the Free School Society in arranging for a school there was an improper interference with them. The Trustees of the Society at once resolved to submit a remonstrance to the Legislature against the special privileges granted to the Bethel Church, but as the adjournment of that body was near at hand nothing was done at the time. In August, however, the Trustees declared their position by adopting a resolution stating that they would use all means in their power to secure the repeal of the objectionable section (Section 3) of the law passed in 1822 for the benefit of the

¹ See Minutes, March 13, 1822.

church mentioned, on the ground that it "is calculated to divert a large portion of the common school fund from the great and beneficial object for which it is established, and to apply the same for the promotion of private and sectarian interests."

Vigorous action followed. A committee was appointed to confer with the Corporation, the Commissioners of the School Fund, and the directors of the various institutions entitled to participate in the school moneys, and secure their co-operation in procuring the repeal of the obnoxious law. On December 6th (1822) a memorial addressed to the Legislature was adopted by the Trustees, in which they claimed that the five schoolhouses built by them were "the property of the public, for the perpetual reception of indigent children," and proceeded to say :

"Your memorialists are fully convinced of the wisdom of that provision of the general law regulating the expenditures of the common school fund, which limits the appropriation of said fund to the payment of teachers only; and they believe it inexpedient, and contrary to the original intention of the Legislature, that any part thereof should be applied to the erection of buildings, except in case of an institution expressly incorporated for the purposes of educating poor children, and where real estate virtually becomes the property of the public."

They deplored the fact that under the law objected to a portion of the surplus of the school fund might be devoted to the purchase of real estate or to the erection of buildings belonging, not to the public, but to the Bethel Baptist Church, which might sell the same and convey the fee to others. No limit, the memorial continued, was set to the number of children instructed under the direction of that church, whose share of the fund would thus be increased, while incompetent teachers might be employed at low salaries, and the moneys at the disposal of the church be still further enhanced. The memorialists favored "the most prudent and effectual means of educating the poor children" of the city, whether by the Free School Society or by other means, and stated that in the prosecution of their work they had incurred a debt of \$16,000.

The aid of the Corporation was also sought. The matter was pressed earnestly upon the Legislature at the session of 1823, but without result. "In 1823, therefore, 'The Free School Society,' with a number of the church schools, with the sanction of the city Corporation, memorialized for a repeal of this act, but from ignorance of the facts in the case, and the lateness of the session, only a resolution was passed requiring the Superintendent of Common Schools to report in detail the expenditure of the school money, and the manner of its appropriation by the various societies participating in it."¹

The Bethel Baptist Church soon had three schools open, one in Delancey street, one in Bleecker street, and a third in Vandam street. Their effect upon the schools of the Society was twofold. "In the first place," to quote Mr. Bourne, "they drew away pupils from the free schools, and diminished their revenue; and, in the second place, by absorbing so large a share of the school money, the balance to be distributed among the other institutions was materially diminished. But other mischiefs were in the immediate future. Several religious denominations, observing the special privileges thus enjoyed by one of their number, manifested a disposition to follow the example, by enlarging their schools, and adapting them to the wants of the public by receiving children of all denominations. A school of this description was opened in Grace Church; another, for female children, by the Congregational Church in Chambers street; and a third, by the Dutch Reformed Church, in large rooms in Harmony Hall, at the corner of William and Duane streets" (pp. 63, 64).

The opposition of the Free School Society to the Baptist Church did not wane during the year 1823. It was determined not only to seek the repeal of the obnoxious third section of the law of 1822, but to secure such an amendment as would "restrict the religious societies to what was justly deemed the obvious intention of the act providing for their participation in the

¹ *Sketch*, 1842, p. 22.

fund.”¹ The approval and assistance of the city authorities were again sought. The subject was fully discussed before a committee of the Common Council, and early in 1824 that body unanimously adopted a memorial to the Legislature (which was endorsed by the Mayor), approving the attitude of the Free School Society as the principal manager of gratuitous education in the city of New York, and asking the Legislature to amend the law relative to the distribution of the school fund so as to prevent any religious societies entitled to participate therein “from drawing for any other than the poor children of their respective congregations.” Before the memorial was forwarded to Albany a special meeting of the Common Council was called² to reconsider the matter. After a careful investigation by a committee, a report was adopted, without a dissenting voice, declaring the proposed law to be of the utmost importance to the preservation of the Free School Society and highly essential to the welfare of the community in general.

The Society also prepared a memorial for presentation to the Legislature of 1824, reinforcing the position taken in the previous year, and this paper was approved by several religious societies. The churches which united with the Free School Society were the following: The trustees of the Methodist Episcopal Church in the city of New York, the pastor of the Baptist Church in Mulberry street, the pastor of the Baptist Church in Oliver street, the president and secretary of the consistory of the Reformed Church in Market street, the president of the Board of Trustees of the Rutgers Street Church, the pastor and trustees of the Bowery Presbyterian Church, the pastor and the chairman of the Board of Trustees of the Central Presbyterian Church in Broome street, the president and clerk of the Board of Trustees of the Brick Presbyterian Church and the

¹ *Sketch*, 1842, p. 23.

² “At the request of two highly respectable clergymen in the city of New York.”
—BOURNE, p. 67.

pastor of said church, and the trustees of the Presbyterian Church in Murray street.¹

An interesting review of the proceedings may be found in the appendix to the Annual Report of the Society for 1824, which states that the Bethel Baptist Church, under the Rev. Johnson Chase, had deliberately entered the field of the Free School Society and materially interfered with its work. In the autumn of 1823 the church opened its school in Vandam street, in the vicinity of Free School No. 3, and the immediate effect was to draw away three hundred children from the latter, most of whom, however, soon after returned to the Society's school. One ground of complaint was that the church employed teachers at low salaries, and certificates to the effect that in the church schools there was a lack of cleanliness, order, and discipline were attached to the report. In the three Baptist schools, while 1547 pupils were registered, the attendance was but 886 — a very significant fact in view of the provision of law that the school fund should be apportioned in accordance, not with the attendance, but with the number of pupils registered. In one school, where there were accommodations for only 300, the registration was 450. Certificates of teachers employed in the Bethel Church schools, which are printed in the appendix to the report under consideration, showed that the nominal salary of one was recorded as \$900, whereas he actually received \$450, and that another, whose salary was \$350, consented to an arrangement whereby his compensation was entered on the records as \$600, with the understanding that he would return \$200 as a "donation." The account further points out that the management of the Baptist Church schools tended to bring the Lancasterian system into disrepute.

Although a report favorable to the Free School Society was submitted by a committee of the Assembly in 1824, no action was taken at the regular session of the Legislature. The committee of the Society having the matter in charge prepared for

¹ See appendix to Annual Report, 1824.

a renewed active campaign at the special session called in November of that year.

There appears to have been very strong opposition to the proposed repeal on the part of other churches than the one most directly interested. Mr. Bourne says: "A number of gentlemen also appeared at the Capitol in opposition to the bill, among whom were Rev. Drs. Milnor and Mathews, Rev. Mr. Onderdonk, Rev. M. Hutton, who was connected with Dr. Mathews' congregation, Rev. Johnson Chase, and others" (pp. 73-74).¹

To the surprise of all concerned, the Legislature amended the bill before it in such a way as to place the entire matter of the distribution of the school fund for New York City in the hands of the Common Council, and in this shape it was enacted, on November 19, 1824. Thus ended the first of the religious controversies with which the career of the Society was checkered. In truth, only one stage of the controversy was ended, for the field of contest was now transferred to the Common Council, the proceedings of which will be outlined in the next chapter.

¹ A footnote in Mr. Boesé's *History* (p. 105) says: "The minutes and committee reports of the Society make mention in several places of the strength and activity of the opposing 'lobby,' and particularly name the Rev. Messrs. Chase, Wainwright, Matthews, Milnor, Onderdonk, and some others, representing the Dutch, Baptist, and Episcopal churches, as opposed to the efforts of Rutgers, Jay, C. D. Colden, and S. Allen" (the latter representing the Free School Society).

CHAPTER VII

PLANS FOR EXTENDING THE SOCIETY'S WORK

By the law passed November 19, 1824, the question of determining what societies should participate in the Common School Fund was placed in the hands of the Common Council, and a prolonged and animated discussion took place before committees of that body in the succeeding year. In presenting the views of the Free School Society, the Trustees brought forward a plan for a change in their working basis whereby their schools, which hitherto had been carried on exclusively for the benefit of children entitled to a gratuitous education, and which suffered in consequence from the stigma that they were charity schools, should receive as pupils children of parents able and willing to pay small sums for the education of their offspring. They stated that many of the five hundred pay schools in the city were kept in small rooms, without sufficient light or ventilation, and without due regard to cleanliness; that the objectionable features would be removed by the establishment of Lancasterian pay schools, conducted by well-qualified and judicious teachers, or by increasing the number of "establishments" of the Free School Society and opening them to pay scholars; that complaints had been made by many citizens in the upper wards of the city, who were "too poor to send their numerous children to good pay schools, and yet with feelings too independent to send them to free schools," that, although they were taxed for the promotion of education, they did not derive any benefit from the school fund, as did citizens of all classes in every other county of the State. The Trustees therefore sug-

gested the enlargement of the scope of the Society and a corresponding change in its name.

In the twentieth Annual Report (for 1825) mention was made of the great benefits to be derived from low-priced pay schools open to children of all ranks of citizens.

The Trustees estimated that each of the schools would more than half support itself through payments made by pupils, and that in new schools to be established the children would pay two-thirds of the whole cost. The balance for the first year under the proposed system was figured at \$10,500, all of which, it was stated, might be applied to the purchase of lots and the building of new schoolhouses. The event will show how widely astray were these calculations.

Several religious societies maintaining schools presented petitions to the Common Council in favor of having their share in the school fund continued, and the consideration of the matter before the Council was the occasion of animated debates in the year 1825. The result was the enactment of an ordinance providing that the Common School Fund should not be distributed to any religious societies, but only to the Free School Society, the Mechanics' Society, the Orphan Asylum Society, and the trustees of the African Free Schools.

To quote again from the *Sketch* forming a part of the Annual Report for 1842: "The grounds on which the restriction was advocated were, that the intention of the law of 1813, granting the church schools a portion of the funds was solely for the education of *their own poor*, never contemplating an extension of their schools that would at all interfere with those of the Free School Society, the design of which was solely the extension of *common* schools, and especially for the poor. It was considered further that the principles that had heretofore guided all legislation on this subject were infringed, and a fund designed for civil purposes, diverted to the support of religious institutions, contrary to the spirit of the acknowledged principles of our government, — which has ever left religion to be

sustained by voluntary contributions, and the individual effort and patronage of its own votaries. The Committee before whom the parties were heard, reported against distributing any portion of the fund to the schools of religious societies, and in 1825 introduced an ordinance, which was unanimously adopted, directing the distribution to be made to 'The Free School Society,' 'Mechanics' Society,' 'The Orphan Asylum Society,' and the trustees of 'The African Schools.' After so full and mature a consideration of the subject; and the unanimous decision which designated these institutions as the channels of distribution of the school fund; the clearness of the principles on which such decision was founded; the Society felt that the result had given strength and permanency to their institution; and believing, from a long practical experience of the plans of their schools, and of the efficiency of the system pursued, that they were capable of affording a good plain English education to a large mass of children, they resolved on increased efforts to extend them. They also hoped by exertion further to improve their condition. About this time, learning through the Committee of Correspondence, that success had attended the establishment of low priced schools for the poor, in England, Scotland and Ireland, on the system of Lancaster, they resolved on testing the plan" (pp. 23, 24).

Before passing on to a consideration of the important change which took place in the character and work of the Society in the year 1826, mention must be made of a number of matters of considerable importance to the Society, and of others which cannot but have a certain interest for students of the city's earlier educational history.

The Almshouse having been removed to the section known as Bellevue (where Bellevue Hospital now stands), the city authorities, in June, 1823, proposed that the Free School Society should take charge of the pauper children and organize a school there. This proposition was accepted, and School No. 6 was opened on October 27, 1823, in the presence of the Mayor and

a number of members of the Common Council.¹ It was placed in charge of Dr. Charles Belden, whose brother, Joseph Belden, was the teacher of No. 5. Dr. Belden died, after two years' service, August 5, 1825. He was educated for the medical profession, and "in a spirit of true, self-devoting philanthropy, and for a trifling salary, took charge of and lived with the neglected little ones of the city's charge at Bellevue, No. 6, having first 'learned the system' for that purpose with Mr. Johnson in No. 3." Joseph Belden was a man whose "powers of organization and firm yet gentle character, and skill in teaching penmanship, soon made him one of the most popular of teachers."²

On January 10, 1823, the Trustees took action in the direction of abolishing severe corporal punishment in their schools, instructing the teachers to "dispense entirely with the use of the Rod or Rattan," and resolved, "in case any children should after suitable counsel and other means being tried still continue refractory and disobedient, that they may be corrected with a small leather strap applied to the palms of their hands, but that they be struck on no other part of the body, and should all means used for their reformation fail, that such children be discharged by the Visiting Committee and by proclamation." At the next meeting of the Board a protest was received from the teacher of No. 1, who stated that the order of his school would suffer in consequence of the non-use of the rattan. The protest was laid on the table, but at this meeting it was resolved that *hand* be substituted for *palm of hand* in the instructions to teachers, and the Committee of Supplies was directed to "procure suitable straps for all the schools." In June following, the instructions in regard to the use of straps were repealed, and a month later it was decided that in cases of persistent bad conduct and as a last resort teachers might correct such

¹ This school was transferred after a few years to Long Island Farms, and later to Randall's Island, and remained under the care of the Board of Education until May 21, 1889, when it was discontinued.

² See Boesé, pp. 37, 38.

children "in a moderate way with a leather strap, rod or rattan (but on no account to strike any scholar on any part of the head)," and expulsion was to be resorted to if all other means failed.

The teachers were called before the Board of Trustees in the matter of corporal punishment on September 2, 1825, on which occasion the Trustees expressed their disapprobation of all undue severity and their strong desire that "mild moral government should be mostly if not exclusively used in the schools."

The minutes of the meeting held on October 3, 1823, contain an interesting item on the adoption of a resolution permitting "our teachers" to hold evening schools during the pleasure of the Trustees, "provided they furnish their own fuel and oil" and make good all damage to furniture, etc. This can scarcely be considered the beginning of evening schools in the modern sense, for these schools were not free, and the teachers were to reap all the profits.

Two measures were taken in this year to improve the character of the Society's schools. One was the division of the Trustees (thirty-six in number) into "sections" to look after the interests of the several schools—an arrangement which was continued throughout the existence of the Society. The other was the appointment of committees of ladies to inspect the schools for girls and report as to their condition, improvement, etc.¹

One event in the following year served to bring the work of the Free School Society prominently before the people of the city, and aided materially in deepening the good impression made on the public mind by the schools already established, which had risen in the popular estimation from the fact that pauper children were no longer taught in No. 1 (owing to the

¹ "For some reason which does not appear in the records of the Society, the plan of securing the assistance and counsel of the ladies does not seem to have been successful." — BOESÉ, p. 36.

removal of the Almshouse to Bellevue) and from the sincerity and devotion of the teachers in charge.

In September, 1824, General La Fayette, being in New York during the course of his second visit to the United States, was invited to inspect the work of the Society. On the 10th of the month he was escorted to School No. 3, where a certificate of membership in the Society was presented to him by Vice-President Bleecker in the girls' room in the presence of "many of the Trustees, the Mayor, several Aldermen and a large assemblage of Ladies and Gentlemen." "A pretty little poetic address to the General was then spoken in concert by a number of the Girls." In the boys' room "an address written for the occasion was delivered by a small lad in behalf of his fellows." About five hundred boys and three hundred girls were in attendance.¹

In the afternoon, at 2 o'clock, La Fayette reviewed some three thousand school children in the City Hall Park (all the schools except No. 6 being represented), in the presence of a

¹ The visit of La Fayette to No. 3 is to be commemorated by the erection of a tablet bearing the following inscription:

ON SEPTEMBER 10TH, 1824
MARQUIS DE LA FAYETTE
MAJOR GENERAL IN THE AMERICAN ARMY
DURING THE WAR OF THE REVOLUTION
VISITED
PUBLIC SCHOOL NO. 3
WHICH WAS SELECTED AS THE BEST EXAMPLE OF THE PUBLIC
SCHOOL SYSTEM ESTABLISHED BY THE FREE SCHOOL
SOCIETY OF THE CITY OF NEW YORK

IN MEMORY OF THAT EVENT
THIS TABLET
IS ERECTED BY A FORMER PUPIL OF THE SCHOOL
UNDER THE DIRECTION OF THE BOARD OF EDUCATION
A.D. 1905

The present Public School 3 stands on the original site of Free School No. 3 (the site having been enlarged); the original building, which had been altered and repaired many times, was removed in 1860 and a new building erected; a new annex was built in 1888.

large and enthusiastic gathering of citizens. The report of the committee in charge of the reception, presented to the Trustees on October 1st, closes as follows :

“In conclusion, the committee have much pleasure in stating their belief that the proceedings of the day were witnessed by the General, and by thousands of our citizens, with peculiar interest, and that all were gratified by an exhibition of the state and magnitude of an institution whose moral and religious influence must be acknowledged, and whose political bearing is expressed in the motto on one of the banners used on this occasion — ‘Education is the Basis of Free Government.’ ”¹

One of the plans adopted to stimulate the interest of teachers was to fix the salary in accordance with the attendance. The minutes for April 5, 1822, show that the teacher in charge of No. 2 was to receive \$600 per annum for 200 scholars, \$2 each for the number in excess of 200 but not more than 250, \$1.50 each for any number over 250 and not over 300, and \$1 each for the number in excess of 300. There is no evidence that this idea was adopted in other schools, and it does not appear to have become permanent.

On August 2, 1822, a committee was appointed to consider and report “on the propriety of instructing some of the oldest, most orderly, and meritorious of our scholars in some of the higher branches of an English Education, say Grammar, Geography, History, Mathematics, &c.”

The three following excerpts from the minutes of the Board of Trustees speak for themselves :

November 5, 1824 : “An elegant specimen of the Declaration of Independence executed by Jotham Wilson,² Monitor-General of No. 2, being

¹ At their meeting on October 1, 1824, the Trustees expressed formal thanks for the loan of rope used in the Park (apparently to hold the crowd of spectators in check). The minutes for November 5th contain the following item in the report of the Treasurer :

“Crackers and Cheese for children and carriage
hire attending La Fayette \$10.60 and 27.43 . . 38.03.”

² Jotham Wilson was appointed teacher of No. 9 in 1827, and served as such until 1832.

designed by him to remain in the school, Joseph Grinnel (*sic*) was appointed to have it framed and also to present him with a suit of clothes not exceeding in cost 25 Dollars as a reward for this meritorious specimen of Penmanship."

November 2, 1825 : "A handsome specimen of needlework executed and presented to the Trustees by Elizabeth Onderdonk a pupil in No. 3 was ordered to be framed under the direction of the Committee of Supplies and hung in the Session Room."¹

January 6, 1826 : "A note was received from Eliza W. Windsor [apparently the wife of Lloyd D. Windsor, for twenty years teacher of No. 1] presenting to the Trustees an elegant framed specimen of needlework worked by Mary E. Ferguson, a girl of 13 years of age and a pupil in No. 1. This sample was accepted and it was *Resolved* That the Committee of Supplies present each of the Girls and also Elizabeth Onderdonk of School No. 3, who worked the La Fayette sampler with a Plaid Cloak or other suitable reward."

¹ The minutes do not state where the meetings of the Trustees were held at this time. On December 20, 1826, they decided to meet in No. 1, fitting up the "trustees' room" for the purpose.

CHAPTER VIII

THE PUBLIC SCHOOL SOCIETY—THE PAY SYSTEM

As the first step in the extension of the Society's work, foreshadowed in the preceding chapter, the Trustees bent their efforts towards obtaining a new charter from the Legislature. On the 28th of January, 1826, they secured the enactment of a law changing the name of the Society to The Public School Society of New York; increasing the number of Trustees to fifty (the Trustees so chosen to add fifty more to their number, in their discretion), the Mayor and Recorder being made *ex officio* members of the Board; making the fee for life membership in the Society \$10; and authorizing the Trustees to require a "moderate compensation" from pupils entering their schools, with a proviso that payment might be omitted whenever deemed advisable and that no child should be denied the benefits of education on the ground of inability to pay. Another important provision was the following:

"And be it further enacted, That the said Society is hereby authorized to convey their (*sic*) school edifices and other real estate to the Mayor, Aldermen and Commonalty of the city of New York, upon such terms and conditions, and in such forms as shall be agreed upon between the parties, taking back from the said Corporation a perpetual lease thereof, upon condition that the same shall be exclusively and perpetually applied to the purposes of education."

High hopes were entertained of a great expansion of the Society's labors and usefulness under the new order of things. A committee was immediately appointed to select sites for two new schoolhouses. Arrangements had previously been made for a new school on the east side of Chrystie street, near Hester, and the seventh school of the Society was opened on May 1,

1826, the day before that on which the new pay system went into effect.

Preparatory to this, the Trustees, on the 20th of April, issued an address to "The Parents of the Children attending the Free Schools." It was ordered to be published in the newspapers, and 10,000 copies were printed in the form of a "broadside" for general distribution. The address called attention to the change in the name of the Society and to the fact that the children of the rich and poor would now be brought together on a common basis. The following "very low rates of charges" were announced :

"For the Alphabet, Spelling and Writing on Slates as far as the 3d Class inclusive	25 cts per Qr
"Continuance of above, with Reading and Arithmetical Tables, or the 4th, 5th, and 6th Classes	50 cts per Qr
"Continuance of last, with Writing on Paper, Arithmetic, and Definitions, or the 7th, 8th, and 9th Classes	1 00 cts per Qr
"The preceding, with Grammar, Geography, with the use of Maps and Globes, Book-keeping, History, Composition, Mensuration, Astronomy &c.	2 00 cts per Qr
"No additional charge for instruction in Needlework, nor for Fuel, Books, or Stationery."	

A similar address "To the Parents and Guardians of Children belonging to the New York Public Schools" was put forth in the following year (1827), in which emphasis was laid on punctuality, clean hands, neatly combed hair, etc. This address contained the following :

"4th. Your children are required to attend some place of Public Worship regularly. This is one of the conditions of their admission into the school, and we expect a compliance with it," etc.

The twenty-first Annual Report, presented to the Society in May, 1826, referred briefly to the new régime, in the following words : "This new system of receiving pay from those scholars whose parents have the ability, commenced on the second of this month. Although the change is an important one, giving

the Trustees and Teachers much additional labour, we hope to introduce it with success. This, however, will require constant attention for some weeks, as many of the parents who are able to pay, require an explanation personally from the Trustees" (pp. 5, 6).

This report also made mention of an important change in the administration of the Society through the creation of an Executive Committee, composed of the President, Vice-President, Treasurer, and Secretary of the Board, five Trustees elected annually, the chairmen of the other standing committees, and the chairman of each of the school sections. Besides other powers, the Executive Committee had power to appoint teachers at salaries designated by the Board of Trustees. It exerted very large influence on the affairs of the Society. It was uniformly composed of able and influential men, and its decisions rarely failed to be approved by the full Board.

In pursuance of their plans of expansion, the Trustees early in 1826 purchased a site in Grand street, between Wooster and Laurens (now West Broadway), and immediate steps were taken toward putting up a building, which was opened as No. 8 in the following November. In the mean time, negotiations had been entered into for the transfer to the Society of a small school at Bloomingdale — noted in the minutes (May 12, 1826) as being "about six miles from this city" — which had been attached to St. Michael's Church, and which was to be discontinued because deprived of its share in the Common School Fund under the new law. The Trustees of the Society felt a certain moral responsibility in the matter, as they had been chiefly responsible for the cutting off of public moneys from church schools; and, although the school was small and carried on in an inadequate and inconvenient building, it was taken over in May, 1826, and became the Society's ninth school. As it contained no more than sixty children, of both sexes, its maintenance, as stated in the Annual Report for 1827, was regarded as "a very considerable tax on the funds of the Society." The

school was removed, in 1830, to a new building erected in Eighty-first street.

In the latter part of 1826 and early in 1827 two new sites were obtained by the Trustees: one in Duane street, near Church, and the other in Wooster street, near Bleecker. School No. 10, on the Duane street site, was opened in November, 1827, and School No. 11, in Wooster street, in September, 1828.

How the work of the Public School Society was regarded at this time may be inferred from a passage extracted from a book published in 1827, entitled *The Description of the City of New York* by James Hardie, A.M. Mr. Hardie said:

“This institution [the Society established by the act of April 9, 1805] has, no doubt, been very beneficial to those, for whose benefit it was organized, and in the year 1825, instead of one Free School, the number had increased to six, all of which were in a flourishing condition. The teachers were indefatigable, as well as intelligent; and the progress of their pupils was highly satisfactory” (p. 234).

Referring to the Trustees' address in which the change in the name of the Society is mentioned, Mr. Hardie remarked: “Their reasons are so satisfactory, that men of intelligence will readily admit that they have made a very important improvement, in the mode of conducting our common schools.” After enumerating the seven schools completed and two under way, he continued:

“Of the superior excellence of the new plan, there seems to be but one opinion among our citizens. Crowds, delighted with the idea of getting a good education for their children, *without being considered in the light of paupers*, are pressing forward to the schools with their beloved offspring, and it is highly probable, that in the short space of one year, the number of these establishments will be twice as many as at present.”

The great expectations entertained by the Trustees and friends of the Society in 1826 were doomed to speedy disappointment. No long time was required to convince them that the anticipated results of the pay system were not to be realized.

An elaborate report presented to the Board on February 2, 1827, showed that on April 30, 1826 (two days before the new system went into effect), the number of pupils in the public schools was 3457, while on November 1st, six months later, the number had fallen to 2999, and the very significant comment was made that many of the parents were "too poor to pay and too proud to confess their poverty."

The falling-off was attributed to the tuition fees and to the fact that the doors of several large church schools had been opened free to all. It was found that very few pupils took the advanced studies and paid \$2 a quarter; the number of these was 137 during the first quarter, dropping to 39 for the second, and to only 13 for the third. The committee presenting the report was of the opinion that the true and legitimate system for the public schools would be to open the doors to all classes of children, free of expense; but this patriotic and far-sighted suggestion did not meet with favor, and the experiment was continued for some time longer.

In the Annual Report for 1827 the Trustees "still cherish the belief" that the system of low-priced pay schools "will be productive of increased benefits to the poorer classes of children, and by opening the doors of the public schools to those in the middle walks of life, will greatly extend their usefulness." They add:

"The Board have however to regret, that the advantages of this alteration to the poor themselves, have not been so fully appreciated by them as was anticipated—that a few of their children have left the schools on this account, and that the number of free scholars continues too large. This may be ascribed, in great measure, to the force of their long-continued habits, to their not fully understanding the nature and beneficial operation of the change on themselves and children, and to the continuance and enlargement of many charity schools in various parts of the city. The Board are satisfied, however, that the new system will bear the test of continued experience,

and believe that a little more time, and such verbal and other explanations as will be extended to the class in question, will alter their present views, and lead them to embrace with alacrity the offered blessing of an education for their children, for which they *are permitted* to pay a sum, sufficient to maintain those feelings of independence which every philanthropist must desire to foster, but which is too small to interfere with their comfort and convenience in other respects" (pp. 4, 5).

The Treasurer's statement attached to the report shows receipts of \$4426.04 "cash from pay scholars."

An extract from the *Sketch* of 1842 (pp. 24-25) is pertinent here: "Under the new system now adopted, all classes were invited to attend the Public Schools,¹ and it was hoped that the commingling of the children of the poor, with those of parents in more affluent circumstances, would be mutually beneficial, and would tend to produce a good tone of feeling between the different classes of the people. The Trustees also thought that in cherishing a spirit of independence among the poor, which philanthropists had ever thought it desirable to foster, and which in this instance they might maintain at so trifling a cost, as in most cases not at all to interfere with their comfort or convenience, they would meet with no obstacles on their part to its full success. During the first year of the experiment, out of 4654 scholars, 1690 were on the free list; and the amount of tuition fees was \$4426. During the following year, the Board had to regret that a measure so well calculated to elevate the character of the poor, and otherwise benefit them, was not by them duly appreciated; many of their children left during the year, the free list increased, and the amount of tuition was reduced to \$3087. Some considered the first quarterly payment as an initiation fee, to constitute them registered scholars, not expecting to be called upon again. Others were desirous of making a first payment, even though strictly entitled to be on

¹ This is the language used in the *Sketch* as reprinted in 1848 (Annual Report, pp. 23, 24), varying slightly from the form of 1842.

the free list; and others again made payment for the first quarter, thereby to enter the children as pay scholars, to avoid the odium, as they may have felt it to be, of coming on the free list. The *distinction* arising from this course originated deeper prejudices than could have been anticipated, and it was soon found that a plan that had operated so well abroad, under different circumstances, was not suited to our republican population, . . .”

In 1828 the Executive Committee strongly urged that the schools should be made free to all children, and advanced in grade so as to attract to them the children of the more favored classes.

On the subject of the pay system the Annual Report for 1829 contained the following statement: “The Board are not prepared to say that the reasoning on which the pay system was introduced into the public schools was erroneous; but they have no regret that in practice it has not succeeded so fully as they anticipated.”

The receipts continued to fall off, the report for 1830 showing that pay scholars had contributed \$1923.78. A year later the amount had dropped to \$1366.24. In this year (1831) it was decided to require no fee for tuition unless the payment was entirely voluntary on the part of parents or guardians, and the maximum charge was reduced from \$2 to \$1. The amount reported for the last year the system was in operation (1831–1832) was only \$534.82,¹ and on February 3, 1832, the pay system was abolished, after having been tried for nearly six years. Henceforward the schools of the Public School Society were absolutely free.

“Apprehending,” says the Annual Report for 1832, “that the small sum heretofore demanded for tuition from those whose

¹ So the “Summary of the Treasurer’s Account from May 5th, 1831, to May 4th, 1832,” printed in the Annual Report for 1832. The *Sketch* of 1842 (p. 32) says: “The last amount of revenue from the pay schools, \$839, was paid in 1831 and ’32.” A similar statement is made by Boesé (p. 59).

circumstances seemed to justify it, might tend to diminish the number of pupils, without materially enhancing the revenues of the Society, and having a prospect of ample funds in future, it has been deemed expedient to abolish the pay system entirely, and open the doors of the Public Schools to all who might choose to avail themselves of the liberal provision now made for general education — and efforts are making to impress the minds of the poor with the fact, that admission to these Schools is not a boon to be solicited, but a right which they may demand” (p. 4).

In reviewing this subject Mr. Bourne says :

“The recent enactments of the Legislature, by which the income of the Society was much increased, together with the fact that the pay system was deemed by some to be a compulsory method of making the people pay twice for their schools, combined with the pittance from that source, induced the Society to adopt the recommendation of the Treasurer, and it was abolished by a resolution of the board on the 3d of February, 1832, after a trial of five years, during which every effort had been made to remove objection, hold out inducements, and make the system contribute to inspire self-respect and self-reliance in the minds of those who were chiefly benefitted by the schools. The numerous cases of deception, and the excuses of every kind which were resorted to in order to evade payment, and the expedients to obtain a place on the register as pay pupils, without any intention of complying with the rules, were very mortifying to the Society, who found so general a disregard of fine moral sense among the people. It was, therefore, a source of relief to be able to abolish the system, under the prosperous condition in which the institution had been placed by the liberal endowment of the Legislature” (pp. 626, 627).

CHAPTER IX

THE SOCIETY'S RESOURCES INCREASED

WE will now return to the year 1828, in the early part of which (February 15th) an important address was issued to the public by the Society, outlining extensive plans for the future of the public schools. This address is deserving of more than casual attention. To quote the historian of the Society :

“This address develops the germ of many of the plans and measures which have since that time been made a part of the system of popular education in the city, and is valuable as a presentation of the philanthropic and enlarged views which were realized years afterward in part by the Society, but more fully under the change of system in 1842, when the Board of Education was organized” (Bourne, p. 110).

The address was adopted at the meeting at which the death of De Witt Clinton, the honored President of the Society from its establishment, was announced,¹ and it is not improbable that this stirring document was largely the work of his hand: if so, it is entitled to remembrance as the last of his unremitting efforts for the good of his fellow-men.

The address, in pointing out the inadequacy of the existing system of instruction, showed by careful estimates that upwards

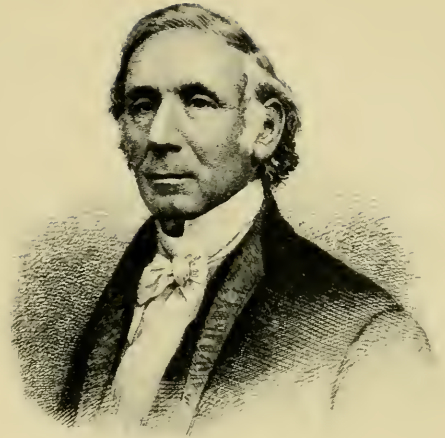
¹ Clinton died suddenly, while holding the office of Governor of the State, on February 11, 1828. The resolution adopted by the Trustees stated that “we view this event as a signal calamity to our country, to the cause of science and public improvement, and the many useful institutions of which the deceased was a distinguished ornament and patron; that he occupied a large place in the affection and respect of his countrymen, as one of the most able and successful benefactors; and that, as connected with this and similar associations, the cause of literature and benevolence has sustained in his death an unspeakable and irreparable loss.”

of twelve thousand children in the city between the ages of five and fifteen were "entirely destitute of the means of instruction," without taking into account the "children of tenderer years who ought to be introduced into infant schools." The Trustees struck the keynote of their future policy when they said that the "common schools are not the proper objects of a parsimonious policy, but are entitled to an endowment not less munificent than the best of our institutions. Neither the sick nor the destitute have higher claims upon us than the ignorant. The want of knowledge is the most imperative of all wants, for it brings all others in its train." The address said, further: "We hold that there is no object of greater magnitude within the whole range of legislation, no more imperative demand for public revenue, than the establishment of competent schools and seminaries of learning. We hold that, in the nature of things, nothing can be better entitled to a share of the public revenue than that from which private and public wealth derive all their value and security. In short, our schools are the very foundation upon which rest the peace, good order, and prosperity of society."

While the recent change of the free schools into public schools (the address proceeded) had to a considerable extent removed public instruction from its degrading associations with poverty and charity, still the result had not been so extensive as was expected. The Trustees expressed the hope of seeing public schools so endowed and provided that they should be equally desirable for all classes of society, and announced the principle, which has since become so firmly established, that the schools "should be supported from the public revenue, should be public property, and should be open to all, not as a charity, but as a matter of common right." They proposed to establish "infant schools," for children from three to six, greatly to enlarge the number of schools in which "a common English education is taught," to establish one or more high schools, in which should be taught practical mathematics, natural philosophy, bookkeeping, etc., a classical school, and "a seminary for the



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PRESIDENTS OF THE PUBLIC SCHOOL SOCIETY

1. Henry Rutgers. 2. Robert C. Cornell. 3. George T. Trimble.
4. Peter Augustus Jay. 5. Lindley Murray



education of at least such teachers as are required for common schools.”

In order to carry out these plans, the address recommended a tax of half a mill upon the dollar of assessed city property, and in support of this project appealed to the wealthy in these words: “We submit to the liberal consideration of the rich, whether their proportion of this money, expended for the purpose of disseminating wholesome knowledge and pure morals, would not be a profitable investment for their children; and whether their bonds and mortgages and public stocks are altogether beyond the reach of public opinion, and of that which must ultimately depend upon public opinion — the administration of the laws?” The Trustees also pleaded for the breaking down of the spirit of caste produced by ignorance, as a powerful motive for extending the means of education.

Copies of the address were extensively circulated (5000 being printed), and a petition to the Legislature in favor of the proposed tax, which was circulated during the remainder of the year, received upwards of 4000 signatures.¹ The work of arousing public sentiment was prosecuted with vigor throughout the year 1828; the aid of the Common Council was sought and obtained, that body presenting a memorial to the Legislature in favor of the tax but in reduced amount. The Legislature of 1829 passed an act levying a tax, not of half a mill as desired by the Society, but of one-eightieth of one per cent. The Trustees were disappointed on receiving only one-fourth of what they had asked for, but nevertheless were enabled to carry into effect a part of the plans for the enlargement of their work. The pay system, fully described in the preceding chapter, was continued; and the proposed high, classical, and normal schools could not be established.

Some relief was afforded to the Board of Trustees by an act passed at the same session of the Legislature authorizing the

¹ It was “signed by nearly five thousand of our most respectable citizens, comprising the names of a large portion of the tax-paying community.”—*Sketch*, 1842, p. 28.

Society to mortgage its real estate, and legalizing its action in raising loans by mortgages previously executed.

While the question of the tax was before the Common Council, a careful inquiry was instituted, on behalf of that body, regarding all the schools of the city, their general character, the number of pupils, etc. Regarding this the Annual Report for 1829 says :

“Much valuable information was thus collected, and a correct and very interesting view of the state of education in New York was obtained. . . . It appears that, about the 1st of February, the whole number of schools, of every class and quality (other than Sabbath), from Columbia College down to the most indifferent, was 463, under the charge of 484 principals and 311 assistant teachers, and containing 24,952 pupils. Of which numbers, our institution, in 11 buildings, counted 21 schools, with 21 principals and 24 assistant teachers (or monitors), and 6007 children. . . . The cost of educating the children in our schools may be estimated at \$2.75 each per annum, exclusive of interest on the buildings; and including the latter, it does not exceed \$4, or \$1 per quarter, . . .”

An abstract of this school census was included in the *Sketch* of 1842, in tabular form, and is of sufficient interest to be reproduced (see opposite page).

The committee of the Common Council drew “the appalling inference that there are 20,000 children between the ages of 5 and 15 who attend no schools whatever.” The Trustees add: “If one third be deducted from this number, as having probably left school previous to the age of 15, and 3000 more for any possible error in the data on which the calculation is founded, we have still the enormous number of 10,000 who are growing up in entire ignorance” (Annual Report, 1829).

In the Annual Report for 1827 reference was made to “a proposition for the establishment of a Central School for the instruction of teachers,” as having engaged the attention of the Board; but, it was added, “as considerable diversity of sentiment relative to it was manifested, it has not been finally acted upon.” This was the germ of the normal schools established a

NUMBER	REMARKS	AGES			ATTEND SUNDAY SCHOOLS	FIRST ELEMENTS	GEOGRAPHY, GRAMMAR AND ARITHMETIC	HIGHER BRANCHES	MATHEMATICS	DEAD LANGUAGES	FOREIGN LANGUAGES	MALES	FEMALES	WHOLE NUMBER OF PUPILS
		4 to 5	5 to 15	Above 15										
430	Private Schools	432	259	1013	4489	6907	7214	1869	492	442	850	7922	7398	15,320
3	Incorporated Schools	6	23	33	168	220	841	270	52	48	141	633	448	1081
19	Charity Schools	25	5	197	970	2430	960	15	12	1	4	1305	1239	2544
11	Public Schools	21	24	6007	3808	6007	475					3112	2895	6007
463	Total	484	311	1243	9435	15,564	9490	2154	556	491	995	12,972	11,980	24,952

few years later: a school of this character was one of those contemplated in the address of 1828.

As already stated, the address just mentioned favored the establishment of "infant schools" throughout the city, to receive children from three to six years of age. No time was lost in putting this idea into partial effect. A so-called "junior department" had already been organized in the basement of Public School 8 (in Grand street), in charge of a woman principal and a monitress, who received salaries of \$200 and \$75 respectively. Children of three years, and some even younger, were admitted. Hitherto children of all grades had been taught, under the Lancasterian system, in one department.

The plan of infant schools, in accordance with the ideas of Pestalozzi, had shortly before been taken up with much interest in this country, and a number of such schools had been opened in different cities. Early in 1827 the Infant School Society was established in New York, and under its direction a school was opened, in July of that year, in the basement of the Canal Street Presbyterian Church. Children from two to six years of age were received; but to such extremes had the new idea been carried in other cities that to some schools of this character infants of eighteen months were admitted!¹

In February, 1828, a committee of the Public School Society, after visiting this infant school and the junior department above mentioned, presented a comprehensive report on the subject, which pointed out that the system of the junior department was "the same as that of the public schools generally," *i.e.*, the Lancasterian system, while in the infant school the system was "a judicious combination of instruction and amusement," "calculated to form and elicit *ideas*, rather than mere literal knowledge, though this is by no means neglected." The committee recommended that the junior department be continued without change, and that an infant school be opened in the basement of No. 10 (in Duane street). This was done in the following May, the

¹ See Bourne, p. 658; Boesé, p. 50.

school being under the management of the Infant School Society, but under the direct control of the Public School Society.

The matter was further canvassed in the following year (1829), when a report was made in favor of the infant school system, in preference to the monitorial (Lancasterian) system employed in the junior department in No. 8; but, although the Trustees were desirous of establishing other infant schools, so called, they were deterred by questions of a financial and legal character. About the middle of the year 1830 it was decided to convert the junior department of No. 8 into an infant school, and in November of that year a resolution was adopted designating the schools for the youngest children as "Primary Departments." It was also decided to employ women teachers for the beginners. As the pay system was still in force, a tuition fee of two cents per week was prescribed. Thus was instituted the system of primary schools, and primary departments in the public schools, which from this time became an important feature of the Society's work.

For several years the funds of the Society had been considerably augmented by money received for licenses granted to dealers in lottery tickets, in accordance with a law passed on April 19, 1819. The license tax was divided between the Free School Society and the Institution for the Instruction of the Deaf and Dumb. In August, 1819, \$1000 was received by the Society from this source. In 1821, \$1875 was reported in the minutes; in 1822, \$825; in 1824, \$2625; in 1825, \$3625; in 1826, \$3875.¹ These moneys the Trustees received with reluctance, as they keenly appreciated the evils of the lottery system. The Annual Report for 1826 says:

"The principal sources of the annual revenue of the Society are, the Common School Fund, the State Annuity, which is paid from the City Excise Fund,

¹ A curious entry is to be found in the minutes of May, 1822, when an application was received from a man who had retired from the lottery business, after suffering great losses therein, who requested a return of his license money for the unexpired part of the year! The request was denied.

and the half cost of Lottery Licences (*sic*). The latter has increased considerably in amount, and the Trustees would remark in relation to it, that they would gladly relinquish this portion of their funds, if their so doing would put an end to the evils of the Lottery System. The Legislature, however, having deemed it expedient to provide by law, that the venders of tickets in this city shall be licensed, and that the one half cost of each license shall be paid to this Society, and the other half to the Deaf and Dumb Institution, the Trustees feel it their duty to receive the same, and appropriate it to the furtherance of the benevolent designs of the Society."

The matter was again referred to in the Annual Report for 1827, which stated the amount received from this source as \$4822.75. In 1830 the amount reported was \$4000; in 1831, \$7875; in 1832, \$5125; in 1833 (year ending May 3d), \$5125. In 1832 the Institution for the Deaf and Dumb applied to the Legislature for the appropriation to it of all the moneys received for lottery licenses, and secured the passage of a law to that effect, the Trustees of the Public School Society making no opposition.

Mention has already been made of the fact that the large number of children in the city who did not attend school had attracted most serious attention from the Trustees of the Society. In pursuance of their plans to reach the idle and vicious, as far as possible, they took an important step in 1828, when Samuel W. Seton was employed as "visitor."¹ Mr. Seton had been elected a Trustee of the Society in 1823, and remained a Trustee until the Society was dissolved. In a spirit of genuine philanthropy he entered upon his duties as "visitor," devoting his time to visiting vagrant children and their parents and canvassing among those who did not go to school.

"At this period, with the design of extending more widely

¹ Mr. Bourne says that Mr. Seton "entered upon his duties" on the first of February, 1827 (p. 119); and that he was appointed "in the month of May, 1827" (p. 615). The minutes of the Trustees show that on May 4, 1827, the Executive Committee was authorized "to employ a person to act as a General Inspector of the Schools and Visitor of the parents of the children, at a salary not exceeding \$800 per annum." Mr. Seton's first report, presented to the Board May 16, 1828, stated that he entered on his duties "on the first of February."

the benefits of instruction among the *indigent*, the trustees took into their employ an individual, (who, from a long course of voluntary labors, in endeavoring to promote the improvement of this class of our population, was peculiarly fitted for the office,) to visit families, and by conversing with the parents, to persuade the indifferent and careless to send their children to school, and partake of the benefits offered by them; and also to secure the more regular attendance of delinquent scholars. His labor, though not so successful as might have been hoped for, was nevertheless abundantly useful.”¹

Mr. Seton's title was changed to that of “agent” in 1833, and in this capacity he served the Society throughout its existence, acting as general business supervisor and having in charge the receipt and distribution of supplies.²

According to the Annual Report for 1830, there were in the eleven buildings of the Society twenty-one schools (including the junior department in No. 8 and the infant school in No. 10). In all the schoolhouses, except Nos. 1, 6, and 9, there were separate departments for boys and girls. The attendance was 6178.

¹ *Sketch*, 1842, pp. 26, 27. The Society never had a Superintendent for its schools.

² After the Public School Society was united with the Board of Education, in 1853, Mr. Seton was elected an Assistant Superintendent of Schools (in 1854), and assigned to the care of the primary schools. He remained in the employ of the Board in this capacity until his death, in 1869, at the age of eighty-two.

CHAPTER X

ANOTHER RELIGIOUS CONTROVERSY

EARLY in 1831 the Public School Society was once more brought face to face with the question of the participation in the Common School Fund of schools maintained by religious societies, which had been settled in its favor after the memorable controversy with the Bethel Baptist Church, beginning in 1822 and ending in 1825, as narrated in Chapter VI. By the ordinance adopted by the Common Council in 1825, the Orphan Asylum Society, which maintained an institution in the neighborhood known as Greenwich, was permitted to receive a share of the school moneys. This institution was frequently termed the Protestant Orphan Asylum, to distinguish it from the Orphan Asylum in Prince street, conducted by the Roman Catholic Benevolent Society. The friends of the latter, believing that it was unjustly discriminated against, submitted an application to the Common Council on March 7, 1831, for a *pro rata* share in the fund mentioned; and very shortly afterward a like application was filed by the trustees of the Methodist Charity School.

The Trustees and Executive Committee of the Public School Society were thoroughly alarmed by this new movement in opposition to what they deemed the best interests of the Society and of the community, and vigorously remonstrated against the granting of the privileges sought. On the 2d of May they submitted a written remonstrance to the Common Council, and this was followed on the 6th of that month by the adoption of an address to the public, stating in detail their reasons for opposing the applications. The committee of the Council having

the matter in charge had already decided to report favorably on the request of the Roman Catholic Benevolent Society. The Trustees in their statement claimed that the decision of the committee was a virtual abandonment of the "cardinal principles" established in 1825; that the petition should be rejected because "contrary to the fundamental principles of liberty and equal rights, to the Constitution of the State, and to a recent act of the Legislature"; that the Roman Catholic Benevolent Society was to all intents a close corporation; that "the school fund ought not to be diverted, in whole or part, to the purposes of sectarian instruction, but should be kept sacred to the great object, emphatically called COMMON EDUCATION"; that the Roman Catholic Benevolent Society had been excluded in 1825, along with other worthy societies, including the Female Association, which received children of every persuasion and inculcated no particular tenets, although chiefly under the patronage of individuals connected with the Society of Friends; that the Greenwich Asylum was non-sectarian and was not a close corporation; and that schools which were the property of a particular corporation, and from which all persons who did not belong to a particular sect might be excluded, were not common schools within the meaning of the State Constitution or of the recent statute authorizing the raising of money by taxation "to be applied exclusively to the purposes of the common schools" of the city.

On the other hand, it was contended by the friends of the Roman Catholic Asylum, to use the language of Mr. Boesé, that "the right of their orphans to the advantages of the school moneys was in every way equal to that of the inmates of the New York Orphan Asylum, who had for years enjoyed the benefits which the state thus provided for her needy and helpless little ones, and whose claim no one had thought of disputing; that if it were true that the institution whose rights they sought was in any sense a sectarian school, the same was practically and really true of the other asylum which was indeed popularly known and designated as the Protestant Orphan Asylum. Its

school-books and its religious exercises were, in several important particulars, distinctively Protestant, as was also its management, although the membership of the Society was ostensibly open to all; that the petitioners did not seek to take from these friendless ones the bounty which the state had so wisely and in such Christian spirit provided, but only to have another and equally necessitous gathering of homeless children admitted to the same privileges" (pp. 108, 109).

"It was also contended that the children in an Orphan Asylum, if not provided for in that way, would become a public burthen, not only as regards their schooling, but for their entire support."¹

In spite of opposition, the petition of the Roman Catholic Benevolent Society was granted, whereupon the Methodist Episcopal Church renewed its application, on the ground that for nearly forty years it had supported a school for male and female orphans and children of the poor and destitute. The matter was carried over into the following year. In March, 1832, a strong protest was made to the city Corporation by the Public School Society against the application made on behalf of the Methodist school, on the ground that its admission to a share in the school fund would be a violation of the Constitution and the laws and of good faith toward the public, and that a return to the "sectarian system" would not be tolerated. So important was the matter deemed that special committees were designated by the Society to interview the members of the Board of Aldermen individually. Although a report in favor of granting the application was made by the committee to which the matter was referred, the report was finally overruled and the application rejected by a vote of 8 to 3.

The Annual Report for 1832 touches on this matter at some length, and states that "the application is still before the Board of Assistants, and it may therefore become necessary to oppose the measure before the new Common Council." It does not

¹ Annual Report, Public School Society, 1832.

appear, however, that the application was renewed. In the Annual Report just mentioned the Trustees state that "they freely admit that there is a difference between orphan children, mostly very young, forming one family, fed and lodged under the same roof, and the children of private families scattered over the city, and who must of necessity leave home for the purpose of education, if educated at all," and add: "The claims of an Institution so meritorious as the one in question [the Roman Catholic Orphan Asylum], might have prevented opposition, had it not been for the pressing conviction, that the admission of the Asylum would induce others, under circumstances entirely dissimilar, to renew their applications for a portion of School Money." That these fears were not without reason has already been shown.

Ample funds being assured for carrying on and enlarging the work of the Society, and the pay system having been abolished (on February 3, 1832), as already told, the Board of Trustees took active steps in the direction of improving and multiplying the schools under its care.

In February, 1832, the question of conveying the Society's real estate to the city Corporation, and taking back a perpetual lease of the same, as authorized by the act of January 28, 1826 (see Chapter VIII), was again taken up, and a resolution adopted expressing the readiness of the Board to enter into such an arrangement. This was deemed advisable as making the public schools more truly what their name implied, and as tending to relieve the Society from the imputation that it was a close corporation. The proposed transfer was not effected, however, at that time, or later, the school buildings and other property remaining in the hands of the Society throughout its existence.

In the same month a committee was appointed to consider "the general state of Public Education in this city, and to prepare and report an extended plan of instruction, commensurate with the acknowledged wants of the city, and the greatly enhanced means placed by existing laws at the disposal of the

Society.”¹ Two members of the committee visited Boston to examine the public schools in that city. They were favorably impressed with what they saw, and made numerous important recommendations as to improving the system here. The first of these was in favor of establishing primary schools for young children, on the plan of having numerous small schools in rented rooms, within easy reach of little children who, in many cases, were unable to attend the public schools on account of the distance of the latter from their homes. A Committee on Primary Schools was appointed by the Board, and it was decided to organize ten such schools, for children from four to ten years of age, as speedily as possible; each school to be under the charge of a female teacher, and to have accommodations for about sixty children of both sexes. The first was opened in Orchard street in September, 1832, and in November the Committee reported that locations for five schools had been selected. In 1833 seven primary schools were in operation, and according to the Annual Report for 1834 there were seventeen primary schools, in addition to seven primary departments in public school buildings. This branch of work continued to expand, and when the Public School Society ceased to exist, in 1853, the number of primary schools had risen to fifty-four and there were fifteen primary departments in the public schools, besides three primary schools for colored children.

The visit of the above-mentioned sub-committee to Boston had another effect in drawing attention to the question of vagrancy. On this point the Annual Report for 1832 contains the following:

“The city of Boston, with a population more than two thirds less, expends annually nearly double the largest sum heretofore appropriated in a year to the purposes of public education in New York. Their system should of course be much more complete and effectual than ours; and although in some respects it is so — yet it may be stated with confidence, that the Schools of New York compare favorably with those of the same grade in Boston.

¹ Annual Report, 1832. The report stated that the permanent debt of the Society amounted to \$60,000.

“Truants in that city is deemed a criminal offence in children, and those who cannot be reclaimed, are taken from their parents by the Police, and placed in an Institution called the ‘School of Reformation,’ corresponding in many respects with our House of Refuge — from which they are bound out by the competent authority, without again returning to their parents. As a necessary consequence, the per centage of absentees, or the difference between the number of children on register and the actual attendance, is less in the Boston Public Schools than those of New York. This subject has during the past, as in former years, received the attention of the Trustees, and will probably be brought before the next Board, in connection with the general subject of non-attendance at any school, which exists to such an alarming extent in this city.”

The subject was immediately brought to the attention of the Common Council in a memorial representing the great apathy and negligence of the poor in sending their children to school, and resolutions were adopted by that body (approved by the Mayor May 10, 1832), as follows:

“Resolved, That the Trustees of the Public School Society, and the Commissioners of the Alms House, be requested to make it known to parents, and all persons, whether emigrants or otherwise, having children in charge, capable of receiving instruction, and being between the ages of five and twelve years, that unless said parents and persons, do or shall send such children to some Public or other daily School, for such time in each year as the Trustees of the Public School Society may from time to time designate, that all such persons must consider themselves without the pale of public charities, and not entitled, in case of misfortune, to receive public favor. ✓

“Resolved, that the Trustees of the Public School Society, and the Commissioners of the Alms House, are hereby authorized to take such steps as they may deem expedient, from time to time, to give the necessary publicity to the preceding Resolution, and the Commissioners of the Alms House are hereby requested to use such means as may be in their power and discretion, to carry the same into effect.”

These resolutions were extensively circulated by the Society in the form of handbills, and were posted throughout the city, with information as to the location of the several public schools, and the statement that they were at all times open for the reception of children of all classes.

In December, 1832, the committee on the reorganization of the system presented a carefully elaborated report, and its recommendations, after full consideration and discussion, were adopted, providing for a variety of changes and improvements, which are thus summarized in the *Sketch* of 1842 :

“The committee, on a revision of the system, having matured their views, reported, and the Board fully concurred in the proposed alterations, which embraced the following particulars, viz: a system of Primary schools under female teachers, for elementary classes in reading, spelling and writing, with elements of arithmetic, and geography, to be taught orally, and as far as possible with visible illustrations; the schools for this end to be supplied with a hemispherical map, a small globe, numerical frame, and black board. The course of studies in the upper public schools to be extended so as to embrace astronomy, algebra, geometry, trigonometry, and book-keeping: salaries to be raised, assistant teachers appointed, and recitation rooms provided to suit these arrangements; and a more extended use of maps, globes, and school apparatus; the system of mutual instruction to be retained, and the school taught in drafts by monitors, with the modification of being examined and instructed by the principal and the assistants in large divisions alternately in the class rooms. The system of writing from dictation and on slates, and the general gymnastic exercises of Lancaster to be retained, it being thought to confer greater energy and efficiency on the system, and to be promotive of method and order. Evening schools to be established for apprentices, and others who had left school without the advantages now to be offered. The primary schools were to be located generally through the wards, providing for the younger children of the population lying between the more distant upper schools” (p. 32).

The proposed elaboration of the system led the Trustees to agree upon certain changes in the monitorial system, which had long been their pride. In the Annual Report for 1833 they say :

“The Monitorial System will be continued with such modifications as may be found expedient; and it must be evident that the employment of an additional Instructor, with one or two well qualified salaried Monitors General, will enable the Trustees so to arrange the duties of the Teachers, that every child in the school shall receive the direct instruction of the principals to a much greater extent than heretofore; and so far as respects the higher branches, this will be almost exclusively the case, as the time of one of the teachers will be devoted to separate classes in the recitation rooms.

“The Trustees intend to introduce this system in full, as soon as circumstances will warrant. Assistant Teachers will be forthwith appointed, and the means afforded for instruction in all the branches of the proposed course: but the exclusion of the younger children from the Public Schools will be gradually carried into effect, as the number of Primary Schools shall be increased; and until this be done to an extent amply sufficient to accommodate all the junior classes, they will be received as heretofore into the Public Schools.”

The twelfth school of the Society was established in Seventeenth street, near Eighth avenue, and the building erected there was opened on January 17, 1831, the total cost being \$10,878.86. The building was destroyed by fire a few days afterward, but immediate steps were taken to rebuild it. The new building, pronounced “one of the finest school houses in the city,” was ready for use on the 29th of August following.

CHAPTER XI

EVENING SCHOOLS ORGANIZED

THE Annual Report of the Society for 1833 speaks of the intention of the Trustees to open several evening schools, for the benefit of apprentices in particular. It will be recalled that ten years previously, in 1823, the teachers employed by the Society were allowed to hold evening schools, "provided they furnish their own fuel and oil" and make good all damage to furniture, etc. (see Chapter VII); but there is no record of the success or failure of that arrangement. The first free evening schools were established in 1833, four being in operation from October of that year until March, 1834; they were attended by 1245 scholars. The plan adopted was to employ the regular teachers and monitors of the public schools, without extra compensation; and it was resolved that, in future engagements with male teachers, assistants, and monitors, it should be stipulated that they should give their services in the evening schools, if required by the Executive Committee, without additional pay. The experiment was not altogether successful. In 1835 the Annual Report stated that the success of the evening schools "has not fully corresponded with the wishes of the Trustees." The teachers, having an extra burden laid on them, took little interest in their work; there were troublesome questions in regard to discipline, etc.; and although the schools were continued for some time, they were quietly abandoned after three or four years, without formal action being taken.

In November, 1832, a proposition was received from the Manumission Society (see Chapter I) for the transfer of its schools for colored children to the Public School Society. The

proposition was regarded with favor, but, owing to legal obstacles and the necessity for legislative action, the transfer was not effected until 1834. The property transferred consisted of two lots and a building in Mulberry street, and a building in William street on land leased by the city in perpetuity, together with furniture, etc., as well as the equipment in seven hired rooms; the total appraised value being \$12,130.22. The Manumission Society enjoyed the right of participation in the Common School Fund, and its share was henceforth paid over to the Public School Society. The schools thus acquired were known as "African Schools," but in 1838 the name "African" was changed to "Colored." About 1400 pupils were registered in these schools at the time of the transfer, with an average attendance of one-half that number.

Another interesting event of the year 1834 was the establishment of a special school for the instruction of the female monitors employed in the primary schools and departments, which was held on Saturdays when the other schools were closed. Such instruction was made necessary by the change in the system whereby the monitors in the lower schools were deprived of the opportunities of pursuing their studies which they had enjoyed as long as the purely Lancasterian system was in operation. The school was so successful that in the following year a similar school for the monitors in the boys' schools (or departments) was established, to be held during the winter on five evenings of each week, and for the remainder of the year on Saturday mornings. A school was also provided for monitors in the colored schools. These schools in a short time came to be known as "normal schools," although normal instruction as now understood was not given in them, and under that name they passed over to the Board of Education and were continued for many years.

To quote from the *Sketch* of 1842 :

"In 1834, the number of Primaries having greatly increased, and occasioning the employment of very many monitors, who, from the elementary

character of those schools, were cut off from the opportunity of further improvement, it was suggested by the Committee on Teachers, that this deficiency might be supplied by establishing a school for their especial benefit, to be held on the last day of the week. Such a school was then organized, when it was soon perceived, that in its successful operations, it might prove the foundation of a normal school of peculiar excellence for training and supplying teachers for the Institution, better fitted than any others for its purposes. This plan was accordingly extended, and another opened for the monitors of the male school, which from November to March should be held five evening sessions per week ; and another for the improvement of the monitors of the Female Colored Schools, embracing several Primaries, in which were girls employed under the like disadvantages. A proposition was soon after carried into effect to receive and admit to the privileges of these schools such of the pupils of the 9th class of the upper schools as from peculiar intelligence, industry, and decided taste for the pursuits of learning, might be recommended by the teacher as solicitous of such advantages. These in the normal schools are denominated ‘cadets’ ; and those qualified by advancement, and desirous of such a station, are appointed as monitors, under pay” (p. 33).

To furnish a standard of comparison with the salaries paid to teachers at the present time, it may be worth while to introduce at this point the “Tariff of Salaries” adopted by the Board of Trustees in November, 1836 :

	PER ANNUM
Principal Teachers of the Male Department not to exceed . . .	\$1000
Assistant Teachers of the Male Department not to exceed . . .	700
Passed Monitors of the Male Department not to exceed . . .	400
First Monitors of the Male Department not to exceed . . .	200
Second Monitors of the Male Department not to exceed . . .	100
Teachers in the Female Department not to exceed . . .	450
Assistant Teachers in the Female Department not to exceed . . .	300
First Monitors in the Female Department not to exceed . . .	125
Second Monitors in the Female Department not to exceed . . .	100
Teachers in the Primary Department not to exceed . . .	275
Assistant Teachers in the Primary Department not to exceed . . .	160
First Monitors in the Primary Department not to exceed . . .	100
Second Monitors in the Primary Department not to exceed . . .	75
Teachers of the Primary Schools not to exceed	200
and \$2.50 per annum for each child in daily attendance over sixty, the additional number so allowed for not to exceed thirty.	
First Monitors of Primary Schools not over	100

The number of schools had now increased to fifteen, not including the two schools for colored children. No. 13, in Madison street, was opened in May, 1833, and No. 14, in Houston street, in November, 1833. The next school established was No. 15, in East Twenty-seventh street, in May, 1835. No. 16, in Fifth street, near Avenue D, was opened in April, 1838.¹

In 1837 the Board of Trustees decided to employ a superintendent of repairs to look after all minor work necessary to be done in school buildings, such as repairs, painting, etc. A workshop was established in Thompson street, and Amnon Macvey was appointed foreman, at a salary of \$750 per annum, which was increased to \$900 in 1845. Mr. Macvey was in the employ of the Public School Society and of the Board of Education for about thirty-five years, and was the architect of a large number of school buildings. From the small beginning in 1837 the present Bureau of Buildings in the Board of Education has grown.

In the year just mentioned an important change in Public School No. 1 was made, as the decision of the city authorities to extend Centre street required the demolition of the building dedicated by De Witt Clinton in 1809. The colored school in William street had been removed to a new building erected in 1836 in Laurens street (now West Broadway), and on the lots in William street, near Duane, which were leased from the city, a new and substantial building for No. 1 was erected; it was opened on October 16, 1838.² Pending the completion

¹ The original numbers attached to the buildings of the Public School Society were retained until the summer of 1853, when, on account of the sale of No. 10, the higher numbers were changed, No. 11 becoming No. 10, etc. The schools on the sites above mentioned are now Public Schools 12, 13, 14, and 15.

² The building of School No. 1, in William street, was demolished in 1860, on account of the opening of New Chambers street; for a short time the school was carried on in rented premises at No. 33 Rose street; but in 1863 a schoolhouse was built in Vandewater street, near Pearl, which was known as No. 1 until 1897, when present Public School 1, at Henry, Catherine, and Oliver streets, was erected. The school in Vandewater street has since been known as Public School 180.

of the new schoolhouse, the two departments of No. 1 were quartered in neighboring churches.

“As the want of adequate means prevented the Trustees from establishing, as a part of the system contemplated in their improvements, a High school for the further instruction of those scholars, who had advanced to the limit of the branches taught in the public schools, the Board were the more gratified by the advantages held out by Columbia College, and the University, with their preparatory schools, in offering for their use a sufficient number of scholarships for the then condition of the schools; for it was found that the committee having charge of this subject have few applicants for the privilege, owing to the constant desire of parents to remove their children from school even before they have received all the benefits offered by them. A number, however, have availed themselves of these benefices, and with great credit” (*Sketch*, 1842, p. 34).¹

About this time the Trustees took up the question of erecting a special building for their headquarters, to provide a place for their meetings, a depository for school supplies, etc., and in 1839 it was decided to purchase property on the northwest corner of Grand and Elm streets for \$19,500. There the building known for a number of years as Trustees' Hall was built. It was completed in 1840. It was used not only for the offices and depository of the Society, but normal and primary schools were held in it, and for a number of years two stores in the building were rented.² The building was enlarged by the Board of Education in 1854 by the addition of a fourth story. It was occupied as the Hall of the Board of Education from 1853 to 1900. Since 1900 it has been used as a high school annex.

¹ In this connection the following extract from a report of the Society's Committee on Free Scholarships in Columbia College, which appears in the minutes of the Board of Trustees under date of February 5, 1836, is of interest:

“In No. 10 Abraham S. Hewitt. He is described as one of the best scholars in the school and has (*sic*) having some knowledge of Latin. He is in his 14th year.”

² In the Annual Report of William L. Stone, County Superintendent of Schools, for 1843, this building is mentioned as a “spacious and substantial edifice.”

In October, 1838, the members of the Public School Society and the friends of education in New York were called upon to mourn the death of Joseph Lancaster, whose system of instruction was so vitally identified with the work of the Society. After visiting School No. 7, in Chrystie street, he was knocked down by a horse and carriage while crossing Grand street, and so seriously injured that he died two days later. His death occurred in Williamsburgh. The minute adopted by the Society in reference to Mr. Lancaster stated that he "travelled extensively in both hemispheres, for the purpose of introducing and promoting his admirable system of education: a system which is rapidly ameliorating the condition of man, and extending the blessings of education to millions who might otherwise have lived and died in the darkness of ignorance."

After referring to Lancaster's visit to New York in 1818, Mr. Randall says :

"Twenty years afterward, in 1838, he again visited the city, and ineffectually endeavored to re-establish his system. The lapse of nearly an entire generation had thrown it into the shade—educational science, in its rapid progress, had superseded it by new methods and more modern ideas—his proposals were respectfully declined; and a few days subsequently a fatal street accident terminated his life. All honor to his memory! As the pioneer of elementary public instruction, he accomplished a vast amount of good in both hemispheres; obtained the confidence and regard of many of the greatest, wisest, and best statesmen and philanthropists of the age; and left the impress of his genius strongly marked upon the earliest developments of our great system of public instruction."¹

¹ *History of the Common School System of the State of New York*, p. 32.

CHAPTER XII

THE CONTROVERSY OF 1840

THE year 1840 witnessed the beginning of another controversy on the question of applying public school moneys to the support of schools under the control of religious societies. This controversy was destined to have very far-reaching effects upon the system of public education in the city of New York, leading to the establishment of the Board of Education and, a few years later, to the dissolution of the Public School Society. While the leading spirits of the Society felt that nothing in their previous history had affected their vital interests so closely, no one was far-sighted enough to perceive what momentous results were to follow.

In his annual message for the year mentioned, Governor William H. Seward made the following statement, which was considered by many to have a bearing upon a question that had not been settled in this city :

“ The children of foreigners, found in great numbers in our populous cities and towns, and in the vicinity of our public works, are too often deprived of the advantages of our system of public education, in consequence of prejudices arising from difference of language or religion. It ought never to be forgotten that the public welfare is as deeply concerned in their education as in that of our own children. I do not hesitate, therefore, to recommend the establishment of schools in which they may be instructed by teachers speaking the same language with themselves and professing the same faith. There would be no inequality in such a measure, since it happens from the force of circumstances, if not from choice, that the responsibilities of education are in

most instances confided by us to native citizens, and occasions seldom offer for a trial of our magnanimity by committing that trust to persons differing from ourselves in language or religion."

In February, 1840, trustees and members of the Roman Catholic churches in the city, seven or eight in number, which maintained free schools, submitted to the Common Council an application for a share of the school moneys. A large number of influential citizens were interested in this movement, who claimed that they had good reason to be dissatisfied with the management of the Public School Society. It was "alleged that although the society belonged to no particular religious denomination, and although it did not teach directly the creed of any particular sect, that still its schools were practically sectarian, and that its books and instruction had so strong a bias in favor of Protestantism that Roman Catholics, who were a large class of our citizens, and by universal consent entitled to a perfect equality of rights, could not conscientiously send their children to the schools." ¹

The Trustees and Executive Committee of the Society took immediate steps actively to oppose the application as "unconstitutional and inexpedient." Before the end of February two remonstrances were submitted, in the second of which the history of the distribution of the Common School Fund was reviewed. Attention was called to the fact that ninety-seven schools of various grades ² were conducted by the Society, in which upwards of twenty thousand children received instruction during the previous year. It was asserted that these were emphatically common schools within the meaning of the statute; that in selecting teachers no regard was paid to the sectarian views of candidates; and it had, in fact, been ascertained, since the application above mentioned was filed, that at least six of the

¹ Annual Report, Board of Education, 1853, p. 38.

² There were now forty-six primary schools and twelve primary departments, besides one primary department and five primary schools for colored children.

teachers in the public schools belonged to the Roman Catholic Church.

This remonstrance was printed and circulated freely, in order to arouse and concentrate public opinion in opposition to the pending application. It was accompanied by resolutions adopted by the Commissioners of School Money,¹ to the effect that "Schools created and directed by any particular Religious Society, should derive no aid from a fund designed for the common benefit of *all* the youth of this city, without religious distinction or preference."

Petitions similar to that received from the trustees of the Catholic schools were also presented by the Hebrew Congregation in Crosby street and by the Scotch Presbyterian Church; and remonstrances against the diversion of the public funds were filed by a number of individuals and churches, in addition to those of the Public School Society.

All these papers were referred by the Board of Assistant Aldermen to its Committee on Arts, Sciences, and Schools, which gave a public hearing on the 12th of March, 1840. The entire question was reviewed in the elaborate report of the Committee, the conclusion of which was that the petitioners had not made out a valid claim to participate in the school fund. This report was adopted by the Board of Assistants, on April 27th, by a unanimous vote.

While the matter was pending before the Board of Assistant Aldermen, the question of the sectarian character of sundry passages in certain books used in the public schools was raised. This was not an entirely new question. In 1834 the Roman Catholic Bishop of New York had submitted to the Public School Society a proposition that a Roman Catholic teacher

¹ The Commissioners of School Money were a board of seventeen citizens appointed by the Common Council; it was their duty "to visit all Schools that participate in the School Fund, and report their condition to the Corporation of this City, and to the Superintendent of Common Schools at Albany" (see Annual Report, 1840, p. 27). The remonstrance summarized above and the resolutions of the Commissioners of School Money were printed in full in the Annual Report for 1840.

should be appointed in one of its schools, and that the books used should be submitted to him and such passages expunged as might be found objectionable, in order that Catholic children might attend the school without restriction. A committee was appointed by the Society to confer with the Bishop, and a communication was subsequently sent to him, expressing the strong desire of the Trustees that the children of Catholics should attend the public schools, and suggesting that Catholics desiring to take an active part in the management of the same should become members of the Society or of its Board of Trustees. The communication added: "The board have always desired, and do now decidedly wish, so to conduct the schools under their charge, as that all Christian sects shall feel entire freedom in sending their children to them. And if there be in the system of the schools, or in the books used in them, any matter which can reasonably be objected to by any denomination, they would gladly remove the same." No reply was received, and nothing was done at that time towards expunging offensive passages from school books.

The question was brought forward again in March, 1840, in a letter addressed to the Public School Society by a Roman Catholic clergyman, the Rev. Felix Varela, who asked to be furnished with a set of the reading books used in the public schools. The request was complied with, and a resolution was adopted stating the desire of the Trustees to "remove every objection which the members of the Catholic Church may have to the books used or the studies pursued in the public schools." A committee was appointed to examine the books used in the schools, and correspondence was carried on for some time with the Rev. Mr. Varela, Vicar-General Power, and Bishop Hughes, whose co-operation in pointing out the matters objected to was sought, in order to divest the schools of any sectarian character or bias. This co-operation was not granted, as the Catholics felt that the mere expurgation of school books would not remove what they regarded as objectionable in the public schools. The

Society, however, decided to erase sundry articles and paragraphs, to paste leaves together in some places, and to take other like measures, in order to do away with whatever might be considered offensive.¹

But the result sought was not attained. "The revision and expurgation of the books was continued under the direction of the board, and all the objectionable passages were either stamped with ink from a wooden block, or the leaves pasted together or removed, or a volume discontinued as a text-book or a library-book. This course, however, on the part of the trustees, was not satisfactory, and did not in the least abate the demands of the applicants for a separate provision to be made for their schools from the school fund, and the controversy subsequently became more animated than ever before. The mutilated volumes were gradually worn out and rendered unfit for use, and were replaced by new books, which were permitted to go into the schools without change or expurgation, and the discussion in reference to the text-books subsided."²

The Annual Report for 1841 makes the following mention of the subject: "The Board of Trustees, being sincerely desirous of removing every possible objection to the course of instruction in their schools, to which the most conscientious could with propriety object, resolved upon the expurgation of the books used in them, of every passage casting imputations upon the doctrines, practices, or characters, as such, of the Roman Catholic Church or its members, in the vain hope, as it proved, of putting an end to the difficulties. They lament that their efforts have thus far failed of accomplishing the end so earnestly desired by every philanthropic mind."

¹ Among the passages it was decided to erase was the article "John Huss" in *Putnam's Sequel*. It contained the following sentence: "Huss, John, a zealous reformer from popery, who lived in Bohemia toward the close of the fourteenth, and the beginning of the fifteenth centuries. He was bold and persevering; but at length, trusting to the deceitful Catholics, he was by them brought to trial, condemned as a heretic, and burnt at the stake."

² Bourne, pp. 348, 349.

The following declaration of the position of the Society was submitted to the Board of Trustees on November 6, 1840, but was laid on the table :

“In consequence of unfounded rumors prevalent in the city, the Trustees of the New York Public School Society deem it proper to state that the obliterations in the books used in the public schools have been made under their direction, from an earnest desire to remove, as far as possible, all obstacles to the co-operation of every portion of the community with them in the business of public education. They further deem it proper to state, that this matter of expurgation has been long a subject of consideration with them, and has only been delayed for the reasons set forth in their address now before the public.”¹

Meanwhile the Catholics, undeterred by the action of the Board of Assistant Aldermen, had decided to renew their application, and several meetings had been held. A strong petition to the Board of Aldermen was adopted on September 21st (1840), the schools named therein being St. Patrick's school, St. Peter's school, St. Mary's school, St. Joseph's school, St. James' school, St. Nicholas' school, Transfiguration Church school, and St. John's school; and this was promptly followed by protests and remonstrances from the Public School Society and from representatives of the Methodist Episcopal Church.² A special meeting of the Board of Aldermen was held on October 29th, and continued on the 30th, at which the subject was discussed exhaustively by Bishop Hughes for the Catholics, Theodore Sedgwick and Hiram Ketchum for the Public School Society, the Rev. Dr. Thomas E. Bond, the Rev. Dr. Nathan Bangs, and Dr. David M. Reese for the Methodist Episcopal Church, the Rev. Dr. Knox for the Dutch Reformed Church, and the Rev. Dr. Gardner Spring for the Presbyterian Church. The debate was carried on with great spirit, in the presence of a very large assembly of deeply interested listeners.

¹ The “address” referred to was doubtless one of the several memorials presented on behalf of the Society to the Common Council during this year.

² It is interesting to note the change in the attitude of this church from that taken in 1831-1832 (see Chapter X).

The special committee to which the matter had been referred spent some time in visiting the schools of the Public School Society, and also the schools of the petitioners, and made ineffectual attempts to bring about a compromise. Finally, on January 11, 1841, it presented a report adverse to the granting of the petitions, and this was adopted by the Board of Aldermen by a vote of 15 to 1.

Having been defeated by a unanimous vote in one branch of the Common Council, and by a vote all but unanimous in the other, the Catholics decided to carry the question to the Legislature for settlement.

CHAPTER XIII

THE BOARD OF EDUCATION ESTABLISHED

A STRENUOUS and well-directed campaign was at once organized by the Catholics, who were undaunted by their overwhelming defeat in the Common Council, described in the preceding chapter. Early in 1841 meetings were held in every ward and petitions were widely circulated, about seven thousand signatures being obtained. It was deemed inexpedient, however, to present the petitions at Albany as emanating from the Roman Catholics as a religious body, and when laid before the Legislature they appeared as petitions from citizens of New York City. Petitions from citizens, protesting against any diversion of the school moneys from their lawful objects, were also forwarded to the Legislature. All these memorials were referred to the Hon. John C. Spencer, Secretary of State and *ex officio* Superintendent of Common Schools.

On the 26th of April Mr. Spencer presented a long and important report, in which he reviewed at considerable length the work of the Public School Society in providing means of education in this city. While on the whole commending it, he pointed out that, in spite of "the commendable and vigorous efforts" of the Trustees, less than half of the children in New York between four and sixteen years of age were receiving the benefits of education. He referred to the anomaly that a "private corporation, existing independently, not amenable in any form to the laws or to the Legislature," should perform an important function of government, and stated that education could not be considered a subject of local interest in the city of New York more than in any other part of the State; that "however acceptable

the services of such a Society may have been in the first imperfect effort to establish common schools, however willing the people may have been to submit to an institution which promised immediate benefit, and however praiseworthy and successful may have been its efforts, yet it involves a principle so hostile to the whole spirit of our institutions, that it is impossible it should be long sustained amid the increased intelligence which its own exertions have contributed to produce, especially when other and more congenial means of attaining the same objects have been pointed out, and when, therefore, the necessity which called it into existence has ceased"; that in Boston, with schools "equal, if not superior, to any others in our country," the managers of the schools had for years been elected by the people in the several wards; that "it must be admitted that the Public School Society has not accomplished the principal purpose of its organization, and for which the public funds have been so freely bestowed upon it—the education of the great body of the children of the city."

Mr. Spencer therefore outlined a plan of education in New York City, which provided for the election of a commissioner of common schools in each ward; the extension of the general school laws of the State to the city, with certain modifications; the transfer to such commissioners of "the schools of the Public School Society, and the schools of the other associations and asylums now receiving the public money, as schools under their general jurisdiction, leaving the immediate government and management of them to their respective trustees and directors"; the establishment, by the commissioners, of schools in other parts of the city, as district schools; and the payment of the public school money by the Chamberlain directly to the commissioners.

Governor Seward and Commissioner Spencer visited New York and held personal consultations with the Trustees of the Public School Society and their opponents; and a full hearing was given by the Senate Committee on Literature. In answer to Mr. Spencer's report, the Trustees of the Society presented

an elaborate memorial and remonstrance. They devoted considerable space to refuting his statement regarding the number of children unprovided for, and offered three objections to the scheme proposed, viz. : (1) its tendency to associate itself with party politics, (2) its want of uniformity, and (3) its incapacity to remove the difficulties alleged to be inherent in the present system.

The bill introduced by the Committee on Literature differed in many points from the recommendations made by Mr. Spencer ; but as, after considerable debate, it was decided to postpone action until January, 1842, it need not detain us longer. The decision of the Senate to postpone action was made by the narrow vote of 11 to 10.

The school question became an important issue in the succeeding campaign in this city, and every effort was made by both parties to the controversy to influence the election of Senators and Assemblymen. Letters were written to all the candidates, asking them to answer the question whether or not they favored the Public School Society. The result of the election was not decisive, and the battleground was again shifted to Albany.

In his annual message for 1842 Governor Seward treated of the subject at some length. After stating that there were twenty thousand children in New York, of suitable age, who were "not at all instructed in any of the public schools, while the whole number in all the residue of the state, not taught in common schools, does not exceed nine thousand," he proceeded :

"Happily in this, as in other instances, the evil is discovered to have had its origin no deeper than in a departure from the equality of general laws. In our general system of common schools, trustees chosen by tax-paying citizens, levy taxes, build school-houses, employ and pay teachers, and govern schools which are subject to visitation by similarly elected inspectors, who certify the qualifications of teachers ; and all schools thus

constituted participate in just proportion in the public moneys, which are conveyed to them by commissioners also elected by the people. . . . In the public school system of the city, one hundred persons are trustees and inspectors, and, by continued consent of the Common Council, are the dispensers of an annual average sum of \$35,000, received from the Common School Fund of the state, and also of a sum equal to \$95,000, derived from an indiscriminating tax upon the real and personal estates of the city. They build school-houses chiefly with public funds, and appoint and remove teachers, fix their compensation, and prescribe the moral, intellectual, and religious instruction which one eighth of the rising generation of the State shall be required to receive. Their powers, more effective and far-reaching than are exercised by the municipality of the city, are not derived from the community whose children are educated and whose property is taxed, nor even from the state, which is so great an almoner, and whose welfare is so deeply concerned, but from an incorporated and perpetual association, which grants, upon pecuniary subscription, the privileges even of life-membership, and yet holds in fee simple the public-school edifices, valued at eight hundred thousand dollars. Lest there might be too much responsibility, even to the association, that body can elect only one-half of the trustees, and those thus selected appoint their fifty associates. The philanthropy and patriotism of the present managers of the public schools, and their efficiency in imparting instruction, are cheerfully and gratefully admitted. Nor is it necessary to maintain that agents thus selected will become unfaithful, or that a system that so jealously excludes popular interference must necessarily be unequal in its operation. It is only insisted that the institution, after a fair and sufficient trial, has failed to gain that broad confidence reposed in the general system of the state, and indispensable to every scheme of universal education. . . . I submit, therefore, with entire willingness to approve whatever adequate remedy you may propose, the expediency of restoring to the

people of the city of New York — what I am sure the people of no other part of the state would, upon any consideration, relinquish — the education of their children. For this purpose, it is only necessary to vest the control of the common schools in a board to be composed of commissioners elected by the people; which board shall apportion the school moneys among all the schools, including those now existing, which shall be organized and conducted in conformity to its general regulations and the laws of the state, in the proportion of the number of pupils instructed. It is not left doubtful that the restoration, to the common schools of the city, of this simple and equal feature of the common schools of the state, would remove every complaint, . . .

“This proposition, to gather the young from the streets and wharves into the nurseries which the state, solicitous for her security against ignorance, has prepared for them, has sometimes been treated as a device to appropriate the school fund to the endowment of seminaries for teaching languages and faiths, thus to perpetuate the prejudices it seeks to remove; sometimes as a scheme for dividing that precious fund among a hundred jarring sects, and thus increasing the religious animosities it strives to heal; and sometimes as a plan to subvert the prevailing religion and introduce one repugnant to the consciences of our fellow-citizens; while in truth, it simply proposes, by enlightening equally the minds of all, to enable them to detect error wherever it may exist, and to reduce uncongenial masses into one intelligent, virtuous, harmonious and happy people.”

The committee to which this part of the Governor's message was referred reported a bill providing for the election of commissioners and inspectors of common schools in each ward and extending to the city the general laws of the State relating to such officers. After an animated debate, the bill was passed, with some amendments, and was signed by the Governor April 11, 1842. This law established the first Board of Educa- ✓

tion in New York City, composed of two Commissioners of Common Schools for each ward, to be chosen at a special election in June, at which two Inspectors and five Trustees for each ward were also to be elected. The provisions of the general school law of the State were extended to the city, and each ward was to be considered as a separate town. The schools of the Public School Society and those of other incorporated societies were continued under the management of their respective trustees, and it was distinctly provided that no school in which "any religious sectarian doctrine or tenet shall be taught, inculcated, or practised" should receive any portion of the school moneys.

The important change thus effected was summarized in the Annual Report of the Board of Education for 1853 (the year in which the union of the Public School Society with the Board occurred) in these words: "The subject was brought before the Common Council again, in 1840, and discussed with extraordinary ability on all sides. It was thence transferred to the legislature of the State in 1841, and became so important a question of state policy that at the opening of the session of 1842, the Governor, in his Annual Message, after stating that under existing circumstances twenty thousand children in the city were practically unprovided with instruction, proceeded as follows":

The Report then recites a portion of the language already quoted from the message, and continues:

"This recommendation of the Governor was extremely unacceptable to a large portion of the people of the city, and had it not proposed to preserve the schools of the Public School Society which had, deservedly, the confidence and affection of so large a number of the citizens, it is doubtful whether the popular will would have allowed the recommendation of the Governor to go into useful effect. As it was, however, the Legislature adopted the views of the Executive and by law introduced into this city the Common School System which had prevailed for

thirty years in the residue of the State, placing the management of the schools in the hands of Inspectors, Trustees, and Commissioners elected by the people—still allowing the Public School Society and other corporations to continue their existing schools and participate in the public funds according to the number of their scholars—but prohibiting such participation to any school ‘in which any religious sectarian doctrine or tenet shall be taught, inculcated or practised’” (pp. 38, 39).

The result of the prolonged contest was naturally viewed by the Public School Society, which had so stoutly opposed any change in the existing system, with grave apprehension. The Annual Report for 1842 touches on the subject briefly:

“After a successful career of thirty-seven years, . . . it has pleased the Legislature of our State to enact a statute which the Trustees fear will result in subjecting their noble Institution to the blighting influence of party strife and sectarian animosity. The glory of their system, its uniformity, its equality of privilege and action, its freedom from all that could justly offend, its peculiar adaptation to a floating population embracing an immense operative mass, unable from their circumstances to devote many years to educational pursuits—is dimmed, they fear, forever. . . .

“How far and how long the Board may be able to continue their schools under the intricate provisions of the ‘Act,’ they are at this time [May 6, 1842] unable to ascertain. It may be sufficient to say, that the simple, comprehensive and compact system matured through so many years assiduous examination and careful adaptation to its object, is about to be impaired if not destroyed by the introduction of another of complex character, a system, which if not impracticable, is in their judgment ill suited to a city population.”

The Society was now burdened with a debt of \$103,000, and the Trustees felt under the necessity of being guided by extreme prudence in their future work. Nevertheless they proceeded with the erection of the building intended for their seventeenth school, which was built on property previously purchased in

Thirteenth street, near Eighth avenue. The school was opened early in January, 1844. This building is, perhaps, deserving of more than passing notice, since at the time it was regarded as a model schoolhouse. The thirty-ninth Annual Report of the Society (for 1845) contained a cut of the building, with a description, plans, etc., accompanied with a statement that the building "embraces some important improvements in this department of architecture." A woodcut of No. 17 was printed on the cover page of the annual reports for several years following. Although a plain brick structure, three stories in height, without any architectural features of note, this building was the subject of special remark among educators. County Superintendent Stone, in his annual report for 1843, after speaking of the "noble edifices" of the Public School Society, said: "The largest and most commanding school edifice of the society, No. 17, is now just being completed. It is situated in the upper part of the city, upon Thirteenth street, near the Eighth avenue. In this building are united all the improvements of more than thirty years experience, and it appears to me to be the perfection of what a school house, for such large schools as we have in New York, should be." The annual report of County Superintendent D. Meredith Reese for the year 1844 refers to No. 17 as a "model building," and says that it "is every way superior to any other." Dr. Reese states the cost of the building as follows:

Cost of ground	\$ 6000
Cost of building	8400
Cost of fitting up, furniture, &c.	1450
Cost of supplies	800
Cost of stoves, &c.	350
Total cost of No. 17, opened in January, 1844	<u>\$ 17,000</u>

CHAPTER XIV

THE TWO SYSTEMS SIDE BY SIDE

THE newly created Board of Education (consisting of thirty-four members — two for each of the seventeen wards) found its course beset with many difficulties. Mr. Boesé sums up the situation thus :

“ The outgrowth of intense excitement and bitter controversy, the subject of misconception and misrepresentation, with the prejudices, animosities, and fears of a large and influential portion of the citizens arrayed against it, the new system had to contend with difficulties that seemed well-nigh insuperable. A powerful and compact organization, strong in the character and influence of its individual members and the justly-earned approbation and sympathy of hundreds of thousands, already occupied a large portion of the field. The one thoroughly centralized, from its origin, and disciplined by long experience, both as an organization and from the continuance of its individual members, with subordinate committees and local sections, all of its own erection, and responsible to the central power ; the other, discrete, apparently incoherent, with as many independent boards as there were wards in the city — a complex machinery of trustees, inspectors, and commissioners from all classes of society, and with powers and duties not so sharply defined as to prevent injurious disputes — with the central Board of Education virtually dependent upon the dictum of the local ones, with officers of every grade without experience, it would seem a wonder that the new system had not died at its very birth. But it contained a vital element more than sufficient to overcome all these difficulties, more than enough to overbalance the advantages possessed

by its powerful rival. *It was based on a DIRECT and IMMEDIATE APPEAL TO THE PEOPLE.* No body of men, no matter what their character or social standing, were placed, without or against the *will* of the people, between them and their children. If they have one interest which, in this land of self-government, they should jealously guard, and keep as closely as possible under their control, surely it is the selection of those into whose hands is committed that most sacred and responsible trust, the education of their offspring" (pp. 68, 69).

Owing to the peculiar provisions of the act of 1842, the Board of Education was unable to open any schools during the year in which it came into existence. The first school established was opened on January 16, 1843, in the Twelfth Ward, and was designated as District School No. 1.¹ The first Annual Report of the Board, adopted May 30, 1843, showed that five district schools, one district primary school, and one district colored school had been organized. In 1844 there were sixteen district schools (including one primary and one colored); in 1845, eighteen ward schools, two primary schools, and one colored school; in 1848 the number of ward schools was twenty, besides two ward primary schools and two colored ward schools.

The act of 1842 was soon found to be very inadequate for the purposes intended. How it was regarded by those appointed to execute it may be judged by the following excerpt from the Annual Report of the Board of Education for 1843:

"If the design of the act of April 11th, 1842, was to destroy that system [the system established by the Public School Society], and to substitute in place of it, the defective and imperfect system which prevails throughout the State, then it exhibits a lamentable want of practical acquaintance with the subject, and

¹ The term "district school" was used in the Annual Reports of the Board of Education for 1843 and 1844. In 1845 the schools were termed "ward schools," which designation was used for a number of years. The law of 1844 prescribed "ward school" as the appropriate term.

an ignorance of the wants of this community, such as would be manifested by an attempt to extend the laws and customs of savage life over civilized society.”

Fortunately, amendments were made in 1843 and 1844 which rendered the new law more workable. One of the most serious defects remedied by the “Act more effectually to provide for common school education in the city and county of New York,” passed May 7, 1844, was the provision in the earlier law giving discretionary power to the school officers of the wards in the matter of erecting new schoolhouses and opening new schools. By the act last mentioned this power was vested in the Board of Education.¹

“The locations [for new schoolhouses] selected by the ward officers,” says Mr. Boesé, “had little or no reference to ward lines. By the provisions of the law, any pupil residing in the county was entitled, as in the case of the Public Schools, to attend any school. Availing themselves of this, officers often chose sites close to the ward lines, sometimes not far from the junction of several wards, so as to draw pupils from other wards, while secure that no other school could be built in their own. Some of the Public Schools suffered greatly from having new schools erected within a very short distance. The buildings were mostly small, and injudiciously constructed. In all matters involving expenditure, the trustees and the Board of Education were practically held in check by the rigid economy of the Public School Society, now more rigid than ever, it being highly important to either party that there should be no unfavorable comparative statement as to cost” (pp. 69, 70).

The buildings erected up to 1850, including sites and fitting up, ranged in cost from \$10,752.54 (for Ward School

¹ By this change a “salutary check” was “imposed upon the proceedings which had plunged the city already into so fearful an amount of debt.” See annual report of County Superintendent Reese, dated December 31, 1844. Dr. Reese pointed out that the total amount of taxes levied for school purposes in the city and county of New York since the passage of the law of 1842 was \$625,462.15.

No. 1, the site for which was granted by the Corporation) to \$30,661.26 (for Ward School No. 10).¹

Most of the ward schools were organized with three departments, on the same plan as that adopted in the public schools. Each ward was practically a school district, and in each district the Trustees were the most important officers. They had exclusive authority to employ teachers, and to pay their wages by drafts on the Commissioners of the wards, and they also had the safe keeping of all property belonging to the schools. No teacher could be employed unless two Inspectors certified as to the candidate's moral character, learning, and ability. In the matter of text-books there was no uniformity. In some schools the Trustees selected the books, in others the Inspectors claimed this as their prerogative, while in still others the teachers were vested with discretionary power over the books.² In these matters the Board of Education had no authority.

The monitorial system, which had been very considerably modified by the Public School Society in the course of years, was not adopted in the ward schools; a larger number of teachers were employed, and more numerous classrooms were provided. The Trustees for each ward purchased their own supplies, the bills for which were paid by the Board of Education. The character and ability of the teachers employed varied widely. Many of them were drawn from the Public School Society, offers of higher salaries being potent in not a few cases. The report of County Superintendent Reese for 1844 alleges that "teachers have been bought off from the service of the Public School Society, by an advance of wages, in some instances 200 per cent, which extravagance was as culpable as it was needless, for they could as readily have been secured by half the annual stipend voluntarily proffered them."

Under the circumstances, it was out of the question to secure uniformity in the school system, and it is not surprising that

¹ See report of the Finance Committee, January 16, 1850.

² See annual report of County Superintendent Reese for 1844.

charges of extravagance, similar to that already cited, were freely made. As early as 1843, County Superintendent Stone, in his annual report, stated that more than \$75,000 had been paid from the city treasury under the new laws, and declared that this was a vast and for the most part unnecessary expense; and in the above-mentioned report for 1844 Superintendent Reese referred to the purchase of sites and the erection of schoolhouses for which there was neither necessity nor use.

In spite of the friction between the two systems, the Trustees of the Public School Society took a hopeful view of the situation. In their Annual Report for 1845 they referred to the diminished attendance in their schools on account of the schools organized under the new law, and to the lack of uniformity in the books and the course of instruction in the latter. In the Report for the following year they said: "Although the competition between the existing Ward Schools and those of this Society must necessarily create some collision in the operation of the two institutions, the Trustees are gratified in being able to state their belief, that many of the schools under the New Law are judiciously conducted, and present a prospect of public advantage in their respective locations. Some modifications of this Law are certainly very desirable, but the Trustees of the 'Public School Society' are desirous of regarding the members of the 'Board of Education' and of its branches, rather as coadjutors than as competitors in the interesting work in which they are engaged. In this spirit, they have granted to the 'Teacher's Institute,' an association composed of the teachers of the ward, public and corporate schools, the use of the Trustees Hall for their meetings."

In the mean time they continued their work on its well-established lines. One special feature is deserving of mention:

"From 1844 to 1850, the venerable Josiah Holbrook, the founder of the lyceum system in Massachusetts, exerted a highly favorable influence over the schools by his lectures and practical instructions in map drawing, mineralogy, and elementary geology, and the promotion of a system of interchange

of specimens of minerals, maps, drawings, penmanship, &c., between the schools of the city and those of the State, and other States and countries. This method of domestic and international exchange was encouraged and supported by the highest officers of the several States and the General Government, and by the principal representatives of foreign powers.”¹

The Society, however, was soon confronted with a contest as to its right to erect additional buildings under the new laws. As stated in the preceding chapter, Public School No. 17 was opened in January, 1844, and in the same year No. 18 was established in hired apartments. A site for a new schoolhouse was purchased, in Forty-seventh street near Eighth avenue, and in 1846 the new building for No. 18, the last erected by the Public School Society, was opened. A number of small buildings for primary schools were also erected, and other primary schools were established in rented premises.

The Board of Education questioned the right of the Society to build additional schoolhouses, and in February, 1846, called upon the Society for full particulars as to buildings erected since May 7, 1844. The request was complied with. Subsequently the Board granted the Society a hearing, and the subject was fully discussed in all its bearings. The outcome was the adoption of a resolution by the Board to the effect that the Society had no right, after the passage of the act of May 7, 1844, to establish any new schools entitled to participate in the apportionment of the school moneys. The Society thereupon appealed to the Legislature, which in 1848 passed a law legalizing such schools as the Society had established after the date above given, but providing that it should not establish any new school without the consent of the Board of Education. This law also empowered the Society to purchase, erect, or hire other buildings in place of those occupied by its schools, when necessary for the purpose of existing schools.

The Society was thus placed at the mercy of the Board of Education. The law of 1848 was the beginning of the end.

¹ *History of the Common School System of the State of New York*, p. 315.

CHAPTER XV

THE TWO SYSTEMS CONSOLIDATED

ALREADY it had been perceived by not a few observers that the two school systems could not exist side by side indefinitely. Before the Board of Education had really entered on its work, County Superintendent Stone, in his report for the year 1842, said: "I cannot but hope that the existing law will be so modified as to prevent the formation of this double system of common schools for the city of New York. . . . One proposition that has been discussed, and so far as I know, received the universal favor, is to unite with the Public School Society the Board of Education, as created under the new law, as a supervising legislative board, dispensing altogether with the array of ward trustees and inspectors, brought into existence by the recent act. The efficient members of the Public School Society would form the best possible substitute for the last-mentioned legion of officers."

In his report for 1843 Mr. Stone suggested placing all the schools under the immediate care and management of the Public School Society, subject to the Board of Education, the latter to be elected by the people, to have a voice in opening new schools and erecting new buildings, and to have entire control of the school revenues. In the following year Dr. D. Meredith Reese, County Superintendent, repeated his "lamented predecessor's" remonstrance against "two lines of schools" as disastrous to the cause of popular education, quoted Mr. Stone's words, and added: "Nor can it be doubted, that for the purpose of advancing the great cause of universal education, the trustees of the public school society would be

ready to transfer all the property held in their name, to the corporation of the city, or conform to such other modification of their charter, as would better serve the public interest."

As time went on, the objections to the double system became clearer, and by 1848 it was evident to many that the Society would soon have to yield. In that year County Superintendent Joseph McKeen, in his report to the State Superintendent of Common Schools, said: "Two of my predecessors in office have recommended, on observing the necessity of having the Common Schools of the City under one management, 'that the enactment of such laws be procured, as shall place all the Public and Ward Schools under the immediate charge of the Public School Society, subject to the Board of Education, through the hands of which alone its funds could be received.'

"This reiterated recommendation, first made in 1844, and again in 1845, has not been heeded, and probably it never will be. I would venture, therefore, the suggestion, that by a spirit of compromise on the part of both the elected Ward Officers and the Trustees of the Public School Society, the School laws might be so modified and altered, as to merge the two in one system, under the charge of the officers elected by the people."

The resources of the Society became so straitened that it was obliged to apply repeatedly to the Board of Education for funds to make up deficiencies. An application for \$10,000 was made in 1848, and \$8000 was granted. In 1849 the sum of \$26,103.48 was asked; \$22,932.62 was allowed. In 1850 the deficit was \$50,140.10. When the Board of Education reduced this amount by \$15,000, the Society laid the matter before the Legislature, and secured the passage of an amendment to the school bill then pending,¹ authorizing the Board of Education to provide the Society "with all necessary moneys to make all proper repairs, alterations and improvements in the various school premises occupied by them." It was confidently but vainly hoped by the Trustees that this would end the troubles

¹ The act passed July 3, 1851.

of the Society. The Board of Education still refused to furnish all the money asked for, and the Society was forced to raise funds by mortgaging its property still further.

The sentiment in favor of one uniform system of education for the city was continually growing stronger. The forty-fourth Annual Report of the Society, covering the year 1849, recognized the existence of this sentiment in the following words: "The existing competition (if it may be called such) between the Ward Schools and those of the Society, may be made to be, and is believed by your Trustees already to have been advantageous to the public. The consolidation of all the Common Schools under one system, advocated perhaps unthinkingly by some, should be well examined, especially by tax payers, before it is adopted."

The reports for the two following years are significantly silent on the subject.

The first positive step toward union was taken by the Board of Education on January 21, 1852, when a resolution was adopted providing for the appointment of a committee of three to confer with a committee of the Trustees of the Public School Society "for the purpose of effecting a union of the two systems." Dr. William Hibbard, Samuel A. Crapo, and Edward L. Beadle were appointed as the committee, and a communication from the chairman, asking that the matter be taken into consideration, was laid before the Trustees of the Society on January 26th. A committee of conference was duly appointed, consisting of Messrs. George T. Trimble (President of the Society), Peter Cooper, and Joseph B. Collins.¹ Numerous conferences followed. On September 17th the Board of Trustees adopted a resolution "in favor of a union with the Ward School System, provided they can be equitably repre-

¹ This committee was subsequently enlarged by adding to it Dr. Charles E. Pierson and James F. De Peyster. The Board of Education committee was increased by the appointment of Jeremiah E. Cary, Luther C. Carter, and Nelson J. Waterbury, Mr. Crapo dropping out.

sented in the management of the common schools of our city." The committees at length agreed upon a plan of union, and on the 15th of October sundry propositions were laid before the Society's Trustees, which, in brief, were as follows :

The Society to transfer to the city all the real and personal estate held by it, subject to all the debts, liens, and encumbrances thereon, the payment thereof to be assumed by the city, the property so conveyed to be forever devoted to the purposes of public education ; the Society to surrender and discontinue its organization and existence ; the Society, previous to its dissolution, to select and appoint fifteen of its Trustees to be Commissioners at large of common schools and members of the Board of Education, and to serve as such during the terms of the then members of said Board ; and also to appoint three of its members to be Trustees of common schools for each of the wards in which one or more schools of the Society were established, such Trustees to hold office until January 1, 1855, 1856, and 1857, respectively.

These propositions were adopted by the Trustees by a vote of 21 to 7,¹ and arrangements were made by the two bodies for drafting a bill to be submitted to the Legislature. The bill was agreed to in January following (1853) by both the Board of Education and the Trustees of the Society, and on the 17th of that month a general meeting of the Society was called to consider it. The plan was approved, and the Trustees were authorized to do all that was necessary to procure the enactment of the bill.

In the preamble accompanying the resolutions adopted at this meeting, the motives impelling the Society to the course taken

¹ The vote was as follows :

Yeas—George T. Trimble, Peter Cooper, Joseph B. Collins, H. H. Barrow, F. W. Downer, James F. De Peyster, John Davenport, Benjamin Ellis, William Mandeville, Almon Merwin, William H. Neilson, R. G. Perkins, M.D., Charles E. Pier-son, M.D., Israel Russell, Henry M. Schieffelin, Samuel W. Seton, Linus W. Stevens, James W. Underhill, Walter Underhill, J. B. Varnum, L. B. Ward — 21.

Nays—John T. Adams, James B. Brinsmade, W. P. Cooledge, John R. Hurd, J. W. C. Leveridge, Joshua S. Underhill, Washington R. Vermilye — 7.

were set forth with great solemnity and force. The principal statements may be summarized thus: that, in consequence of the construction put by the Board of Education on the act of 1842, the Trustees, in order to avoid a clashing of jurisdiction, surrendered their independent right to establish new schools; that in 1851 they procured an amendment to the school act which, in the judgment expressed by members of the Board of Education, would enable them (the Trustees) to obtain all necessary funds for carrying on and improving the schools under their charge, but said Board refused to furnish the Society with the necessary funds when solicited to do so; and that "notwithstanding the Public School Society have, during a period of nearly half a century, conducted, with eminent success, energy, and economy, a great educational institution, in which hundreds of thousands of children have received instruction," they yield "to the necessity of the case as above stated, and not from a conviction of their best judgment, and also hoping that a weighty sense of its importance will lead to the management of our common schools being committed to the hands of worthy citizens who will consult the public weal exclusively."

In their forty-seventh (and last) Annual Report, presented to the Society in January, 1853, the Trustees, after referring briefly to the proposed union, gave added proof of their unselfish, public-spirited, and devout attitude in the following statement:

"The subject was one of no ordinary solicitude to the Trustees, who could not consent to surrender any of their chartered rights, unless for subserving the best interests of Common School Education for the City, to which they had so long devoted and pledged themselves. This Union offering a better hope for realizing their views and intentions than any other course, and a prospect that their influence, and the experience of both might thus be brought to bear on the valued cause, they consented to the preparation of a bill, to be enacted, to effect this purpose. . . .

“While the matter is thus pending, we cannot but express our earnest desires that its results may prove it to have been the best measure that could be adopted under existing circumstances, for carrying out the all-important purposes for which this Society has so long and patiently toiled: they reverently implore the aid of a watchful and over-ruling Providence in effecting these important ends.

“The Board also indulge an earnest hope that all regrets arising from the termination of the separate labors of this noble Institution, may be obliterated by the successful action of the united bodies, and that their influence and experience may be recognized in the increased zeal and activity of all to whom the great trust in view may be confided, as well in the promotion of a sound economy, as in perfecting the detailed operations of the Schools.”

Mr. Bourne’s comment on the situation at this time is interesting. He says:

“The most liberal and enlightened friends of education in the city could not remain insensible to the fact, that the prejudices which had been aroused [against the Society] could not be overcome, and that, however perfect a corporate system of public instruction might be made, were its resources sufficient, the day had passed for a full development of the scheme of the Public School Society. It became apparent that the interests of public education in the city demanded a uniform system, under the care of one Central Board, which should combine, if possible, a conservative character with that of the popular prestige. The decision of this proposition left no alternative — the Public School Society must become a part of the new system, and surrender its independent trust. How far these considerations may have induced members of the Board of Education to restrict the revenue of the Society in order to expedite the consummation, is a fair ground of conjecture, and is left for the judgment of the reader” (pp. 578, 579).

It may be noted that in their last report the Trustees state that their schools, “which embrace nearly one-half of those under common school instruction in this city, still have a register and average attendance equal to years past, and are now as efficient and successful in their operations, as at any

period since the passage of the Act in 1842, establishing the Ward Schools.”¹

The bill agreed upon by the Public School Society and the Board of Education gave rise to considerable controversy in the Legislature, and failed of passage at the regular session, in spite of “compromises and concessions” made “by all parties, in order to consummate the plan of union. Its failure would have resulted in a loss of strength on the part of the Society from the fact of such steps having been taken, and a virtual surrender of its independence in all that pertains to the dignity and immunities of an establishment of high character would have been almost inevitable. It would, moreover, have placed the Board of Education in a position of delicacy and responsibility which would have been irksome to every man of fine feeling, while it would have given the antagonists of the Society a position of power to embarrass it which would have been full of unpleasant reminiscences.”² A special session of the Legislature was, however, convened, and the bill became a law June 4, 1853.

The law provided that all the property of the Public School Society should be turned over to the city on or before September 1, 1853, that the Society should appoint from its Trustees

¹ The fifteenth Annual Report of the Board of Education, for the year 1856, contained a table showing the average attendance at the schools of the city for each year since the organization of the Board of Education, from which the following figures are taken; they indicate the rapid advance of the ward schools and also the comparative stability in the attendance at the public schools:

YEAR	WARD SCHOOLS	PUBLIC SCHOOLS	YEAR	WARD SCHOOLS	PUBLIC SCHOOLS
1842	0	15,420	1848	14,652	18,587
1843	2,079	15,938	1849	15,805	18,153
1844	6,806	15,978	1850	18,717	19,292
1845	7,522	16,602	1851	21,212	19,717
1846	8,793	17,698	1852	23,273	19,315
1847	11,598	18,646			

² Bourne, p. 583.

fifteen Commissioners of Common Schools, to hold office until January 1, 1855, and also from its Trustees three Trustees of Common Schools "for each ward of said city in which one or more of the schools of said society are now established," to serve until the 1st of January, 1855, 1856, and 1857, respectively; that its schools should be merged into the system of common schools established by law, and that "the common schools in the city" should "be numbered consecutively by the Board of Education."

The Society decided to make the transfer on the 1st of August. At a meeting held on the 1st of July the Commissioners and Trustees of Common Schools provided for by the act were elected. The final meeting of the Board of Trustees was held on July 22d, when, after transacting the business incidental to winding up its affairs, the significant entry was made in the minutes that the Board adjourned "*sine die* and forever."

On July 29th the last meeting of the Public School Society took place, and the Committee on Transfer presented its final report. The sentiment of the Society on surrendering the privileges which it had so long enjoyed may be accurately estimated from the following paragraph in the report of the committee :

"It may not be deemed out of place for them to allude to the fact, that they have acted in all that pertains hereto from a sense of duty, and not from choice. They have fully felt the ungracious nature of the task allotted to them, but their best services have been held hitherto subject to the behest of the Public School Society in its days of noble usefulness, and hence it was not for them to shrink, when, in a grave posture of its affairs, it has become necessary to bring its concerns to a close, and expunge its name from among active and benevolent public institutions."¹

The affairs of the Society had always been very systemati-

¹ The committee appointed to arrange for the transfer consisted of Linus W. Stevens, Chairman, Joseph Curtis, William P. Cooledge, John Davenport, and J. W. C. Leveridge.

cally conducted, and on turning over its property it presented a schedule stating the value in detail, with exhibits, inventories, etc. The figures following are taken from the report of the committee mentioned :

Value of real estate	\$ 495,300.00
Value of personal property	109,520.46
	<u>\$ 604,820.46¹</u>
But upon the real estate were mortgages amounting to	150,800.00
Leaving the value of the property unencumbered	\$ 454,020.46
To which should be added the balance of the Treasurer's account (cash on hand)	401.39
Making the value of the property transferred to the city	\$ 454,421.85

In connection with the estimate placed upon the Society's real estate in the schedule just quoted, reference may be made to a report submitted by a committee of the Board of Education November 15, 1848 (and printed in the forty-third Annual Report of the Society), which stated that the total value of "the real estate held in fee by the Society" was "about \$310,295," and that if the permanent debt, amounting to \$120,800, be deducted, "there will still remain property at the disposal of the Society, valued at \$189,495, which it may either mortgage or sell, under certain regulations, when it shall so will it." This amount, \$189,495, is set down as the value of the Society's property in the annual reports of the Board of Education for 1849 (p. 11) and 1850 (p. 8). In contrast with this estimate, and with the amount stated in the report of the committee as given above, we may place the statement in Governor Seward's message for 1842 that the Society "holds in fee simple the public school edifices, valued at eight hundred thousand dollars"!

The personal property mentioned in the schedule consisted of furniture (\$75,264) and supplies (\$34,256.46). The value placed upon the supplies may be compared with the figures

¹ The detailed schedule will be found on pages 135-137 of the Annual Report of the Board of Education for 1853.

contained in the forty-sixth Annual Report of the Society (for 1852):

“As very great ignorance exists in some quarters relative to the personal property held by the Trustees of the Public School Society, the Board have deemed it proper to state, that the whole value including all the books, slates, etc., in daily use in their 115 schools, new and partly worn, as well as that in the General Depository, does not exceed \$20,000 — not \$200 for each school.”

The reader may draw his own inference.

In reference to the property transferred, the report of the committee said: “The striking fact that the Public School Society is about to close its existence, and transfer so large an amount of unencumbered estate to the city of New York, excites in the minds of the committee an honest exultation, as it must in those of all the well-wishers of the Society; because upon grave occasions, and in public bodies, those who should have been and who might have been better informed, have declared it an insolvent and rotten concern, which was seeking to conceal its real condition by urging a union with a healthy and living institution. This calumny, at least, is now forever silenced. In this connection it may be added, that, in its disbursements of public money to the amount of millions of dollars, the first instance is yet to be shown where it has diverted a single dollar from its legitimate channel of service.”

The committee further stated in its report that there was little doubt that the whole number of children educated in the schools of the Society from its organization, in 1805, was six hundred thousand, and called special attention to the fact that in its normal schools more than twelve hundred teachers had been trained.

The final resolution presented by the committee, and adopted by the Society, was as follows:

“Resolved, That the books of minutes of the Society, of the Board of Trustees, of the Executive Committee, and of other standing committees, together with all the reports, documents, and treasurer’s vouchers, and a copy of the inventory of personal property, &c., be deposited with the New York Historical Society.”

This behest was carried out, and the records of the Public School Society are now in the building of the Historical Society, at Second avenue and Eleventh street. Unfortunately, the first book of minutes of the Board of Trustees cannot be found.

Some time previously the Society had invited the Board of Education to hold its meetings in Trustees' Hall, and the Board was in session in another room at the time the Society was holding its closing meeting, which was ended with a brief address by Vice-President Peter Cooper. At the proper time the members duly elected to represent the Society in the Board of Education were welcomed to their seats in that Board, and resolutions were adopted as follows :

“Resolved, That the Public School Society is entitled to the lasting gratitude of the people of this city, and of the friends of education generally, for their unremitting and successful efforts, continued through nearly half a century, in disseminating the blessings of education and virtue among thousands who otherwise would have been allowed to grow up in ignorance and vice.

“Resolved, That we cordially welcome to their seats in this Board, Thomas B. Stillman, Linus W. Stevens, Peter Cooper, William H. Neilson, John T. Adams, Israel Russell, Joseph B. Collins, John Davenport, James F. De Peyster, Benjamin R. Winthrop, Charles E. Pierson, M.D., William P. Cooledge, Henry H. Barrow, Joseph Curtis, and John W. C. Leveridge, who have been so selected as members thereof, and that we rejoice in the confident hope that the cause of public education will be strengthened by the union now completed, and will receive at their hands the same faithful, intelligent, and disinterested service which it has hitherto received from their enlightened philanthropy and patriotism.”

The adoption of these resolutions, with appropriate remarks from old and new members of the Board, completed the act of transfer.

CHAPTER XVI

GREAT WORK OF THE PUBLIC SCHOOL SOCIETY

No record of the history of the Public School Society would be complete without special and honorable mention of the very great work which it accomplished for the city during a period covering forty-eight years. The unselfishness and devotion of its Trustees in their efforts to establish a general system of education, after they had grown up to the idea of free public education as a right, from the wholly different idea with which they started in 1805, have few parallels in the records of philanthropy. The personal attention which they gave to the schools under their care was extraordinary. The Annual Report for 1840 contains the following note: "During the past year 11,844 visits have been made by the Trustees to the Public and Primary Schools under their care"; and a similar note in the Report for the following year states the number of visits as 14,112.¹

The opinion of the Board of Education on the work of the Society is indicated by the resolutions quoted in the preceding chapter and by the following extract from the Annual Report for 1853:

"Thus by voluntary surrender terminated the separate corporate existence of a Society that, during nearly half a century of unremitting and unrequited philanthropic labor in the noblest of causes, imposed upon this city a debt of gratitude that can never be fitly estimated, much less repaid. During that period it has conferred the blessing of instruction on

¹ The number of Trustees in these years was eighty-seven and eighty-nine, respectively, not including the *ex officio* members of the Board.

600,000 children, and more than twelve hundred teachers. So long as the influence of those children and their teachers shall be felt, — and when will it cease? — so long shall the usefulness of the Public School Society continue. Its inventories, vouchers, documents and reports, and records of its routine of business have been properly deposited with the New York Historical Society; but history can never tell how much those unostentatious details have contributed to the safety, prosperity and glory of this great metropolitan city" (p. 41).

That these sentiments were not occasioned by the union lately consummated is plainly seen if we refer to the first Annual Report made by the Board of Education, in 1843, where this statement is found :

"No part of the United States has ever enjoyed in greater perfection, the advantages of common school education, than has the city of New York. Under the fostering care of unobtrusive and unostentatious benevolence, a system of education has been maturing, which combines the advantages of voluntary association with those of public supervision, and extends the benefits of education more generally, perfectly and economically, than any other known system in the world."

The historian of the Public School Society, William Oland Bourne, pays the following tribute to the devoted men who served it as Trustees :

"The controlling principle in the minds of these faithful officers, next to a sense of their duty as 'men who must give an account,' was a consciousness that they were invested with a grave and momentous trust, which made them responsible to their fellow-citizens for the performance of an honorable stewardship. The men who composed the Society, with few, if any, exceptions, were not those who would abandon their post of duty for trifling considerations, or yield passively to the storms of prejudice or of opposition which might be raised around them for the overthrow of their institution. With a high appreciation of the position they held as the founders of

a system of popular instruction designed for the tens of thousands of youth of a great metropolis, their endeavor was, with a single purpose, to extend, advance, and ennoble it with each passing year, in the hope that it would be rendered more massive and more enduring by successive labors, until it should rest upon a basis as broad as humanity and as lasting as time" (p. 605).

Mr. Bourne says, in another place, that the Society was "intimately associated with the advancement of all the great institutions of learning and of benevolence which were contemporaneous with its own existence, not less than of the city of which it was an ornament, and upon which it conferred benefits as great as they were invaluable and enduring" (p. 599).

In the Introduction to his comprehensive *History* of the Society, Mr. Bourne calls attention to the long terms of service of many of the Trustees, and points out that thirty of them "gave seven hundred and seventy-six years of service to the public schools, being an average of nearly *twenty-five years*," while "twenty-five other gentlemen served an average of fifteen years" (p. xvi).¹

¹ Mr. Bourne's roll of honor contains the following names, the figures indicating the years of service in each case:

Stephen Allen	28	Lewis Halleck	22
Leonard Bleecker	25	Hiram Ketchum	26
Micah Baldwin	18	Abraham R. Lawrence	19
James B. Brinsmade	26	Lindley Murray	29
De Witt Clinton	23	Samuel F. Mott	20
Benjamin Clark	25	James McBrair	21
Robert C. Cornell	25	William Mandeville	18
William W. Chester	24	Charles Oakley	19
Joseph B. Collins	25	James Palmer	29
Lyman Cobb	19	George Pardow	18
James F. De Peyster	29	Samuel W. Seton	29
Mahlon Day	24	Najah Taylor	37
John Groshon, Jr.	23	George T. Trimble	35
John R. Hurd	32	Samuel Wood	20
Timothy Hedges	25	A. V. Williams	23

Mr. Boesé, in his *History*, sums up the work of the Public School Society in these words:

“When we reflect upon the amount of labor which nearly half a century of vigilance and activity involved, the skill and prudence with which they conducted an enterprise involving questions of such magnitude, responsibility, and delicacy — the valuable time given through so long a series of years by men whose business relations made time precious, with no recompense other than the consciousness of duty performed, and the gratifying evidences that their labor was not in vain — when we remember that millions of the public money passed through their hands, and not one dollar had ever been diverted from its legitimate service, and that at the close of their long service, and notwithstanding their embarrassments, they transferred to the control of the Board of Education property valued at over \$600,000, and which, when every liability was discharged, still amounted to nearly half a million — when we consider that through their instrumentality not less than 600,000 youth had been instructed, and over one thousand two hundred teachers educated and trained to service, we cannot but feel that every friend of popular instruction and every lover of his race must hold this remarkable Society in grateful remembrance” (pp. 82, 83).

“We cannot,” says Mr. Randall, “take leave of this Society, which had thus for nearly half a century assumed the charge of the free education of the children of the city, the members of which, consisting of men of the highest character and standing in the community, had for that long period gratuitously devoted their time and services to the promotion and advancement of popular education, without the tribute of our highest regard and esteem for their disinterested exertions, and the incalculable amount of good which their untiring zeal and devotion were enabled to accomplish in behalf of the rising generation.”¹

These tributes to the Public School Society may be brought

¹ *History of the Common School System of the State of New York*, p. 313.

to a fitting close with an extract from an address made in 1890 by the Hon. Andrew S. Draper, then Superintendent of Public Instruction for the State of New York, and now the New York State Commissioner of Education :

“Even the briefest narration of the development of the State school system would be unfaithful which failed to make mention of a great organization known as the ‘Public School Society of the City of New York.’ It was chartered by the Legislature in 1805, and was composed of the foremost citizens of the metropolis. Its object, as stated in its charter, was to establish ‘a free school in the city of New York for the education of such poor children as do not belong to or are not provided for by any religious society.’ This illustrates the prevailing sentiment of the time concerning the relation which society should sustain to common education better than any language of mine can do it. In acting up to the spirit of the times, and in carrying out the beneficent objects for which it was created, this society won the gratitude of the ages. It received public and private contributions and tuition fees for the support of its work, it controlled all the public schools in the city for nearly fifty years, and exerted a strong influence upon the educational opinion of the country. At its dissolution in 1853 it had supervised the instruction of 600,000 children, and it turned over to the Board of Education of the city of New York property worth more than \$450,000.”¹

The citations given leave little to be added in regard to the work of this unique Society. That work certainly has had no parallel in any other city in this country. Too high praise cannot be given to the noble men who founded the Society, watched its expansion, and scrutinized its work so carefully. Their service to the public was of the kind that cannot be purchased. As Mr. Bourne well says, they were a “rare collection of men distinguished alike for their moral and intellectual character, their philanthropy, their positions as business and professional

¹ *Origin and Development of the New York Common School System.*

men, and the stations which some of them have held in the State" (Introduction, p. xvii). As nearly as may be, they were without bias, political or religious, and were uninfluenced by partisan considerations of any kind. While religious men and firm believers in moral and religious training, they strove diligently to keep their schools free from sectarianism and accessible to children of all faiths.

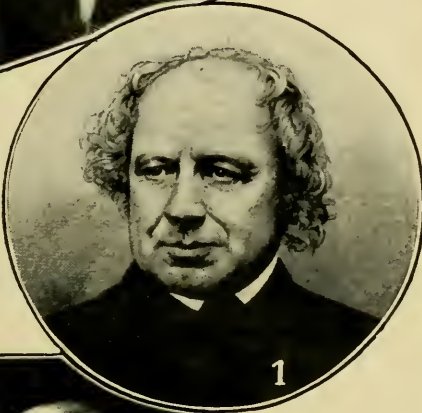
Great and zealous as was the work of the Society during its existence of nearly half a century, however, the impartial student of local history cannot deem its dissolution a calamity to the city. In a sense, it had outlived its usefulness. At the middle of the last century the time had come for the people to take into their own hands the important matter of common school education. Although the members of the Society surrendered reluctantly, they recognized the force of public sentiment, and saw that it was useless to continue the struggle longer against hopeless odds. Had the union effected in 1853 been postponed a few years, the Society, with its restricted resources, its burden of debt, its more or less dilapidated buildings, and its outgrown system of instruction, would inevitably have declined in influence and prestige. As it was, fairly satisfactory terms were made, and a large group of experienced and influential men became members of the Board of Education and were able to exert a commanding influence in the councils of that body for several years.

CHAPTER XVII

FIRST DECADE OF THE BOARD OF EDUCATION

As has already been stated (see Chapter XIV), the Board of Education was not able to open any schools during the first year of its existence. After that, owing to greatly needed amendments in the law and to other circumstances, its growth and development were rapid, so that by 1851 the attendance at its schools was larger than that at the schools of the Public School Society. The law of 1842, creating the Board, was so defective that it gave the Board of Education no control over the amount or object for which any expenditure might be made, and there was no provision which placed money when raised at the disposal of the Board. The first Annual Report (adopted May 30, 1843) contains this pathetic statement: "The board have therefore not applied any funds *to erect, purchase, or lease school houses, or to procure the sites therefor, or the fitting up thereof*, simply because no funds have come into their hands for that purpose." Oddly enough, the funds for opening the first of the district schools (as they were originally called) were provided from private sources.

"Impatient of the delays that have intervened since the enactment of the new law, a public spirited gentleman, with a few associates in the Twelfth Ward, has determined to assume the pecuniary responsibility of opening a school forthwith, on the Third Avenue, near the intersection of Forty-ninth Street. The necessity of having a school opened in that neighborhood has been admitted, and the undertaking sanctioned by the Trustees and Commissioners of that Ward. It is believed that there are nearly three hundred children in that neighborhood unprovided with a school. Trusting for reimbursement from the school revenues to accrue in May next, the gentlemen



EARLY PRESIDENTS OF THE NEW YORK BOARD OF EDUCATION

- | | | |
|----------------------|-----------------------|---------------------|
| 1. George W. Strong. | 3. William E. Curtis. | 5. Townsend Harris. |
| 2. Thomas Jewett. | 4. Robert K. Miller. | 6. Francis G. Peck. |



before referred to, with the sanction of the Trustees and Commissioners of the Ward, have taken the best building to be found in the neighborhood for a school house, and a carpenter is now preparing the necessary fixtures. Teachers of excellent character and qualifications have been engaged and licensed; and it is intended to open the school on Monday of the ensuing week. The house, however, is not by far large enough to accommodate the children now waiting for admission; and it is hoped that a new edifice, constructed expressly for school purposes, will be erected without unnecessary delay.”¹

The first Annual Report showed five district schools, one district primary school, and one district colored school. The expansion of the system during the next few years may be seen from the following tabular statement :

YEAR	SCHOOLS FOR BOYS	WARD SCHOOLS	SCHOOLS FOR GIRLS	PRIMARY DEPTS.	PRIMARY SCHOOLS	COLORED SCHOOLS
1844	11		14	2	3	1
1845	13		16	10	2	1
1846	13		17	11	2	1
1847	13		17	12	2	1
1848		47			2	2
1849		59			3	2
1850		65			2	2
1851		71			2	2
1852		75			2	3

The Annual Report for 1849 stated the cost of the buildings and lots occupied by the ward schools as \$337,010.52.

According to the same report, the cost of supporting the common schools of the city, including the schools of the Public School Society and the corporate schools, but not including the

¹ Report of William L. Stone, Deputy Superintendent of Common Schools, to the Board of Education, January 9, 1843. A building for Ward School No. 1 was erected in 1844 at Lexington avenue and Fifty-first street, on land granted by the Corporation. A new building, in Fifty-first street, between Lexington and Fourth avenues, was built in 1855; it was extensively altered and repaired in 1866, and wings were added in 1892. Since 1853 this school has borne the number 18.

amount expended for new school buildings, for the years given below, was as follows :

Year ending May 1, 1843	\$129,809.42
Year ending May 1, 1844	185,420.00
Year ending May 1, 1845	200,973.66
Year ending May 1, 1846	189,107.17
Year ending May 1, 1847	194,034.17
Year ending May 1, 1848	211,802.94
Year ending May 1, 1849	230,585.74

The character of the buildings erected by the Board of Education improved as time went on. Mr. Boesé states that "in 1849, three additional school buildings were opened, and at the same time introduced a new order of school structures. They were of much greater size, so that nearly two thousand children could be accommodated in a single building, while their attractive and conspicuous appearance at once arrested the attention of the passer-by" (p. 76).

In an address to the Board of Education on June 16, 1851, Mr. E. C. Benedict, the President, said: "The effect of the opposition which the present school system encountered, when first adopted, was to induce the Ward Officers of that period to adopt the course which had been previously pursued by those having charge of the Public Schools, of placing the schools in neighborhoods where various circumstances combined to make land cheap and to cause it to be occupied by large numbers of the poorer citizens. The schools were considered as schools for the poor, and the whole system was looked upon as a sort of public charity. The Commissioners and Inspectors had no experience in building school houses and no examples but those of the Public School Society, which had been located and constructed under similar influences. The result could not fail to be as it has been. Many of the earlier schools were placed in unwholesome or otherwise disagreeable situations—the buildings were ill-contrived, badly ventilated and over crowded. The power to discontinue such schools, now that better notions on

the subject prevail, is an important power, which is by this Act [the law passed July 3, 1851] first created, specifically, and regulated."

Some years prior to the absorption of the Public School Society, the Board of Education had taken two very important steps in the expansion of its work. One was the establishment of evening schools; the other was the foundation of the Free Academy.

It has already been told (see Chapter XI), how the Public School Society in the fourth decade of the century felt the importance of evening schools for the benefit of apprentices and others unable to attend day schools, and how the experiment made in 1833, and for a few years following, failed because of the attempt to require the regular teachers to give instruction in the evening schools without additional compensation. The Board of Education was wise enough to avoid that mistake, and, indeed, did not enter on this work until specially empowered by law to do so. The Board had not been in existence long before the necessity of evening schools was impressed upon the minds of its members. In June, 1846, resolutions were adopted calling upon the County Superintendent of Schools, William A. Walker, for his views on the propriety, practicability, and utility of establishing such schools, and in July a favorable report was presented by him. In January following a select committee, consisting of Edward B. Fellows, John L. Mason, James W. Bleecker, and George Paulding, submitted a unanimous report in favor of such schools, and recommended the enactment of a law to provide for their establishment and support.

An act was passed by the Legislature in that year (1847), authorizing the expenditure of \$6000 per annum for the purpose. In November, 1847, six schools were opened for a term of seventeen weeks. Unlike the ward schools, which were under the control of the ward Trustees, the evening schools were placed in charge of a standing committee of the Board of Education. The result of the new departure was most gratifying

to all interested. The number of pupils registered was 3224, and the average attendance 1224. Admission was refused to hundreds. Thirty-one teachers were employed, and the total expense amounted to \$6089.46, a sum, according to the first report of the Committee on Evening Schools, "truly insignificant when compared with the great good that has been accomplished."

It is significant that the first set of rules and regulations adopted for these schools contained a provision that "no corporeal (*sic*) punishment shall be allowed in any of the evening schools." The rules also provided that the salary of a principal teacher should be \$175 per term, and that of an assistant from \$80 to \$125.

The first evening schools were for men and boys only, but, at the solicitation of the Board of Education, a law was enacted in 1848 authorizing schools for women and girls and increasing the expenditure to \$15,000. The report of the committee in charge for 1849 showed fifteen schools in existence (eleven for men and boys and four for women and girls), attended by 6976 pupils and employing seventy-two teachers, the cost being \$14,289.78.

The establishment of the Free Academy was the first movement in New York toward supplying secondary education. The genesis of this institution, which will form the subject of a later chapter, cannot be better told than in the language of the fifteenth Annual Report of the Board of Education:

"The germ of its existence was the appointment of a committee by the Board of Education to inquire into the expediency of applying to the Legislature 'for the passage of a law authorizing the establishment of a High School or College for the benefit of pupils who have been educated in the Public Schools of the city and county.' On the 20th of January, 1847, the majority of the committee presented a report, in which they 'recommend that the Board should take the necessary steps to establish a Free College or Academy,' and provide for the appointment of a committee to draft a memorial to the Legislature in accordance therewith. This report was adopted, and

the committee thereupon appointed, presented a memorial, which was approved by the Board, and forwarded in its name to the Legislature. This memorial states that 'one object of the proposed free institution, is to create an additional interest in, and more completely popularize the common schools. It is believed that they will be regarded with additional favor and attended with increased satisfaction, when the pupils and their parents feel that the children who have received their primary education in these schools can be admitted to all the benefits and advantages furnished by the best endowed college in the State, without any expense whatever.' The Legislature responded to this memorial by the passage of a law authorizing the Free Academy, giving the Board of Education absolute power 'to direct the course of studies therein,' and providing that the question of establishing the same should be submitted to the vote of the people. The question was so submitted, and the result was 19,404 in favor of the Free Academy to 3409 against it" (pp. 71, 72).

The Free Academy was opened on January 27, 1849. In 1866 it became the College of the City of New York, and passed under the control of a Board of Trustees consisting of the members of the Board of Education and the President of the institution. In 1900 a Board of Trustees separate from the Board of Education was appointed for it, the President of the latter Board being *ex officio* a trustee of the College.

"The anticipated influence of the new institution was fully realized. Thousands who had heretofore held aloof from all public schools now sent their children, and, in consequence, took direct and active interest in school affairs, and in the selection of proper parties for their management."¹

The lack of uniformity in the salaries paid to teachers and the prices paid for supplies was greatly deplored by the Board of Education in its earlier years. The Annual Report for 1850 (p. 19) commented on the "eighteen distinct organizations, con-

¹ Boesé, p. 75.

sisting of the trustees of the several Wards," which had "full power to employ teachers, select and purchase books, and to furnish supplies for the Ward Schools of their respective Wards," and regretted that under conditions as they existed the officials in one ward were unable to benefit by the experience of others. A "wise uniformity" in the matter of supplies was suggested as a means of reducing expenses. Reference was also made to the disproportion in salaries, and it was pointed out that the lowest average cost per scholar in any ward on account of teachers' salaries alone was \$4.00 and the highest \$7.15. The salary problem proved the more difficult, and was not solved for many years. In the matter of supplies, however, the Board wisely followed the plan worked out by the Public School Society as the result of long experience. In the ward schools all books and other supplies were furnished to the pupils without cost, as had been done by the Society from the beginning, but the result of buying them by officials in the several wards was soon seen to be wasteful and extravagant. A strong report in favor of a uniform system was presented by the Committee on Supplies in December, 1851, and in May, 1852, the new system was adopted.

"The Society had great advantages in the economy of supplies, as all were purchased by a special committee, and upon requisition made at the general Depository, distributed at stated times, and under stringent regulations, to the several departments. The same system was now [after the union effected in 1853] made general. The old Depository in the Trustees' Hall, now the Hall of the Board, was enlarged and stocked, pass-books for the monthly requisitions furnished, each order to be signed by the principal of the department, and approved by the proper ward officers, and an exact account kept of the supplies furnished, and the cost thereof to each school—the amount to be limited by a 'tariff of supplies' annually furnished as a part of the by-laws, and based upon the annual average attendance and the general experience as to the quantity of each of the several articles required. The order being sent to the Depository-clerk, the supplies were delivered at the several schools on a day fixed in the by-laws, the city being divided into convenient districts for the purpose."¹

¹ Boesé, p. 86.

OFFICERS OF THE BOARD OF EDUCATION — 1842 TO 1853

President

George W. Strong ¹	.	.	.	.	1842, 1843
Thomas Jeremiah ¹	.	.	.	.	1843, 1844
Gerardus Clark ¹	.	.	.	.	1844, 1845
Isaac A. Johnson ¹	.	.	.	.	1845, 1846
Townsend Harris ¹	.	.	.	.	1846, 1847
Robert Kelly ¹	.	.	.	.	1848-1850
Erastus C. Benedict ¹	.	.	.	.	1850-1853

Clerk

John A. Stewart	.	.	.	.	1842-1850 (to March 20th)
Edward B. Fellows ¹	.	.	.	.	1850 (from March 30th to June 19th)
Albert Gilbert ¹	1850 (from June 19th)-1853

City Superintendent of Schools

Joseph McKeen, ¹	1851-1853
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¹ Deceased.

CHAPTER XVIII

BOARD OF EDUCATION—1853 TO 1860

THE Public School Society turned over to the Board of Education at the union consummated on August 1, 1853, seventeen public school buildings (No. 10 had been sold a few weeks before the union, owing to the proposed widening of Duane street, changes in the neighborhood, and the erection of a large ward school in the vicinity¹) and fifty-three primary schools (many of them in leased rooms), besides two public schools and three primary schools for colored children. The law establishing the Board of Education, as amended soon after 1842, provided that the schools of the Board should be "numbered consecutively, according to the time of their organization." The act of June 4, 1853, prescribed that, after the dissolution of the Public School Society, "then and from thenceforth the common schools in the city of New York shall be numbered consecutively by the Board of Education." It has already appeared that the schools of the Society were designated by numbers from the beginning. These schools were allowed to retain their original numbers, thus maintaining their identity and preserving historic continuity, except as a change was necessary on account of the dropping out of No. 10; and the schools established by the Board, both ward and primary, were renumbered accordingly, the new numbers following those of the public schools consecutively. The primary schools of the

¹ This building would not have been sold if the bill providing for the dissolution of the Society had been passed at the regular session of the Legislature. (See Bourne, pp. 575 and 702.) The school was closed on the 30th of June, 1853.

city were numbered separately until 1897. The system of designating the schools of New York by numbers, besides having the sanction of a century's use, has the great merit of convenience, and is comparable in this respect with the scheme of numerically designated streets.

Henceforth the schools of the Public School Society were designated as ward schools. Most of the schools, both public and ward, consisted of three departments, so that the total number of schools under the jurisdiction of the Board of Education at the time it assumed complete control of common school education in the city was 214, not including ten so-called corporate schools, which were entitled to share in the school moneys. The corporate schools were: New York Orphan Asylum, Roman Catholic Orphan Asylum, Roman Catholic Half-Orphan Asylum, Protestant Half-Orphan Asylum, Mechanics' Society School, Society for Reformation of Juvenile Delinquents, Hamilton Free School, Leake and Watts Orphan House, American Female Guardian Society, New York Juvenile Asylum, and Colored Orphan Asylum. Twenty-one of the 214 schools were specially devoted to colored children, and separate schools¹ for such children were maintained in the city until 1884 (see Chapter XXI).

The Board of Education now consisted of two Commissioners for each of the twenty-two wards² and the fifteen representatives of the Public School Society, making fifty-nine in all. The members selected by the Society remained in office until January 1, 1855, and for ten years thereafter the Board consisted of forty-four members.

The total amount raised by the Board of Supervisors for school purposes for the year 1853 was \$288,764.66, and the

¹ All the laws relating to public education in New York, up to the time of the enactment of the Revised Charter, in 1901, required special mention to be made of schools for colored children in the reports of the Board of Education.

² The Eighteenth Ward was erected in 1846, the Nineteenth in 1850, the Twentieth in 1851, and the Twenty-first and Twenty-second in 1853.

whole amount drawn for educational purposes, including the erection of buildings, was \$513,902.17. The whole number of pupils taught (corporate schools not included) was 119,059, and the average attendance, 41,061. If we count in the corporate schools, the figures were 123,530 and 43,740, respectively. The amount expended during the year for current expenses, including instruction, books, stationery and other supplies, repairs, janitors' salaries, and all other expenses, except sites and new buildings, was \$381,327.07, or \$3.08 per pupil, on the basis of total attendance.¹ On the basis of average attendance for a period of forty-six weeks, the cost per capita was \$8.68. During the year twenty-five evening schools were in operation, the registration being 9313 and the average attendance 3319; the cost was \$17,563.77. In 1853 male principals of evening schools received \$180, female principals \$135, and teachers from \$70 to \$130 for the season.

Mention must also be made of the normal schools, which had been established, as heretofore narrated, by the Public School Society, and now passed over to the Board of Education. There were three of these, known as the Male Normal School, the Female Normal School, and the Colored Normal School. All held their sessions at the Hall of the Board, the school for men teachers in the evening (ten hours per week), and that for women on Saturday (five hours per week). Under the Society, these schools had been open to the teachers of the ward schools, but comparatively few availed themselves of the opportunity of attending, whereas all the junior teachers in the Society's schools had been required to attend or forfeit their positions.

The Board of Education placed these schools in charge of an able Executive Committee on Normal Schools, which included two former Trustees of the Society (who had served as members of the Society's Committee on Normal Schools), and the

¹ So on p. 26, Annual Report, 1853. Somewhat different figures are to be found on p. 87.

new Committee was earnestly supported by the Board in the measures which it suggested, requiring the attendance of all teachers below the grade of principal, unless duly excused. The Annual Report for the year under review speaks of the normal school established by the Public School Society as "more properly, a training school for those actually occupied in teaching"; and the first report of the Executive Committee contained the following: "The Normal Schools of the Board of Education are in their character different from most other normal institutions known to the Committee. They are more practical in their nature for the reason that the pupils are teachers in fact and are acquiring a knowledge of the art of teaching from the pursuit of that business which they have actually entered upon as the profession of their choice, and from which they are obtaining their support."

"Another important measure," says Mr. Boesé, "was the enlargement of the Normal School accommodations and the passage of by-laws establishing a Normal School Committee, and enforcing the attendance of teachers under conditions analogous, as far as the difference of circumstance would admit, to those which had previously applied to the Public Schools only. Provision was also made for an annual graduation of qualified pupils, based upon an examination of the school, conducted by the City Superintendent and under the supervision of the committee. The attendance soon rose in the Female Saturday Normal School from about two hundred to nearly six hundred, the Male Normal School and the School for Colored Teachers receiving proportionate accessions. The term normal, which early attached to these institutions, was not well chosen, as no normal instruction was given. They were really supplementary schools for teachers who did not hold the highest grade of certificates as to scholarship" (p. 87).

Fourteen teachers were employed in the normal schools. A Daily Normal School was established in the early part of 1856, and was continued until February, 1859.

The highest salary paid to the principal of a boys' department¹ was \$1500, and the lowest \$600; the salaries of principals of girls' departments ranged from \$800 (in a single instance) to \$300; in the primary departments from \$500 to \$250; in the primary schools from \$400 to \$200. Many teachers received no more than \$100, and in the primary schools salaries as low as \$75 and \$50 per annum were paid. There was no established tenure of office for teachers, they being "subject to the caprice of those who have power to remove them" (*i.e.*, the ward Trustees), to quote from an address of President Benedict to the Board of Education on June 16, 1851. Mr. Benedict added:

"On a change of Ward Officers, all the Teachers in a school have been dismissed together, with certificates of good character and conduct! While there should be a proper power to remove Teachers, it is very desirable that Teachers should have that reasonable security which shall induce them to adopt teaching as a profession, in which ability and zeal shall be sure of success."

The law enacted July 3, 1851, entitled "An Act to amend, consolidate, and reduce to one act, the various acts relative to the Common Schools of the City of New York," contained numerous important provisions enlarging the powers of the Board of Education. Under the educational laws passed early in the '40's, school officers (Commissioners, Inspectors, and Trustees) were elected at special elections held in June. Experience soon proved that these elections aroused little public interest, and after a few years the law was amended so that school officers were chosen at the general elections; but the persons elected did not enter on their duties until some nine months afterward. This was changed in 1851, the fiscal and official year being made to begin on the 1st of January. The financial system, which under the old law was "cumbrous, complicated and expensive," was also changed. Instead of being paid to

¹ The terms "Male Department" and "Female Department," with the contractions "M.D." and "F.D.," were used officially by the Board of Education for many years.

the different Commissioners, by whom separate accounts were kept, the Board having no real control of the funds or the accounts,¹ all school moneys were paid into the city treasury, and upon the funds there deposited the Board drew directly for all school purposes. By the new law, the Free Academy and the evening schools were made parts of the common school system. Augmented powers were given to the local officers of the wards. On this point a further quotation from the address of Mr. Benedict, above referred to, is apposite :

“Upon the local officers must always depend the character and respectability of the schools. The present system could never have existed, nor could it now be maintained if it did not properly respect the many and various shades of political, religious and social opinions and practices which prevail in particular localities. . . . Under the Act now to go into operation, the School Officers of each ward are a single Board for many important purposes, while each class of officers has, also, its appropriate function. The Trustees of the wards seem to have been always intended by the law to be the responsible and controlling power in the management of the schools. For obvious reasons, this should be so, and the new law has been careful rather to increase than to diminish the breadth and scope of their powers, and the respectability and influence of their position. The elected Trustees constitute a clear majority of the whole Board of School Officers, and may, therefore, be properly said to be clothed with the powers of that Board, which are numerous and important.”

The law further provided that the Board should make rules and regulations “to secure proper economy and accountability in the expenditure of the school moneys.” This was construed to mean the power to adopt a uniform system of purchasing supplies, and such a system was adopted and put in force in 1852, as described in the preceding chapter.

A very important provision of the act gave the Board power to appoint a City Superintendent of Schools and one or more

¹ See Mr. Benedict's address, mentioned above. He remarked, as an illustration of the carelessness with which business was transacted under the old system, that he had received notices from the bank to the effect that “the account of the Board was overdrawn to very large amounts — at one time \$80,000 — with no means of correcting the evil.”

Assistant Superintendents, and also a Superintendent of School Buildings. For a number of years (from 1841) there had been a County Superintendent of Schools, elected by the Board of Supervisors, and not directly amenable to the Board of Education. The City Superintendent was empowered to visit schools, to inquire into all matters relating to the government, course of instruction, books, studies, discipline, and conduct of the schools, and the condition of the schoolhouses, to advise and counsel with the Trustees regarding these matters, to ascertain whether the provisions of law relative to sectarian religious teaching and books had been violated, etc.; and also to examine candidates for teacherships and grant certificates to those entitled thereto, to annul such licenses under certain conditions, etc. The first incumbent of this office was Joseph McKeen, who had been County Superintendent from 1848. In 1854 Samuel S. Randall, who had been Deputy State Superintendent of Common Schools, was elected City Superintendent, and Mr. McKeen became an Assistant Superintendent, serving as such until his death, in 1856.¹

The first Superintendent of School Buildings was Amnon Macvey, who had been for many years superintendent of the workshop of the Public School Society. Mr. Macvey's first title under the Board of Education was superintendent of the repairing shop, and the salary proposed for that position was \$1500.

The growth of the school system for the first ten years of the existence of the Board is shown by the following excerpt from the report of Superintendent McKeen, presented to the Board on December 23, 1853: "Comparing the present year with ten years ago, we bring out this remarkable fact: that while the city has had the enormous increase of 60 per cent., the school attendance has increased 120 per cent."

While the courses of instruction in the schools in 1853

¹ The salary of the City Superintendent was originally \$1500, "including the expenses of his office."

varied in some particulars, as different teachers and boards of school officers arranged the details differently, the following "full synopsis of them as they substantially exist," taken from the Annual Report for 1853 (pp. 15, 16), may be of interest:

PRIMARY DEPARTMENT

1st Class. Alphabetical Cards.

2d Class. Spell and read monosyllables.

3d Class. Kay's Reader, No. 2, and Sanders' Spellers; Tables of Addition.

4th Class. Same as 3d, with ciphering through Addition.

5th Class. Webb's Reader, No. 2, Swan's Speller, Price's Table-book, and ciphering through Multiplication.

6th Class. Webb's Reader, No. 3, Pierson's Speller and Tables, Mon-teith's Geography, and ciphering through Division.

From the last-named Class the promotions are made to the Upper Depart-ments.

UPPER DEPARTMENTS

MALE DEPARTMENTS

Class 1st. Receives the promotions from the Primary Department; and reviews the simple rules, and becomes thoroughly acquainted with the Tables of Weights and Measures; also studies Geography.

Class 2d. Federal Money and Denominate Numbers as far as Compound Multiplication; pursues the study of Geography also; Spelling from Dictation thoroughly taught.

Class 3d. Denominate Numbers and Reduction; commences the study of Grammar, and becomes proficient in Geography.

Class 4th. Rule of Three and Fractions, History of the United States, English Grammar and Composition, Geography, Spelling.

Class 5th. As far as the Square and Cube Roots; thorough course of Historical and Grammatical Instruction; and commences the study of Algebra.

Class 6th. Is subdivided into two classes; the pupils of which are pre-paring for admission into the Free Academy, by pursuing the course of study requisite to the accomplishment of that end.

All the Classes are taught Penmanship, Declamation and Drawing.

FEMALE DEPARTMENT

1st Class. Sanders' Spelling Book, Underhill's Table-book, Parley's Geography, Sanders' Third Reader, Davies' Arithmetic — Numeration, Addition and Subtraction.

2d Class. Sanders' Spelling Book, Underhill's Table-book, Parley's Geography, Angell's Fourth Reader, Davies' Arithmetic — Multiplication and Subtraction.

3d Class. Swan's Speller, Price's Table-book, Hazen's First Grammar, Fitch's Geography, Angell's Fifth Reader, Davies' Arithmetic — Division, Short and Long.

4th Class. Hazen's Definer, Price's Table-book, Hazen's First Grammar, Clark's Astronomy, Goodrich's Geography — Reading Books: Willard's History of the United States, Webb's Fourth Reader — Davies' Arithmetic, through Reduction, and Federal Money.

5th Class. Gummere's Spelling-book, Price's Table-book, Wells' Grammar, Davenport's History of the United States, Clark's Astronomy, Goodrich's Geography — Reading Books: Robbins' Outlines of History, Tower's Fourth Reader — Davies' Arithmetic, through the Compound Rules.

6th Class. Lynd's Etymology, Colburn's Mental Arithmetic, Hazen's Second Grammar, Scott's United States History, Mattison's Primary Astronomy, Goodrich's Geography — Reading Books, Tower's Fifth Reader, Robbins' Outlines of History, Ackerman's Natural History — Davies' Arithmetic, Fractions — Vulgar and Decimal.

7th Class. Thomas' Etymology, Colburn's Mental Arithmetic, Hazen's Second Grammar, Scott's United States, Bem's Chronology, Smith's Astronomy, Mitchell's Geography, Pinneo's Hemans Reader, Davies' University Arithmetic, and Greenleaf's, from Decimal Fractions through the remainder of the book.

The holidays, as fixed by the by-laws, were as follows: Every Saturday throughout the year; the day celebrated as the anniversary of American Independence; Thanksgiving Day; the week commencing with the twenty-fifth of December and ending with New Year's Day, both inclusive; the Commencement Day of the Free Academy; and the interval between the last Friday of July and the first Monday of September.

In 1854 the course of studies was revised, enlarged, and simplified, and it was provided that vocal music should be taught and practised in the schools to as great an extent as possible. Singing had been a feature in the school exercises for several years and pianofortes had been used in many schools, having been hired or purchased by the school officers, or presented through the liberality of school officials or friends. Mr. Boesé

says (p. 89) that in 1855 pianos were introduced into the boys' and primary departments and the primary schools, having previously been "provided in part only for the female departments." He adds: "This step has greatly influenced the discipline of the schools, and rendered them pleasant, cheerful, and attractive, besides introducing a beneficial vocal training." The revised course of study included drawing on slates and blackboards, in the primary grades, and elementary lessons on natural objects and in the elementary principles of mineralogy, geology, chemistry, and physiology, in the grammar grades.

In November, 1854, by-laws were adopted providing that "the Ward Schools shall consist of Primary and Grammar Schools; the present Upper Departments shall be designated as Grammar Schools for Boys and Grammar Schools for Girls, respectively. Each School shall be divided into five classes, with as many subdivisions as may be necessary; the highest or the most advanced class to be designated as No. 1, and the lowest as No. 5. The subdivisions of classes shall be called Sections A, B, C, &c."

The first attempt to provide a uniform schedule of salaries was made in 1854, when, after long deliberation, the Board adopted by-laws limiting the number and prescribing the positions of the teachers to be employed in the several schools, and fixing a maximum salary for each position. By the schedule adopted the salaries of principals in the grammar schools ranged from \$1500 (men) to \$480 (women), and in the primary schools from \$480 to \$300, the rate depending in part on the attendance; vice-principals received from \$1000 to \$200; and assistant teachers from \$600 to \$100. The plan failed to produce the expected results, and the by-laws mentioned were repealed on March 21, 1855. The Annual Report for 1856, reviewing the subject, states that they were found "impracticable and injurious," and adds:

"The endeavor to prescribe a uniform arrangement of the classes, without previously securing some degree of uniformity in the size and character of the schools, only resulted in an increase in the number of the teachers necessarily employed; and the attempt to limit the salaries by maximum rates, was

effective to accomplish a systematic raise to the highest points. While in many cases the best teachers, being at the highest notch, could receive no increase, the poorer ones seldom failed to reach the maximum. It would be difficult to show that these by-laws in any case saved a single dollar; while it is certain that they swelled the aggregate increase of salaries beyond what it would otherwise have been" (p. 44).

The Hall of the Board was enlarged in 1854, at a cost of about \$20,000, a fourth story being added; and about the same time several schoolhouses were rebuilt, including two (Nos. 4 and 11) of those erected in the early part of the century by the Public School Society. In 1857 Grammar School 33 (Twenty-eighth street, near Ninth avenue) was built at a total cost (including the site) of \$61,666.59. This was the most expensive building erected up to that time. The Annual Report for that year speaks of it as "an ornament to the city," and says that "in its architectural designs and internal arrangements" it is "justly regarded as the most beautiful and perfect Common School edifice in this or any other country." Some space in this report is devoted to answering criticisms levelled at the Board on account of the costliness of school buildings, the conclusion being: "An examination of the subject will show that the largest, best situated, and most expensive school houses are the most economical, the educational results alone being considered" (p. 24).

The question of corporal punishment attracted attention as early as 1850, in which year a special committee was appointed to inquire and report on the "expediency of abolishing corporal punishment in every department of the Ward and Public Schools of the city of New York." The committee reported strong reasons against the use of the rod, and concluded with the following resolution:

"Resolved, That the Board of Education earnestly recommend the Inspectors and Trustees of the several Ward and Public Schools to exert their united influence to abolish corporal punishment in every department of the Schools under their control."

The members of the committee signing the report were Dr. William A. Walters, Samuel A. Crapo, John McLean, and Wm. S. Duke. The report was presented on May 15, 1850, and lay on the table until October 16th, when it was taken up and the Clerk was ordered to send "copies to each of the Inspectors and Trustees of the several Ward and Public Schools to be distributed among the teachers."

OFFICERS OF THE BOARD OF EDUCATION — 1853 TO 1860

President

Erastus C. Benedict ¹	.	.	.	.	.	1853, 1854
William H. Neilson ¹	.	.	.	.	.	1855 and 1858-1859
Andrew H. Green ¹	.	.	.	.	.	1856, 1857
Richard Warren ¹	.	.	.	.	.	1859
William E. Curtis ¹	.	.	.	.	.	1860

Clerk

Albert Gilbert ¹	.	.	.	.	.	1853-1858
Thomas Boesé ¹	1858 (from June 13th)-1860

Superintendent of School Buildings

Amnon Macvey ¹	1854-1860
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City Superintendent of Schools

Joseph McKeen ¹	1853, 1854
Samuel S. Randall ¹	1854 (from June 7th)-1860

Assistant Superintendents of Schools

Joseph McKeen ¹	.	.	.	.	.	1854 (from July 5th)-1856
Samuel W. Seton ¹	.	.	.	.	.	1854 (from July 5th)-1860
Henry Kiddle ¹	.	.	.	.	.	1856-1860
William Jones ¹	.	.	.	.	.	1856-1860

¹ Deceased.

CHAPTER XIX

BOARD OF EDUCATION—1860 TO 1870

DURING the decade from 1860 to 1870, two changes of importance were made in the laws relating to public education in New York City. The first occurred in 1864, when an act was passed (April 25th) establishing seven school districts; reducing the Board of Education from forty-four members, elected by wards, to twenty-one members, to be elected by districts, each district to elect one member each year (the title Commissioner of Common Schools being retained)¹; reducing the number of Trustees elected in each ward from eight to five, and providing for three Inspectors in each of the seven districts, to be nominated by the Mayor, subject to confirmation by the Board of Education.

The school districts were as follows :

First — First, Second, Third, Fourth, Fifth, Sixth, and Eighth Wards.

Second — Seventh, Tenth, Thirteenth, and Fourteenth Wards.

Third — Ninth and Sixteenth Wards.

Fourth — Eleventh and Seventeenth Wards.

Fifth — Fifteenth and Eighteenth Wards.

Sixth — Twentieth and Twenty-first Wards.

Seventh — Twelfth, Nineteenth, and Twenty-second Wards.

The power of appointing teachers and janitors was retained in the hands of the Trustees, but nominations of principals and vice-principals, made by the Trustees, were subject to approval by the Board of Education, to which authority was also given in the matter of the removal of teachers. The new law provided

¹ It continued to be used in the statutes until the first Greater New York Charter was enacted, in 1897, taking effect in the succeeding year.

that licenses to teach should be granted by the City Superintendent, or one of his assistants, in the presence of at least two Inspectors designated by the Board. The Board was authorized to discontinue any school with the consent of a majority of the Trustees of the ward, or by a two-thirds vote in the absence of such consent. Local boards of school officers (the school officers were the Commissioners, Inspectors, and Trustees of the ward, and for certain purposes they constituted a local board) were abolished by the act, and it was provided that repairs should be made by the Trustees under rules and regulations to be established by the Board of Education.

The Commissioners elected by the several wards were not legislated out of office; hence the Board for 1865 consisted of twenty-two members elected by wards in 1863, and seven members elected by districts in 1864. The terms of the members elected by wards expired on December 31, 1865, at which time only fourteen members had been elected by districts (one in each district in 1864 and one in 1865). In order to make up the full number, twenty-one, seven Commissioners were nominated by the Mayor in January, 1866, and confirmed by the Board, there being a provision in the law of 1864 to that effect.

The reason for the establishment of school districts is thus given in the Annual Report for 1878: "The gradual removal of population from the southern to the northern part of Manhattan Island produced great inequalities in the population of the several wards, and gave to the more southerly wards an undue predominance in the Board of Education" (p. 26).

Mr. Boesé, writing in 1867, said of the new law: "On the 25th of April, 1864, the Legislature passed an act which has already done very much to bring the entire system into full harmony and unity, and to remove nearly all, and certainly the chief sources of difficulty. The lower business wards, having a few small schools, with a limited number of pupils, had heretofore been equally represented in the Board of Education with the wards that educated several thousands of children. This

inequality, as well as the injurious identification of the members of the Board with the several boards of trustees, was removed by dividing the city into seven school districts of nearly equal school population, each of which sends three commissioners to the Board of Education. These commissioners hold office for three years, one going out of office and his successor being elected each year. The Board, therefore, consists of twenty-one members, instead of the previous number of forty-four, or two from each ward. This smaller number is a decided gain, in the efficiency of its working, while at the same time the members being no longer *ex officio* members of the local boards, are not so closely identified with narrow local interests. The extension of the term of office from two years to three, and the loss of only one-third of the Board at the end of each year, insures an experienced majority in all its deliberations.

“The local boards of trustees were in the same manner improved by being reduced from eight members — ten, with the two commissioners — to five, one elected each year and holding office for five years.

“The inspectors, clothed with new and enlarged powers and made equal in number to the commissioners, hold office for the same time, and represent corresponding districts; but in place of being elected by the people, are nominated by the mayor, and elected by the Board of Education” (pp. 94, 95).¹

A most radical measure was introduced in the Legislature in 1867. It provided for a complete change in the management of the school system of the city. The bill abolished the Board of Education, the Trustees, and the Inspectors, and provided for a commission of seven, termed the Metropolitan Board of Instruction, to be appointed by the Governor

¹ The office of Inspector was continued until 1902. In point of fact, Inspectors never had more than inspectorial and advisory powers — or very little more. Their duties, as set forth in the statute, appeared important, but, beyond making recommendations, they performed no actual duty except that of auditing bills passed by the Trustees. For many years two Inspectors were designated to act with the City Superintendent in licensing teachers.

and Senate. The members of this board were to hold office for eight years, and were to receive salaries of \$5000 per annum each. It was claimed by the advocates of this bill that under the existing system the schools were too expensive and that the Board of Education did not furnish sufficient school facilities. The bill was strongly opposed as an attempt to deprive the people of the city of their rights in the matter of the education of their children, and failed of passage. The introduction of it, however, had one excellent effect, viz., the enactment of a law in that year (1867) providing for raising by taxation an increased amount for sites and schoolhouses, in consequence of which the Board lost no time in arranging for enlarged school accommodations.

While the bill referred to was pending, several members of the Assembly committee to which it had been referred visited New York, and spent three days in inspecting schools. "At the close of their visit," says City Superintendent Randall in his report for 1867, "they unanimously expressed their perfect and entire satisfaction with the ability and integrity which characterized every portion of its [the school system's] administration, and especially with the scholarship and discipline of the Schools, which they pronounced to be far superior to anything of which they had previously conceived" (p. 12).

Another, and a successful, attempt to do away with the district system was made in 1869, when an act was passed (April 30th) effecting what the Annual Report for the year just mentioned termed "a complete revolution" in the constitution of the Board. This act provided for a Board of Education consisting of twelve members, to be appointed by the Mayor within five days from the passage of the act, and to serve until December 31, 1871, and further provided that in the last-named year twelve Commissioners of Common Schools should be voted for on a general ticket. The principle of minority representation was introduced by a requirement that no voter should vote for more than seven candidates; the seven receiving the highest

number of votes were to be declared elected, and the five receiving the next highest number were to be appointed by the Mayor as members of the Board of Education. In making the first appointments, the Mayor was required to observe the principle of minority representation. The act provided that the Board should not have power to provide additional sites or buildings, or to remove any teacher, except by a vote of three-fourths of all its members.

The first appointments by the Mayor were promptly made, and the new Board of twelve members entered upon its duties on the 12th of May, 1869. No election of Commissioners, however, was ever held under the law passed in that year, as it was repealed by the Legislature in 1870.

In 1861 by-laws were adopted fixing the maximum salaries of principals and vice-principals as follows:

Principals of male grammar schools	\$1500
Principals of female grammar schools	750
Principals of primary schools or departments	600
Vice-principals of male grammar schools	1100
Vice-principals of female grammar schools	550
Vice-principals of primary schools or departments	450

and providing that

“the aggregate salaries of Teachers in any Ward shall not exceed a fund equal to a maximum annual salary for each Principal and Vice-Principal in said Ward, at the rates fixed in the preceding Section, and an allowance of \$13 per pupil for male grammar scholars, in Departments where the annual average attendance exceeds two hundred pupils, and \$15 per pupil, where the annual average attendance is less than two hundred pupils; \$10 per pupil for female grammar scholars, and \$6 per pupil for primary scholars, of the sworn average of the School in said Ward for the previous year; . . . ”¹

Notwithstanding the greatly increased cost of all the necessities of life caused by the Civil War, the salaries of teachers in New York remained unchanged until January 1, 1864, when a uniform increase of twenty per cent. went into effect. In the next few years further advances were made, so that in 1867 male

¹ Annual Report, 1861, pp. 43, 44.

principals received from \$2250 to \$3000, male vice-principals from \$1400 to \$2000, and women assistants in boys' departments an average not exceeding \$725; principals of girls' departments from \$1200 to \$1700, vice-principals \$1100, and assistants an average of \$650; principals of primary departments from \$1000 to \$1500, vice-principals \$900 to \$1000, and assistants an average of \$500. The by-laws provided that "the minimum salary paid to any teacher employed in the schools under the control of this Board shall be four hundred dollars."

In 1860 there were forty-four evening schools, — twenty-three for men and boys, nineteen for women and girls, and two for colored pupils of both sexes. The average attendance was 14,449. In the year mentioned a change of some importance was made through the transfer of the immediate control and supervision of these schools from an Executive Committee appointed by the Board of Education to the school officers of the several wards, who from this time nominated the teachers and cared for the colored schools in the same way as for the grammar and primary schools. The annual report of City Superintendent Randall for 1861 said:

"The transfer of the control of these institutions, from an Executive Committee of the Board of Education to the Trustees of the several Wards in which they are or may be located, has thus far been attended with very satisfactory results. The visits of the officers are more frequent, and a more complete supervision over the affairs and appointments of each of these schools is effected" (pp. 16, 17).

In 1866 the evening school system was remodelled, the number of schools being reduced from forty-eight to twenty-five — thirteen for men and boys, and twelve for women and girls. In his report for that year Mr. Randall said:

"This reduction has been accomplished by excluding from admission all applicants not accompanied or vouched for by some responsible person, all male pupils under fourteen, and female pupils under twelve years of age, and all those whose ages and avocations will admit of their attendance in the day-schools" (pp. 18, 19).

During this year (1866) an important step was taken in the establishment of the first evening high school in this city. It was also the first evening high school in the country. The school was opened in Grammar School No. 35, and was the only evening high school in New York for more than twenty years. This school is still in existence, being known as the New York Evening High School.¹

The normal schools inherited by the Board of Education from the Public School Society were, as has been said in an earlier chapter, not truly normal in their character, and in 1861 they were discontinued by the Board, with the exception of the Colored Normal School. According to the Annual Report for 1863,

“The Normal Schools, established by the Public School Society, were continued for some years subsequent to the dissolution of the society, owing to their excellence as supplementary schools; but as the common schools advanced in grade, and became able to impart a similar kind and degree of scholarship, it was deemed by the Board unnecessary to continue them, and they were accordingly closed to give place to others more truly normal in their character, and better adapted to instruct their pupils in the theory and art of teaching” (pp. 22, 23).

In 1864, however, it was decided to re-establish the Saturday Normal School for women, and it was started with good prospects. “Classes have been organized with the view to afford an opportunity for instruction in all the branches of study prescribed for the several grades of certificates conferred by the City Superintendent, as well as for instruction in the principles and methods of teaching, so as to impart a knowledge of the proper modes of presenting, analyzing, and explaining the several branches required to be taught in the Primary and Grammar Schools.”²

The need of a regular institution for the education of girls

¹ In his report for 1867 the City Superintendent stated that the evening high school had “proved eminently successful in accomplishing the objects for which it was designed” (p. 26). The report of the principal of this school formed a feature in the Annual Reports of the Board for many years.

² Annual Report, 1864, p. 26.

and for the proper training of teachers had long been recognized. In the same year in which the Free Academy was opened, a select committee, appointed to inquire "into the propriety and expediency of establishing a Female Free Academy," presented to the Board an elaborate report strongly favoring the project,¹ and the Annual Report for 1854 devoted several pages to a plea for "affording the opportunity of a liberal education to the pupils of our Female Grammar Schools" (see pp. 50-58).² The project languished for financial and other reasons. The situation in 1867 may be estimated from the annual report of the City Superintendent, who, under the heading "Normal and High School for Girls," says: "Such institutions have long been in existence in nearly all our leading cities, and they are specially and peculiarly needed here. To supply their want, we have only a Saturday Normal School, for those who are already engaged in teaching, and supplementary classes of from fifteen to thirty pupils in as many of our Grammar Schools as can obtain the requisite number. As no such class can, under the by-law of the Board, be formed at all, in any school, with a less number of pupils than twenty-five, or continued without an average attendance of twenty, a large number of female pupils in schools where this average cannot be obtained or kept up, are virtually excluded from advancement beyond the Grammar School course" (p. 24). The Superintendent estimated that probably a thousand girls who had completed the highest grammar course would be glad to attend such an institution as he favored.

¹ The committee consisted of Robert Kelly (then President of the Board), Edward B. Fellows, Erastus C. Benedict (President 1850-1854), James Cruikshank, and Timothy Daly.

² It is an interesting circumstance that in a report to the Board, dated November 21, 1855, City Superintendent Randall recommended "the designation, by the Board of Education, of the building recently erected in the Fifteenth Ward, in Twelfth street, near University Place, as a Free Academy for Girls." The building referred to was Grammar School No. 47, in which the Girls' High School, now the Wadleigh High School, was established in 1897.

The school law as amended in 1854 authorized the Board of Education "to continue the existing Free Academy and organize a similar institution for females." Nothing, however, was actually done until 1869, when the Board decided to establish a Daily Female Normal and High School. This school was opened, in rented quarters at the southeast corner of Broadway and Fourth street, on February 14, 1870, and in the following year it became the Normal College, which will form the subject of a later chapter.

In 1866, by an act of the Legislature, the Free Academy became the College of the City of New York, and was placed under the control of a Board of Trustees consisting of the members of the Board of Education and the President of the College.

The schools for colored children (then ten in number), which had been in charge of the local boards of the different wards, by which in some cases they "were either wholly or in part neglected,"¹ were in 1866 brought under the control and direction of the Board of Education.

Light upon the methods that prevailed in this era is furnished by the following resolution adopted by the Board on May 12, 1869:

"On motion of Commissioner Gross,

"*Resolved*, That the Tearoom in the Hall of the Board of Education, and the practice of furnishing suppers and refreshments to the members of the Board at the expense of the School Fund, be and the same are hereby abolished."

In 1860 Grammar School No. 14 (originally No. 15 of the Public School Society), in East Twenty-seventh street, was razed, and a new schoolhouse erected in its place, at a cost of about \$70,000, making (with the site, estimated at \$30,000) by far the most costly school establishment in the city up to that time.

¹ Annual Report, 1866, p. 12.

COMPARISON BETWEEN 1860 AND 1870

	1860	1870
Grammar schools for boys	47	42
Grammar schools for girls	47	43
Grammar schools, mixed (boys and girls) . .	0	5
Primary schools and departments	87	94
Colored schools	11	6
Total	192	190
Whole number of pupils taught	145,870	194,539
Average attendance	55,050	85,307
Number of teachers	1,548	2,407
Salaries of teachers	\$669,580.99	\$1,679,629.71
Total expenditures	\$1,222,667.34	\$2,733,591.58
Cost of books and supplies through the Depository	\$63,094.33	\$131,747.55
Value of school sites and buildings		\$8,596,000.00

OFFICERS OF THE BOARD OF EDUCATION — 1860 TO 1870

President

William E. Curtis ¹	. . . . .	1860–1863
James M. McLean ¹	. . . . .	1864–1867
Richard L. Larremore ¹	. . . . .	1868–1870 (to July 1st)

Clerk

Thomas Boesé ¹	. . . . .	1860–1869 (to April 7th)
John Davenport ¹	. . . . .	1869 (from April 7th to May 12th)
William Hitchman ¹	. . . . .	1869 (from May 12th), 1870 (to May 4th)
Lawrence D. Kiernan ¹	. . . . .	1870 (from May 4th)

Superintendent of School Buildings

Amnon Macvey ¹	1860–1867, 1869, 1870
James L. Miller ¹	1867, 1868

Auditor

John Davenport ¹	1866–1870 ²
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¹ Deceased. ² Mr. Davenport acted as Clerk from April 7 to May 12, 1869.

City Superintendent of Schools

Samuel S. Randall ¹	.	.	.	1860-1870 (to June 1st)
Henry Kiddle ¹	.	.	.	1870 (from June 1st)

Assistant Superintendents of Schools

Henry Kiddle ¹	.	.	.	1860-1870 (to June 1st)
Samuel W. Seton ¹	.	.	.	1860-1869 (to November 20th)
William Jones ¹	.	.	.	1860-1870
Norman A. Calkins ¹	.	.	.	1863-1870
Thomas F. Harrison ¹	.	.	.	1866-1870
John H. Fanning ¹	.	.	.	1870

¹ Deceased.

CHAPTER XX

BOARD OF EDUCATION — 1870 TO 1880

As in the previous decade, so in the period between 1870 and 1880 there were two important changes in the laws relating to the school system of New York City. In 1871 (April 18th) the "act to reorganize the local government of the city of New York," passed in the previous year, was amended by the passage of a law (Chapter 574) creating a Department of Public Instruction as one of the departments of the city government and turning over to it all the powers and duties of the Board of Education. This law unseated the existing Board of Education, and provided for the appointment, by the Mayor, of twelve Commissioners of the Department mentioned, for terms of five years each. The Mayor in his appointments was required to recognize the principle of minority representation provided for by the law of 1869. The Mayor was also authorized to appoint the School Trustees and Inspectors.

The Commissioners of Public Instruction provided for by the new law, were appointed without delay by Mayor A. Oakey Hall, and entered on their duties on April 29th. This law was diametrically opposed to the principles of ward and district representation which had prevailed from the establishment of the Board of Education until 1869. It provided for a centralized system, all the appointments of school officials being placed in the hands of the city's executive officer. It was not allowed to remain in force long.

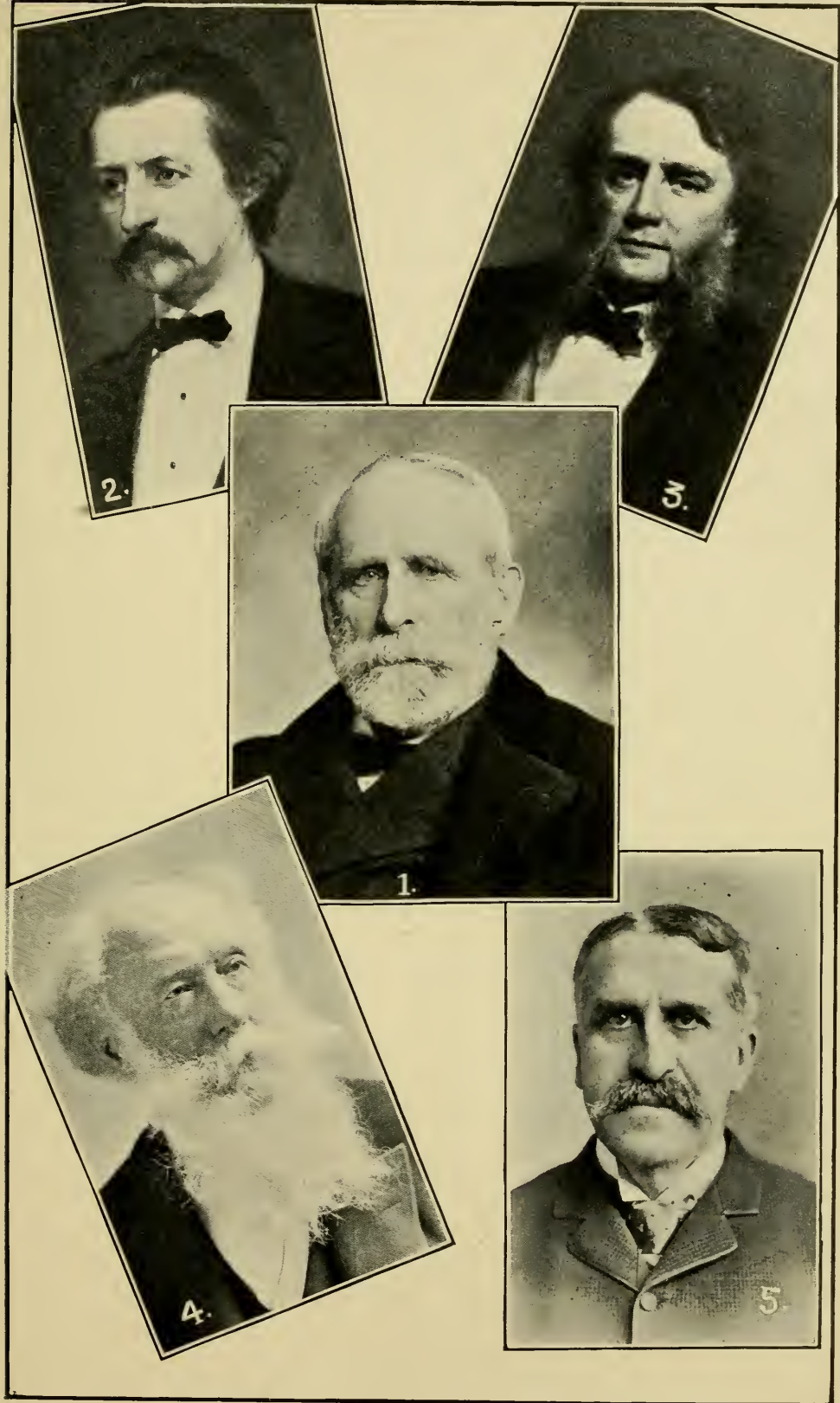
By Chapter 112 of the laws of 1873 (passed March 21st), the seven school districts set up by the act of 1864 were re-estab-

lished, and provision was made for the appointment, by the Mayor, of twenty-one Commissioners of Common Schools, to hold office for three years, and to constitute the Board of Education. The Commissioners were appointed in classes of seven, the terms of one class expiring each year. The Trustees were originally elective officers, and then for two years were appointed by the Mayor; now for the first time the power of designating them was given to the Board of Education, which was authorized to appoint five for each ward, for five-year terms. The Mayor was directed by the act to appoint three Inspectors for each district, or twenty-one in all, for terms of three years each. The power to appoint principals and vice-principals of schools, on the nomination of the ward Trustees, was retained by the Board of Education, and was for all practical purposes an original function of that body, through a provision of the newly enacted law that if a nomination made by the Trustees was not confirmed within twenty days, then the Board of Education had the sole power of appointment.

The system established in 1873 remained substantially unchanged until 1896. The changes effected in the former year were discussed at some length in the Annual Report for 1878, from which the following excerpts are made:

“The controlling principle in this return to the former system was to remove the schools from political supervision. The erection of the Board of Education into a department of the City government brought it necessarily into so close a contact with the influences almost inseparable from the municipal administration, that it could not fail, sooner or later, to become an instrument of partisan aggrandizement and power.

“Indeed, the advocates of the Public School Society, years before, used this same argument of the danger of partisan tendencies, to resist the demand for an elective school system. When, after thirty years of existence, the system of elective school officers had been willingly resigned by the people, it became an exaggeration of conservatism to place the whole



LATER PRESIDENTS OF THE NEW YORK BOARD OF EDUCATION
1. Andrew H. Green. 2. Richard L. Larremore. 3. James M. McLean.
4. William Wood. 5. Stephen A. Walker



organization in the hands of a single individual. The *via media* was found to be in the discriminating selection of a board of twenty-one members, representing the whole city, who should have power to select and appoint the members of the local boards, and thus insure, as far as could be practicable, a just representation of the character, nationality and interests of the people and of the different sections of the city. This organization still continues, and the experience of six years shows its adaptation to the educational needs of our city. . . .

“The immediate supervision of the schools in the respective wards is given to the Trustees, who appoint teachers, nominate principals to the Board of Education for approval, and subject to general rules prescribed by that Board, provide books, fuel, and all other supplies, select and recommend school sites, and under the authority of the Central Board, secure proposals, award contracts, and audit and certify bills for the payment of the cost of repairs, etc., as provided by law. Their power of the expenditure of money, although limited, gives them a fund for the incidental expenses of the wards, beyond which an appeal to the Board almost invariably insures an appropriation for every reasonable demand. Cases of embarrassment have sometimes arisen where Trustees have exceeded their proper limits, but they have been infrequent.

“The Inspectors have the general oversight of the schools in their districts. They must approve the removal of teachers before the same can take effect, and countersign all bills and pay rolls. They serve as an advisory branch of the local Boards. The Board of Education is the legislative body which regulates and supervises the whole.

“The advantages of this system can be easily appreciated by a momentary consideration of the consequences that would follow to our schools, if it should be abolished, and the local Boards of each ward or district should become the sole administrators. The attempt to establish such a scheme would be a premonition of swift disorganization and decay. . . .

“The distribution of powers, duties and responsibilities among the Trustees and Inspectors—numbering in all about one hundred and fifty—prevents the tendency to too great power in a Central Board, while the revisory and executive duties of the Board of Education, especially in its financial administration, must act as a check to the too lavish expenditure of money by the local Boards. . . .

“While the rapid growth of the City of New York and the cosmopolitan character of the population have rendered imperative certain changes in the system, the most important of which have been in the direction of development and expansion, several experiments have been made which were dictated less by a true spirit of devotion to the public interests than by personal or party considerations. The change in the method of choosing the school officers was the result of experience. . . .

“A return to the system of district representation in the Board of Education, instead of the representation of the whole city by the twenty-one Commissioners chosen at large, is specially to be deprecated” (pp. 27-31).

The Board of twenty-one members appointed by Mayor William F. Havemeyer entered upon its duties on April 5, 1873.

During the decade now under review several other laws of considerable moment to the public school system were enacted.

The region north of the Harlem River, long known as the Annexed District, was added to the city at the beginning of 1874, becoming the Twenty-third and Twenty-fourth Wards, and the schools in this territory passed under the control of the Board of Education, but without increasing the number of its members. The New York school system was thus enlarged by the addition of eight grammar schools (all being mixed, or composed of both boys and girls), raising the number of grammar schools to sixty-seven, and six primary schools, making the total number forty-eight. The average attendance at these schools in 1874

was 4130. The value of the school property thus acquired was \$294,500.

The first law providing for the erection and furnishing of schoolhouses by the issue of city bonds was passed in 1871. Chapter 692 of the laws of that year authorized the expenditure of \$680,000 for this purpose, and provided for the issue of "Public School Building Fund Stock of the City of New York" to that amount.¹ The eminently sound principle was thus introduced that schoolhouses should not be built with moneys raised by taxation, but should be paid for out of bond issues, so that subsequent generations, which enjoy their use, may pay for them in part.

The first Compulsory Education Law was passed in 1874, to take effect January 1, 1875, entitled "An act to secure to children the benefits of elementary education."² In pursuance of this enactment, rules and regulations were adopted by the Board of Education, and duly approved by a Justice of the Supreme Court. A Supervisor of Truancy and eleven truancy agents were appointed, at an expense, according to the Annual Report of 1875, of \$17,350. The law proved to be defective in many respects, and, although amended in 1876, City Superintendent Kiddle, in his report for that year, declared that the results were not "at all commensurate with the expense incurred" (p. 169); and in 1877 he reported that "as a compulsory attendance law the amount of good it has accomplished is of very little importance" (p. 178). The first Supervisor of Truancy, Alexander M. Stanton, in his first annual report, recommended the establishment of a truant school and home;

¹ The same act provided for the issue of "Normal School Fund Stock of the City of New York," to the amount of \$200,000, for the erection of a building for the Normal College.

² The record would be incomplete without mention of the "act to provide for the care and instruction of idle and truant children" passed April 23, 1853, of which the Annual Report of the Board of Education for 1857 said: "The law of 1853 was one of the most beneficent and philanthropic acts ever passed, but our city authorities have allowed it to lie dead on the Statute Book" (pp. 28, 29).

repeated recommendations of the same nature were made, but the suggestion was not put into practical effect for more than twenty years.

A law enacted in 1873 provided for the establishment and maintenance by the Board of Education of a Nautical School "for the education and training of pupils in the service and practice of navigation." Authority having been given to the Secretary of the Navy, by an act passed by Congress June 20, 1874, to loan a ship for the use of such a school, application was made to the Navy Department by Governor John A. Dix, and the sloop-of-war *St. Mary's* was assigned for the purpose. The *St. Mary's* was delivered to the Board of Education December 10, 1874, and the first pupils were received January 11, 1875. The first Superintendent of the Nautical School was Commander Robert L. Phythian, U.S.N. The *St. Mary's* has been used continuously since 1875 for Nautical School purposes, and, as a rule, makes a summer cruise across the Atlantic Ocean with a hundred or more boys on board.

A step of great importance in the internal management of the schools was taken in 1869, when a by-law was adopted prohibiting corporal punishment in all the schools after the beginning of the year 1870. Punishment of this character had previously been forbidden in all girls' and primary schools and departments, and the by-laws provided that in the boys' grammar departments it should be inflicted only by the principal, or in his absence by the vice-principal, "on proof of flagrant and persistent misconduct, after all reasonable efforts to reform the offender shall have been made." Many principals who might have acted under this provision declined to do so; and City Superintendent Randall, as early as 1867, favored the entire abolition of the rod. After the new rule went into effect, however, Superintendent Kiddle, in his report for 1872, urged that principals be reinvested "with the right to inflict, under proper regulations and restrictions, corporal punishment upon those pupils who show themselves amenable to no other influence"

(p. 192). He repeated this recommendation in 1873, and was supported by a committee of the Board of Education which, in that year, investigated the matter and submitted a unanimous report in favor of restoring corporal punishment. The committee's report was not adopted, and the Board has never retreated from the position which it took in 1869. The Annual Report for 1878, in referring to this subject, said: "The abolition of corporal punishment, about eight years ago, introduced several changes in the modes of coercion employed by the teachers; and many feared that the schools would soon show a deterioration in that excellence of order for which at that time they were distinguished. As far as can be ascertained, they show, however, at the present time, a still greater degree of excellence, at any rate in all the external indications of efficiency in this respect" (p. 45).

An increase of about twenty per cent. in the salaries of teachers was made in 1872. Says the Annual Report of the Board for that year:

"Acting, however, upon what they deemed a just and wise policy, enforced by the repeated application of the several grades of teachers, the Board in April increased the salaries, by fixing a maximum of \$3000 for all male Principals, and \$2500 for all male Vice-Principals; and for female Principals of Grammar Schools a maximum advance, depending on the average attendance of pupils, to \$2006, and Vice-Principals of the same a maximum advance to \$1298; Principals of Primaries an advance to a maximum of \$1800, and Vice-Principals of the same \$1200. The average of the salaries of Assistants was for the males advanced to \$1652, for the females in Male Departments to \$850, for the Assistants in the female Grammar Departments to \$767, and for the Assistants in the Primaries \$600 — a general advance of about twenty per cent. upon the salaries of the previous year" (pp. 29, 30).

Owing to the hard times prevailing in 1877, the Board of Education reduced the salaries of all its employees about three and one-half per cent.

The salary schedule in force in 1880 may be summarized as follows:

Boys' departments — Principals, from \$2250 to \$3000 ; vice-principals, 1800 to \$2000 ; men assistants, \$1500 to \$1700 ; women assistants, an average not exceeding \$800.

Girls' departments — Principals, from \$1200 to \$1700 ; vice-principals, \$1000 to \$1200 ; assistants, an average of \$725.

Primary departments and schools — Principals, \$1000 to \$1700 ; vice-principals, \$850 to \$1200 ; assistants, an average of \$600.

Mixed grammar schools — Women first assistants teaching the first grammar grade alone or in connection with other grades, boys and girls being instructed in the same class, and no male assistant being employed, \$1200.

Principals of fourteen years' standing, if approved by a majority vote of all the members of the Board of Education, received salaries as follows ;

Boys' departments, \$2500 ; girls' departments, \$1900 ; primary departments and schools, \$1750.

Special teachers — Drawing, \$2 per hour ; music, German, and French, \$1.50 per hour.

Evening schools (per night) — Men principals, \$4 ; men assistants, \$2.50 ; women teachers, \$3 ; women assistants, \$2 ; principal of the evening high school, \$8.50 ; teachers in the evening high school, \$5.

The various local boards of Trustees designated the salaries paid to the several teachers employed in the schools of their wards in such manner that there should not be a greater difference than \$100 between the salaries of any two successive grades of women assistant teachers, or more than \$300 between any two successive grades taught by men.

The course of study in the schools was extensively revised in 1871, and again in 1876. In 1871 special attention was given to the methods of object teaching in the primary grades, and penmanship was introduced in the primary grades for the first time ; in the grammar grades provision was made for giving more attention to physical science, and instruction in the Constitution of the United States was introduced. In September, 1876, a new course of study was put into effect, the Board having been criticised for giving too much attention to so-called "ornamental branches" ; the time given to object lessons was reduced, and a change was made in the method of teaching history. In this year a great reduction was made in the time

allowed for instruction in German and French. German was introduced in the schools as an ordinary branch of study in 1870; previously both German and French had been elective studies in the highest grammar grades.

By a law passed in 1875 (Chapter 322) industrial or free-hand drawing was required to be taught in all the schools.

The experiment was made in 1871 of appointing a visiting physician for the public schools; his duties were "to inspect the sanitary condition of the school houses, yards, class-rooms and appurtenances; to prevent, by proper precautions, the spread of epidemic diseases; and, to visit all teachers who have been absent from class duty for five days or upward." Under his supervision special attention was given to ventilation, and great care was taken to secure cleanliness in all school buildings.

In 1879 a by-law was adopted requiring that no license to teach should be issued unless the candidate presented a certificate of sound bodily health from a physician in good standing.

The following table in reference to the cost of supplies is taken from the Annual Report of 1878; it is preceded by this statement: "The expenditure for supplies, delivered through the Depository, to the various schools, janitors, etc., owing to the united efforts of the Committee on Supplies and the principals of the schools, has been materially diminished during the past seven years" (p. 39):

Amount expended for supplies in 1872	. . . . .	\$187,778.62
Amount expended for supplies in 1873	. . . . .	179,207.89
Amount expended for supplies in 1874	. . . . .	171,784.42
Amount expended for supplies in 1875	. . . . .	162,843.77
Amount expended for supplies in 1876	. . . . .	163,514.58
Amount expended for supplies in 1877	. . . . .	155,221.74
Amount expended for supplies in 1878	. . . . .	120,204.18

The Annual Report for 1875 stated that the total amount paid for sites during the previous nine years was \$408,700.

COMPARISON BETWEEN 1870 AND 1880

	1870	1880
Grammar schools for boys	42	46
Grammar schools for girls	43	45
Grammar schools mixed (boys and girls)	5	12
Primary schools and departments . . .	94	114
Colored schools	6	5
Total	190	222
Whole number of pupils taught	194,539	220,331
Average attendance	85,307	112,627
Number of teachers	2,407	3,292
Salaries of teachers	\$1,679,629.71	\$2,346,141.31
Total expenditures	2,733,591.58	3,223,948.72
Cost of books and supplies through the Depository	131,747.55	125,337.39
Value of school sites and buildings . .	8,596,000.00	10,365,800.00

OFFICERS OF THE BOARD—1870 TO 1880

President

Richard L. Larremore ¹	1870 (to July 1st)
Bernard Smyth ¹	1870 (from July 1st)—1872
Josiah G. Holland ¹	1873 (to April 5th)
William H. Neilson ¹	1873 (from April 7th)—1875
William Wood ¹	1876—1879
Stephen A. Walker ¹	1880

Clerk

William Hitchman ¹	1870 (to May 4th)
Lawrence D. Kiernan ¹	1870 (from May 4th)—1880

Superintendent of School Buildings

Amnon Macvey ¹	1870, 1871
David I. Stagg ¹	1872—1880

Auditor

John Davenport ¹	1870—1880
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¹ Deceased.

City Superintendent of Schools

Samuel S. Randall ¹	1870 (to June 1st)
Henry Kiddle ¹	.	.	.	.	.	1870 (from June 1st)—1879 (to October 1st)
John Jasper	.	.	.	.	.	1879 (from October 1st), 1880

Assistant Superintendents of Schools

Thomas F. Harrison ¹	.	.	.	.	.	1870—1880
John H. Fanning ¹	.	.	.	.	.	1870—1880
Norman A. Calkins ¹	.	.	.	.	.	1870—1880
William Jones ¹	.	.	.	.	.	1870—1880
Arthur McMullin	.	.	.	.	.	1872—1880
John Jasper	.	.	.	.	.	1872—1879 (to October 1st)
Alexander J. Schem ¹	.	.	.	.	.	1874—1880
James Godwin	.	.	.	.	.	1879, 1880

Superintendent of Truancy

Alexander M. Stanton	.	.	.	.	.	1875, 1876
William Kemeys	.	.	.	.	.	1877—1880

¹ Deceased.

CHAPTER XXI

BOARD OF EDUCATION—1880 TO 1890

It is a curious fact that the ninth decade of the last century was the only one, after the organization of the Board of Education in 1842, in which no legislation was enacted effecting sweeping changes in the school system or its management. In 1851 an important law was passed, which provided for the school system substantially as it has existed for more than half a century; and in 1853 the Public School Society was by an act of the Legislature merged into the Board of Education. In 1864 the district system was established, and the Board of forty-four members reduced to twenty-one. The district system was overthrown in 1869, and a Board of twelve members, appointed by the Mayor, placed in charge; but the law providing for the election of twelve Commissioners was repealed before any election was held. In 1871 the Board of Public Instruction was established, consisting of twelve members named by the Mayor, who was also authorized to appoint both Inspectors and Trustees. Finally, a Board of twenty-one Commissioners, appointed by the Mayor, was created in 1873, and the appointment of Trustees was placed in the hands of the Board. There was no further legislation affecting the composition of the Board of Education for nearly twenty-five years.

The years from 1880 to 1890 were peaceful, and were marked by the steady expansion of the school system, without violent changes or transitions. A number of laws were passed, however, which enabled the school authorities to do their work more efficiently, and some of which marked important stages in the development of popular education in the city of New York.

Viewed by results, the first place should doubtless be given to a brief law passed in 1888 authorizing the Board of Education to establish and maintain free lectures for working men and working women. The first steps were taken by the Board in that year, and an appropriation of \$15,000 to carry on the work during the following year was obtained. In 1889 lectures were given in seven school buildings, the principal subjects treated being elementary chemistry, electricity, physiology, hygiene, chemistry and analysis of food and drink, sanitation, elocution, poetry, astronomy, American history, and elementary principles of law. "It is the object of these lectures," said the Annual Report for the year mentioned, "to disseminate useful knowledge among people, who, but for this means of instruction, would never become familiar with or even aware of some of the most important, yet simple scientific principles and facts bearing upon actual daily life, health and happiness. . . . The lectures have been fairly well received and attended by the public, and much interest has been shown by the audiences. When the lectures become more widely known, their usefulness more fully realized, and the various small difficulties which have appeared shall have been removed, it is anticipated that much greater results will be obtained" (pp. 46, 47).¹

In 1890 two courses of lectures were delivered — the first in February and March, the second in November and December. In the first course there were 182 lectures in seven schoolhouses, and the total attendance was 16,085.² In the second course there were but 54 lectures in six school buildings; the total attendance was 23,995, and the average for each lecture 445. The Annual Report for 1890, referring to this marked change and to the appointment of a Superintendent to take charge of

¹ No statistics regarding the lectures in 1889 are given in the report.

² The Annual Report for 1890 (p. 37) gives the average attendance at each lecture as 78. It is noticeable that the first lecture delivered in Grammar School 67 was attended by seven persons.

the work, said: "The lectures in November and December were delivered under the direction of Dr. Henry M. Leipziger. The attendance at these lectures for the months of February and March was not satisfactory, the lack of success being, no doubt, due to the fact that a special superintendent of the same had not been appointed" (p. 36).

In 1884 an act was passed by the Legislature (Chapter 458) providing for the issue of schoolhouse bonds to the amount of \$2,000,000 for new school sites and buildings; but the constitutional amendment adopted in that year, limiting the amount of indebtedness to be incurred by cities, prevented the Board of Education from realizing the full benefit of the act, only \$332,000 having been issued before January 1, 1885, when the amendment went into effect. No provision having been made for funds for building purposes from any other source, the Board had no resources available during 1885, and no new buildings were begun in that year. In 1886, in consequence of a decision by the Court of Appeals and another act of the Legislature, bonds to the amount of \$484,584.74 were issued. Chapter 458 of the laws of 1884 was amended in 1885, and again in 1886, and the balance of the bond issue authorized was sold in the three years following. In 1888 a second bond issue of \$2,000,000 was authorized by law (Chapter 136), and a third issue to the same amount was authorized by Chapter 252 of the laws of 1889. The resources thus provided enabled the Board of Education to build many schoolhouses in the hope of meeting the demands of the rapidly increasing school population.

The difficulty of securing sites promptly when needed, at reasonable prices, had been a source of embarrassment for some time, and in 1887 the Board applied to the Legislature for aid, and obtained the passage of a law enabling it to acquire sites through condemnation proceedings.

During the period under review the number of evening high schools was increased to four. The original school of this character, established in 1866, became known as the New York

Evening High School; the East Side School was opened in 1887, the Harlem in 1888, and the Central in 1890.

The system of evening elementary schools was modified in 1880, when schools for juniors and schools for seniors were provided, the former for pupils between the ages of thirteen and eighteen, while to the latter no one under sixteen was admitted.

As early as 1880 attention was called to the decreasing attendance at the schools for colored children. At this time there were three schools for negroes, containing both grammar and primary departments. The Annual Report for 1880 foreshadowed the "gradual absorption" by the public schools generally of this separate class of schools, owing to the fact that, by law, all the public schools were now open to pupils without distinction of color.¹ The average attendance at the so-called colored schools in this year was 571 — 104 less than in 1879 and 287 less than in 1878. In 1883 the average attendance was 443, and in that year the Board of Education decided to disestablish the three separate colored schools; the date first fixed, September 1, 1883, was subsequently changed to September 1, 1884. One of the schools, however, was closed on the first-mentioned date. In the mean time, in response to an appeal made by colored citizens, an act was passed by the Legislature (May 5, 1884) prohibiting the abolition of the two remaining schools, turning them over to the control of the Trustees of the wards in which they were situated, and providing that they should be "open for the education of pupils for whom admission is sought, without regard to race or color." The two schools were thenceforth designated as Grammar Schools 80 and 81. On this subject a passage from the Annual Report for 1884 is pertinent:

"After an existence of over ninety-seven years, the colored schools of this city, as a distinct and peculiar feature of our system, have at length been disestablished. They were founded by the Manumission Society, and were conveyed to the late Public School Society in 1834, and by the latter conveyed to

¹ See Chapter 186, Laws of 1873.

this Board at the time of the consolidation in 1853. . . . The causes which led to the establishment of colored schools having ceased to exist, except as a matter of history, all legislation with reference to the establishment and maintenance of such schools has thus at last been repealed, and the color line has finally and happily disappeared from our schools, except so far as it may be said to remain in the case of the two schools referred to [Nos. 80 and 81]. The colored children who are in attendance upon Nos. 80 and 81 are but a small minority of the whole number of colored children who avail themselves of our system and attend the schools throughout the city in common with whites, between whom and the colored children no distinction whatever is made; and in the opinion of this Board it will be to the advantage of the system, and of the colored scholars themselves, to assimilate Nos. 80 and 81, in practice as well as in theory, to the other Grammar Schools, at the earliest practicable date" (pp. 52, 53).

The last part of the decade was marked by an innovation of some significance, viz., the appointment, for the first time, of women as members of the Board of Education. Two women were appointed in 1886, taking office January 1, 1887 (one of whom was reappointed three years later), one was appointed in 1888, and two appointments were made in 1889, so that for six years, from 1887 to 1892, women sat in the Board and served on its committees.¹

Much attention was given to the course of study throughout the period with which we are dealing, and for several years, beginning with 1884, the question of industrial or manual training was a prominent topic before the Board of Education. In 1885, 1886, and 1887 a thorough investigation was made by committees of the Board, assisted by the City Superintendent of Schools. In the last-named year it was decided by a unanimous vote of the Board to make the experiment of introducing modelling in clay, construction work in paper, pasteboard, and other suitable materials, and drawing to scale for boys and girls,

¹ The first appointments were made by Mayor William R. Grace. The women who served on the Board of Education were Mrs. Mary N. Agnew, Miss Grace H. Dodge, Mrs. Sarah H. Powell, and Mrs. Clara M. Williams. It may be noted here that in 1895 fourteen women and in 1896 forty-five women were appointed as School Inspectors by Mayor Strong.

carpenter work or the use of wood-working tools for boys, and sewing and cooking for girls; and in 1888 a manual training course of study was adopted in four boys' departments, five girls' departments, and eleven primary departments and schools. On December 31, 1890, there were 19,476 pupils pursuing the manual training course of study, in seven boys' grammar departments, eight girls' grammar departments, one mixed grammar department, thirteen primary departments, and eight primary schools.

On February 1, 1890, a new general course of study was put into effect, being based on the manual training course, with the omission of wood-working, of instruction in clay modelling, of cooking, and of obligatory instruction in sewing in the grammar schools for girls, sewing being made permissible in those schools.

In accordance with the requirements of the State law, provision was made in 1885 for instruction in physiology and hygiene, "with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system."¹

For a number of years prior to 1885 the salaries of teachers were apportioned by the Trustees upon a basis fixed by the Board of Education, but without anything approaching uniformity in the twenty-four wards. The unequal distribution caused dissatisfaction and led to numerous appeals and protests. The salary question became the subject of serious and prolonged investigation beginning in 1883, resulting in 1885 in the adoption for the first time of a uniform schedule, which went into effect on January 1, 1886; salaries were based on the position or numerical rank of each teacher in his or her school, recognition being given only to length of service and merit. The incidental result was a very small average advance in the pay of grammar school teachers, and an increase somewhat

¹ The financial statement of the Board for 1896 shows the expenditure of \$24,285.16 for the purchase during that year of text-books treating of alcoholic drinks, etc.

larger for teachers in the primary grades. The maximum and minimum salaries as fixed by the schedule adopted were as follows :

Boys' and mixed grammar schools — Principals, \$2250 to \$3000; vice-principals, \$1800 to \$2000.

Girls' grammar schools — Principals, \$1200 to \$1700; vice-principals, \$1000 to \$1200.

Primary schools and departments — Principals, \$1000 to \$1700; vice-principals, \$850 to \$1200.

Men assistant teachers — \$1080 to \$2016.

Women assistant teachers — Boys' grammar schools, \$633 to \$1116; mixed grammar schools, \$603 to \$1086; girls' grammar schools, \$573 to \$1056; primary departments and schools, \$504 to \$900.

The tenure of office of teachers in New York had in the course of years become substantially stable, once a permanent license was secured from the City Superintendent of Schools (and this was granted after six months' satisfactory experience in actual teaching), although a license might be revoked for cause affecting the morality or competency of a teacher. A teacher could be removed by the Board of Education upon the recommendation of the City Superintendent, or of a majority of the Trustees of the ward, or of a majority of the Inspectors of the district, but only by a vote of three-fourths of all the members of the Board. The Trustees also had power to remove teachers other than principals and vice-principals, by a majority vote, with the approval of the Inspectors of the district, but a teacher so removed had the right of appeal to the Board of Education.¹

About the beginning of 1880 by-laws were adopted regulating the absences of teachers and prescribing the conditions requisite for excusing absence with pay. This was a reform of importance, as theretofore "excuses for absence with full pay were entirely in the discretion of the Board, without any conditions as to time or cause, and, as a consequence, a sort of pension system was established, not at all contemplated by law."²

¹ See New York City Consolidation Act of 1882, sections 1042 and 1038.

² Annual Report, 1880, p. 38.

The enforcement of the Compulsory Education Law was placed in the hands of the City Superintendent at the beginning of 1881, the position of Superintendent of Truancy being discontinued. At that time eleven agents of truancy were employed; in 1890 the number of such agents was twelve.

A stringent by-law on the subject of contagious diseases was adopted early in 1881, providing that children residing in premises where a contagious disease existed must absent themselves from school while the contagion continued, and could be readmitted only after the premises had been thoroughly disinfected.

The Saturday Normal School was discontinued in 1880, it being no longer deemed necessary on account of the extension of the Normal College course to include a fourth year. In 1888 the Normal College was regularly incorporated by an act of the Legislature, and placed under the control of a Board of Trustees consisting of the members of the Board of Education and the President of the College, and having substantially the same powers as the Board of Trustees of the College of the City of New York.

An interesting incident of the year 1889 was the participation of the children attending the public schools in the exercises marking the centenary of the inauguration of the first President of the United States. On the morning of April 29th each school and department was thrown open to the pupils' parents and friends, so that they might attend the exercises appropriate to the day. On the afternoon of that day two representatives from each girls' grammar department assisted in the reception of the President of the United States at the City Hall, in which a delegation of students from the Normal College also took part. The chief event was the appearance of four thousand boys from the grammar schools in the Civic and Industrial Parade on the 1st of May, each department having a representation proportionate to the number of pupils registered. The boys conducted themselves with great credit, and, by the unani-

mous decision of fifty skilled judges, the gold medal for fine bearing and compliance with orders was awarded to the public schools.

COMPARISON BETWEEN 1880 AND 1890

	1880	1890
Grammar schools for boys	46	46
Grammar schools for girls	45	48
Grammar schools, mixed (boys and girls) .	12	14
Primary schools and departments	114	120
Colored schools	5	0
Total	222	228
Whole number of pupils taught	220,331	257,561
Average attendance	112,627	136,670
Number of teachers	3,292	3,517
Salaries of teachers	\$2,346,141.31	\$2,937,246.65
Total expenditures	3,223,948.72	4,069,580.27 ¹
Cost of books and supplies through the Depository	125,337.39	167,114.37
Value of school sites and buildings	10,365,800.00	15,524,600.00

OFFICERS OF THE BOARD OF EDUCATION — 1880 TO 1890

President

Stephen A. Walker ²	1880-1886 (to March 4th)
J. Edward Simmons	1886 (from March 17th)-1890 (to July 2d)
John L. N. Hunt	1890 (from July 2d)

Clerk

Lawrence D. Kiernan ²	1880-1886 (to June 23d)
Arthur McMullin	1886 (from October 6th)-1890

Superintendent of School Buildings

David I. Stagg ²	1880-1886 (to May 11th)
George W. Debevoise	1886 (from June 9th)-1890

¹ Not including expenditures on bond account, which amounted to \$1,653,520.13.

² Deceased.

Auditor

John Davenport ¹	1880-1889 (to March 6th)
George T. Balch ¹	1889, 1890

City Superintendent of Schools

John Jasper	1880-1890
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Assistant Superintendents of Schools

Thomas F. Harrison ¹	1880-1888 (to March 1st)
John H. Fanning ¹	1880-1890 (to June 26th)
Norman A. Calkins ¹	1880-1890
William Jones ¹	1880-1890
Arthur McMullin	1880-1886 (to October 6th)
Alexander J. Schem ¹	1880, 1881 (to May 21st)
James Godwin	1880-1890
Paul Hoffman ¹	1881-1890
Anthony A. Griffin ¹	1886-1889 (to September 21st)
George S. Davis	1888 (from March 21st)-1890
Henry W. Jameson	1890

Counsel to the Board

Rufus G. Beardslee ¹	1888-1890
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¹Deceased.

CHAPTER XXII

BOARD OF EDUCATION—1890 TO 1897

THE present chapter covers only the period from 1890 to 1897, for the reason that in the last-named year the act establishing Greater New York was passed, in consequence of which extensive changes in the school system took place at the beginning of 1898, or, to be exact, on the 1st of February. Although the period to be reviewed is less than a decade, several far-reaching laws in reference to the schools were enacted and numerous improvements in the system introduced.

It has already appeared in the course of this history from 1842, the year of the organization of the Board of Education, that the ward Trustees were very important school officers, having charge of the appointment of teachers (excepting principals and vice-principals), the erection and repair of buildings, the custody and management of school property, etc. Elected by the people for many years, the Trustees were, under the short-lived act of 1871, appointed by the Mayor; but after the passage of the law of 1873 the appointments of Trustees were made by the Board of Education, which was, of course, responsible for the character of the men selected. The official reports of the Board of Education repeatedly speak in warm terms of the work of the Trustees; and the following extract from the Annual Report for 1884 may, perhaps, be accepted as expressing the views of most of the people connected with the school system at that time and for the ensuing dozen years:

“Subordinate to this Board there are twenty-four Boards of School Trustees, consisting each of five members, whose term of office is five years, one member of each Board going out of

office annually, the vacancy thus created being filled by appointments made by the Board of Education. The primary responsibility of the condition of the management of the schools in the several Wards rests upon these Boards of Trustees, who have immediate management and control of all school property, and who appoint all teachers not principals, and who apportion the moneys appropriated to their several wards among the schools in such wards, and among the teachers in each school. It may be said that the administrative character of the system depends more largely upon the character of the Boards of Trustees than upon any other single fact. In order that the men most thoroughly qualified, most perfectly acquainted with the system, and most likely to devote their time and attention to the work required by these offices should be obtained for service of School Trustees, this Board has spared no pains and has left nothing undone to secure the appointment of the fittest persons whom they can find able and willing to perform the very responsible duties of these positions. We feel justified in claiming for the several Boards of Trustees in this city the highest confidence of the people of their several wards, and feel called upon to acknowledge the eminent value of their service, and the most excellent help which they have continuously rendered to this Board in the performance of its duties and in the perfection of the details of the school system" (pp. 56, 57).

Nevertheless this feature of the system was, a few years later, mercilessly criticised by many persons deeply interested in the welfare of the schools. They denounced the Trustees as an incubus that prevented New York from taking its rightful position in the educational world. They affirmed that some — perhaps many — of the Trustees were illiterate men, who secured their places through political influence; that they considered the appointment of teachers as so much "patronage," which they dealt out in turn; that they displayed marked favoritism in the promotion of teachers, and "pulled wires" in the interest of their favorites; and that in the matter of repairs

to school buildings, etc., they assigned the work to favored mechanics, for the purpose of strengthening their position with an eye to political preferment, and the like.

Another ground of criticism, and plainly a legitimate one, was that the appointment of school officers by wards was an absurdity, as each ward had five Trustees, although in the downtown section of the city the number of schools was very small. Thus, in 1888 there was in the Second Ward one school with two teachers, and an average attendance for that year of 66; in the Third Ward, one school with three teachers and an average attendance of only 55. In the first six wards, at that time, the number of teachers was 170, and the average attendance 5547; whereas in the Twelfth Ward there were 499 teachers and an average attendance of 21,121, and in the Nineteenth Ward 450 teachers and an average attendance of 19,435.¹

The result of this agitation was the passage of a law by the Legislature of 1893 (Chapter 532) providing that the Mayor of the city of New York should appoint a Commission to prepare and report to the Legislature, at its next session, a comprehensive revision of the laws affecting common schools and public education in the city, including such alterations in then existing laws and such new enactments as might be deemed necessary and of advantage to the schools. The Commission² made a thorough investigation, studied the school laws of other cities, and held public meetings. Its report was presented in March, 1894, accompanied by a bill which abolished the Inspectors and deprived the Trustees of all powers except that of visiting schools and reporting on their condition. The bill made no change in the Board of Education, beyond vesting in it some of the powers exercised by the Trustees, while others of those powers were transferred to a Board of Superintendents, to consist of a City Superintendent and twenty Division Superintendents. A Super-

¹ See Annual Report, 1888, p. 153.

² It consisted of E. Ellery Anderson, David McClure, Oscar S. Straus, Stephen H. Olin, and Thomas Hunter. They were appointed by Mayor Thomas F. Gilroy.

intendent of School Buildings and Supplies was also provided for. All these officials were to have five-year terms. Large powers were given to the Board of Superintendents, which was to have full jurisdiction over courses of study, to examine applicants for licenses, and to nominate principals and teachers to the Board of Education.

The bill was duly introduced in both branches of the Legislature, and its passage was unanimously favored by the Board of Education; but it was not reported from committee. In 1895 the bill was again brought forward, with some small changes. It passed the Assembly, but was defeated in the Senate, its defeat being secured by the combined efforts of the Trustees, Inspectors, and teachers of the city. At the session of 1896 the bill was once more introduced. As an offset, another bill was proposed which retained the Trustees with substantially unimpaired powers, and this bill was favored by the Board of Education.

The trustee system was the centre around which the battle was waged with ardor by the friends of the existing order, on the one hand, and the so-called reform element, on the other. So objectionable was the very name "trustee" that the advocates of reform succeeded in having the bill amended so as to do away with the Trustees entirely, and in that form it was finally passed. School Inspectors, however, were retained, with powers of visitation, etc.

While there were elements of truth in the charges made against the Trustees, and while there were undeniably bad features connected with the trustee system, it must be admitted that many of the Trustees were earnest and public-spirited citizens, who gave much time to the schools and rendered excellent service to the community. Not a few men appointed as members of the Board of Education served previously for extended periods as trustees, thus gaining valuable experience, which greatly increased their usefulness when promoted to be Commissioners. Although the trustee system was by no means an

unmitigated evil, but possessed good features as well as bad, doubtless few will deny, in the light of recent educational history in this city, that its abolition in 1896 was a step forward.

The bill abolishing the Trustees became Chapter 387 of the laws of 1896. Its most important feature, after that just mentioned, was the creation of a Board of Superintendents, consisting of the City Superintendent and as many Assistant Superintendents as the Board of Education might deem necessary; and the Board of Superintendents was empowered to nominate principals and teachers, subject to the approval of the Board of Education, to recommend changes in the course of study, etc. To the Board of Superintendents was intrusted the practical management of the schools in general, only a veto power being vested in the Board of Education; on the theory that work of the character mentioned should be performed by experts trained in pedagogy and school methods, while the Board of Education should act, substantially, in the same capacity as the Board of Trustees of a college. The power of examining and licensing candidates for teacherships was lodged in the Board of Superintendents. It was authorized to promote teachers, subject to rules and regulations adopted by the Board of Education, and could also remove teachers other than principals and vice-principals, provided such removal was approved in writing by a majority of the Inspectors of the district; but any teacher so removed had the right of appeal to the Board of Education. The latter Board was authorized to remove any principal, vice-principal, or other teacher by a three-fourths vote, upon the recommendation of a majority of the Inspectors of the district or upon the recommendation of the Board of Superintendents. All nominations of teachers were required to be made from an eligible list of those who had successfully passed examination.

No change was made in the number of members of the Board of Education or in the manner of their appointment. The Board was authorized to divide the city into not less than fifteen school inspection districts, and to the Mayor was given

power to appoint in each district five Inspectors, whose duty it was to visit schools and report on their condition, the efficiency of teachers, etc.

Acting under the provisions of the new law, the Board of Education appointed fifteen Assistant Superintendents of Schools, in addition to a City Superintendent, and also several supervisors of special branches, viz., Supervisors of Free Lectures, Manual Training, Music, Physical Education, Kindergartens, Cooking, and Sewing.

Sweeping changes were made in the Board of Education in 1895, when Mayor William L. Strong, acting in pursuance of the provisions of a special act of the Legislature, removed not less than twelve members of the Board, and appointed others in their places. The Mayor's right to do this was questioned by some, but no test of the question was made.

A long stride in advance occurred in 1897, when the Board took positive action towards establishing high schools, a subject which had been agitated for a number of years. In September of that year three high schools were opened: one for boys, one for girls, and a third, in the territory north of the Harlem River, for both boys and girls. The Boys' High School (now the De Witt Clinton) was opened in Public School 35, in West Thirteenth street; the Girls' High School (now the Wadleigh¹), in Public School 47, in East Twelfth street; and the Mixed High School (now the Morris²), at One hundred and fifty-seventh street and Third avenue. In the selection of principals for these schools every effort was made by the Board of Education to obtain the best available men, and the entire country was canvassed to secure experts of the highest standing in matters appertaining to secondary education.

¹ So named in honor of Miss Lydia F. Wadleigh, who had been a successful principal of a girls' department for several years before her appointment, in 1870, to a position in the Normal College, where she filled the position of Lady Superintendent for many years.

² Named in honor of Gouverneur Morris.

In this year (1897) the Board was successful in its efforts to secure the passage of a bill by the Legislature authorizing the issue of city bonds to the amount of \$2,500,000 for high school purposes, and four sites for high schools were speedily selected.¹ The success of the high schools was immediate, and it soon became necessary to open annexes, either in other school buildings or in leased premises.

The lack of school accommodations, resulting in serious overcrowding and in the exclusion of a large number of children desiring to attend school, had caused much complaint on the part of citizens for several years, but, in spite of all endeavors, the Board found itself powerless to meet the demands of the steadily increasing school population. "The unprecedented growth of the city," said the Annual Report for 1896, "together with unexpected movements of population, rendered it almost impossible to keep pace with the demands in given localities or to anticipate the needs of certain sections of the city that speedily outgrew the accommodations that were provided" (p. 53). In 1896 the sum of \$2,564,832 was expended for sites and buildings (\$866,643 for buildings, etc., and \$1,698,188 for sites)—an amount \$911,312 larger than "the amount expended for like purposes in any previous year in the history of the Board." In the following year extraordinary efforts were put forth to secure additional funds, and a law was enacted authorizing bonds to the amount of \$10,000,000 for sites and school-houses. A large number of sites were at once selected and proceedings taken for their acquisition.

To facilitate the process of acquiring sites, which was very tedious in many cases, owing to long-drawn-out condemnation

¹ One at Tenth avenue, Fifty-eighth and Fifty-ninth streets, on which the De Witt Clinton School is now being built; one in One hundred and fourteenth and One hundred and fifteenth streets, near Eighth avenue, for the Wadleigh School, which was opened for use in 1902; one at One hundred and sixty-sixth street and Boston road, for the Morris School, which was opened in 1904; and a fourth, for a manual training school, in East Fifteenth and Sixteenth streets, near First avenue, on which the Stuyvesant High School is being erected.

proceedings, a law was obtained in 1897 giving the Board of Education power to determine that title to any property selected for school purposes should vest in the city four months after the filing of the oaths of the commissioners appointed by the court to conduct condemnation proceedings.

In addition to the bond issues mentioned above and those referred to in the preceding chapter, schoolhouse bonds were authorized by acts of the Legislature passed in 1891 (Chapter 264), 1893 (Chapter 282), 1894 (Chapter 459), and 1895 (Chapter 88).

In 1893 an act was passed (Chapter 432) authorizing the issue of bonds to the amount of \$250,000 for improving the sanitary condition of school buildings in the city by alterations in and additions to the heating and ventilating apparatus, and much good work was thus accomplished.

During the period now under consideration great improvements in the designing and erection of school buildings were made. The steel skeleton system of construction was employed, saving time in the erection and, by reducing the thickness of the enclosing walls, securing more light and air; five-story buildings were built, the fifth story furnishing accommodation for physical and manual training; more ornate structures were planned, with more artistic treatment of materials; the so-called "H" style of building, giving abundant light to all classrooms, with no possibility of its being cut off by the erection of adjacent buildings, was adopted for sections of the city where sites were very costly; mechanical ventilation for classrooms and adjustable seats and desks were introduced; in fact, a new era in school architecture may truthfully be said to have been inaugurated.

By a law passed in 1892 it was provided that all school buildings of a height exceeding thirty-five feet must be constructed of fireproof materials.

A noteworthy innovation occurred in 1896, in the introduction of roof playgrounds for schoolchildren. A small experiment was first made at Grammar School 75, in Norfolk street; a lot

was purchased adjoining the school property, but not large enough for both indoor and outdoor playgrounds, and it was decided to erect a one-story building to form an indoor play-room, and to pave the roof with asphalt and put up a railing to form an outside playground. The plan worked admirably; and the large new building of Public School 1, at Henry, Oliver, and Catherine streets, was planned for a big playground on the roof, which was paved with tiles and made secure with walls, railings, wire nettings, etc., so as to prevent injury to the children using it or to persons on the streets or roofs below. The same idea has been carried out in buildings more recently erected.

An important piece of legislation was enacted in 1894, namely, the law creating the Public School Teachers' Retirement Fund, which authorized the Board of Education, on the recommendation of the City Superintendent, to retire on half pay any teacher mentally or physically incapable of performing duty, after a period of teaching, in the case of a man, of thirty-five years, and in the case of a woman, of thirty years. The Retirement Fund was to be made up of moneys deducted from teachers' salaries for unexcused absences. The annuity was limited to \$1000 in all cases. No retirements were made in 1894, but in the following year thirty-six principals and teachers were retired, and at the close of 1896 there were eighty-five names on the payroll of retired teachers, the amount to which they were entitled being \$51,113.50 per annum. New York was the first city in the country to make provision for the retirement on pension of faithful teachers who have devoted the major part of their lives to the instruction of the young, and who in old age are incapacitated for work.

The school system of New York was enlarged in 1895 by the addition of nine schools (six grammar and three primary) located in towns in Westchester County which were annexed to the city in that year.

There was a strong tendency during the period under review, and for several years previously, in favor of consolidating

schools and departments, where practicable, in the interest of efficiency and economy, and repeated recommendations on this head are to be found in the annual reports of the City Superintendent. The Board adopted many of these. Consolidations were rendered easier by the abolition, in 1897, of the separation between grammar and primary schools. The primary schools (forty-eight in all), which had been numbered by themselves, were thereupon renumbered, to follow in consecutive order the grammar schools, and since that time all the schools, without reference to the grades taught in them, have been designated simply as public schools.

The annual report of the City Superintendent for 1895 records the fact that 24,000 children were refused admission to the schools during that year for lack of room, while for 1896 that official reported 28,825 non-admissions, adding: "There is no doubt that some of these were reports by different Principals of the refusal of the same pupil, especially in cases of removal from one part of the city to another." In his report for the last-mentioned year the Superintendent said: "Another indication of the necessity for additional school accommodations is to be seen in the number of pupils taught in half-day classes; on December 31st, 1896, there were 10,381 pupils on register in such classes in the schools of the city" (p. 142).

An interesting experiment was made in 1893, when the Board was enabled to establish seven kindergarten classes, a special appropriation of \$5000 having been granted by the Board of Estimate and Apportionment for the purpose. Lack of funds prevented the extension of kindergarten instruction in the ensuing year, but at the close of 1895 there were ten classes, with a registration of 268, and a year later fifteen classes, with a registration of 420. The interest in this work was greatly stimulated in the latter part of 1896 by the action of the Board of Education in appointing a Supervisor of Kindergartens.

A new Compulsory Education Law was enacted in 1894, more stringent in its character than the law passed twenty years

earlier. Under its provisions sixteen attendance officers were appointed. In 1897 a Truant School, for the detention of children habitually absenting themselves from school, was established in East Twenty-first street.

A change of some consequence in the course of study was made in 1893, in the provision of a supplementary year in the grammar schools for the special benefit of pupils not desiring to enter either the College of the City of New York or the Normal College. In 1897 a number of changes and modifications were made in the course of study.

After careful consideration a new graded system of salaries was adopted in 1896, which may be given, in synopsis, as follows :

Boys' and mixed grammar schools — Principals, from \$2250 to \$3000; vice-principals, \$1800 to \$2016.

Girls' grammar schools — Principals, \$1200 to \$1700; vice-principals, \$1000 to \$1200.

Primary departments — Principals, \$1000 to \$1700; vice-principals, \$850 to \$1200.

Men assistant teachers, \$1080 to \$2016.

Women assistant teachers — Boys' grammar schools, \$633 to \$1116; mixed grammar schools, \$603 to \$1086; girls' grammar schools, \$573 to \$1056; primary departments and schools, \$504 to \$900.

The free lectures were continued with increasing success from year to year. In 1896, 1007 lectures were delivered, in twenty-four school buildings and six other halls; the attendance was 388,399, being an increase over 1895 of 100,234.

In 1895 the biennial school census required by statute was taken for the first time, the work being done largely by the attendance officers. In 1897 a school census was taken by the police force. The census of 1895 showed the following results: Children between five and sixteen years of age — boys, 168,020; girls, 171,736; attending public schools — boys, 99,945; girls, 98,834; attending other schools — boys, 30,249; girls, 32,207; out of school, employed — boys, 13,888; girls, 14,564; truants from school — boys, 23,988; girls, 26,131.

Arbor Day exercises were introduced in the schools in 1891.

On October 10, 1892, 10,220 boys attending the public schools, representing every grammar department containing boys, marched in the School and College Parade in connection with the celebration of the four hundredth anniversary of the discovery of America. They were marshalled in twenty regiments, and made a most creditable showing. On the same day 1680 girls from the grammar departments sang a number of patriotic songs from a stand erected at Reservoir square, forming, by means of appropriate caps and capes, a representation of an American shield and six American flags.

Several thousand dollars were expended in 1896 in equipping the schools with flagstaves and flags, in pursuance of the statute requiring a United States flag to be displayed upon or near all school buildings during school sessions. The appropriation for this purpose was \$7500.

The Central Evening High School, established in 1890, was discontinued in 1896.

COMPARISON BETWEEN 1890 AND 1896¹

	1890	1896
Grammar schools for boys	46	49
Grammar schools for girls	48	50
Grammar schools, mixed (boys and girls) .	14	24
Primary schools and departments	<u>120</u>	<u>132</u>
Total	228	255
Whole number of pupils taught	257,561	318,545
Average attendance	136,670	174,942
Number of teachers	3,517	4,484
Salaries of teachers	\$2,937,246.65	\$3,598,001.93
Total expenditures	4,069,580.27 ²	5,293,837.59 ²
Cost of books and supplies through the Depository	167,114.37	245,855.56
Value of school sites and buildings . . .	15,524,600.00	20,775,286.00

¹ No Annual Report was issued for the year 1897.

² Not including expenditures on bond account, which amounted in 1890 to \$1,653,520.13, and in 1896 to \$2,564,832.84.

OFFICERS OF THE BOARD OF EDUCATION—1890 TO 1897

President

J. Edward Simmons	1890 (to July 2d)
John L. N. Hunt	1890 (from July 2d)—1892
Adolph L. Sanger ¹	1893
Charles H. Knox	1894, 1895 (to June 24th)
Robert Maclay ¹	1895 (from July 1st), 1896
Charles Bulkley Hubbell	1897

Clerk

Arthur McMullin	1890—1897
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Superintendent of School Buildings

George W. Debevoise	1890, 1891
C. B. J. Snyder	1891 (from July 8th)—1897

Auditor

George T. Balch ¹	1890—1893 (position abolished May 3d)
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City Superintendent of Schools

John Jasper	1890—1897
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Assistant Superintendents of Schools

Norman A. Calkins ¹	1890—1895 (to December 22d)
John H. Fanning ¹	1890 (to June 26th)
William Jones ¹	1890—1892 (to February 3d)
James Godwin	1890—1897
Paul Hoffman ¹	1890—1893 (to December 2d)
Henry W. Jameson	1890—1897
George S. Davis	1890—1897
Edward D. Farrell	1890 (from January 15th)—1897
Henry M. Leipziger	1891 (from May 20th)—1896 (to July 1st)
James Lee	1892 (from April 6th)—1897
Eugene D. Bagen	1894 (from January 1st)—1896
Alfred T. Schauffler	1894 (from January 10th)—1897
Gustave Straubenmüller	1895 (from January 9th)—1897
John L. N. Hunt	1896 (from July 8th), 1897
Addison D. Poland	1896 (from February 19th), 1897 (to February 17th)

¹ Deceased.

Thomas S. O'Brien	1896 (from March 18th), 1897
Matthew J. Elgas	1896 (from July 8th), 1897
Albert P. Marble	1896 (from July 1st), 1897
Clarence E. Meleney	1896 (from July 1st), 1897
Seth T. Stewart	1896 (from July 1st), 1897
Edgar Dubs Shimer	1896 (from September 16th), 1897
Walter B. Gunnison	1896 (from July 1st to September 9th)

Supervisors of Special Subjects

Henry M. Leipziger—Free Lectures	1896 (from July 1st), 1897
Frank Damrosch—Music	1897 (from September)
James P. Haney—Manual Training	1896 (from September 14th), 1897
Miss M. Augusta Requa—Physical Education	1896 (from September 14th), 1897
Miss Sophie J. Nicolai—Physical Education	1896 (from September 14th), 1897
Miss Jenny B. Merrill—Kindergartens . . .	1896 (from October 21st), 1897
Mrs. Mary E. Williams—Cooking	1896 (from October 21st), 1897
Mrs. Annie L. Jessup—Sewing	1896 (from September 14th), 1897

CHAPTER XXIII

BROOKLYN — SCHOOLS BEFORE 1843

THE history of education in Brooklyn and the other Boroughs is quite unlike the history of the development of schools in the former city of New York, at all events in that most interesting period during which the Public School Society, a singular anomaly in educational annals, flourished. Nowhere else were the schools and the school moneys, during a long course of years, placed under the control of a private corporation, having no direct responsibility to the people; nowhere else were witnessed such memorable religious controversies as those marking the career of the Society, which have been recounted in previous chapters; nowhere else was a Board of Education confronted for a decade by a rival organization, which it at length succeeded in absorbing.

In the earlier periods, however, a striking similarity is to be noted in nearly all parts of the present city. This is what might be expected, seeing that almost every section was settled by people of similar character, and naturally developed along lines substantially alike. In Brooklyn (Breuckelen), as in New Amsterdam, the minister appears to have preceded the schoolmaster. As nearly as can be determined, the first church on Long Island was established at Flatbush (Midwout) in 1654; and the residents of Brooklyn were obliged for some time to travel to Flatbush to attend public worship. In 1660 a minister was appointed for Brooklyn; and in the following year Carel de Beauvois (or Debevoise) was engaged as schoolmaster.¹

¹ "As far back as 1661 the records of the schools in this town [Brooklyn] can be traced. In May of that year Governor Stuyvesant recommended Charles Dube-

There is every probability that there was a school in Flatbush a year or two earlier, and very likely as early as 1653. In his *History of Flatbush*, Dr. Strong stated that Adriaen Hegeman, clerk and schout, was the first schoolmaster, 1659–1671, while, in *Early Settlers of Kings County*, Mr. Teunis G. Bergen gave the place of honor to Reynier Bastiaensen Van Giesen, with whom an agreement was made in June, 1660, to teach the school, perform the duties of court messenger, etc. Dr. Stiles, in his compendious *History of Kings County*, endeavors to reconcile the difference between the two investigators. "It will be seen," he says, "that it is quite possible that Hegeman acted in this capacity, from 1653 or '54, the date of his first coming to Flatbush, until 1660, in 5th June, of which year (according to Bergen's translation of the first records) the consistory made an agreement with Van Giesen to become schoolmaster. He served until October 26, 1663, when Pilgrom Cloeq was engaged, and probably served until 1671. This covers the period for which Dr. Strong could find no other schoolmaster than Hegeman, and places the date of the employment of a schoolmaster at a much earlier point. It is also in accordance with Dutch custom; for it cannot be supposed that the first settlers were here for nearly fifteen years without a schoolmaster and *krank-besoecker*" (p. 249).

Writing at a later period, Dr. Ross, in his *History of Long Island*,¹ asserts that "Hegeman, the common ancestor of that now numerous family, came here from Amsterdam about 1650 and took up his residence at first in New Amsterdam. In 1654 he was a magistrate of Flatbush, and in 1661 schout fiscal of the five Dutch towns; and he held other public offices, besides being described as an auctioneer. . . . Hegeman appears to have been a man of wealth, and it is impossible to conceive of

roice (*sic*) as a suitable person to be employed as teacher, and also for clerk and sexton of the church."—Report of Theodore F. King, Deputy Superintendent of Schools for Kings County, to the State Superintendent of Common Schools, 1842.

¹ Vol. I, pp. 266, 267.

his performing the full duties of schoolmaster, which, as we shall see, included much that were rather servile in their nature. . . . It is possible, therefore, that he simply performed a part of the duties which fell to the lot of a schoolmaster until a regular and full appointment was made. This was in 1660, when Reynier Van Giesen was installed. . . . Van Giesen held the office until 1663, when he removed to Bergen county, New Jersey, and Pilgrom Clocq was appointed schoolmaster in his stead, continuing as such until 1671."

The first school in Flatbush, which was doubtless the earliest school on Long Island, is reputed to have been located not far from the present site of Erasmus Hall High School. "What is supposed to have been the first village school house stood on a plot to the north of Erasmus Hall campus, and remained in use over a century and a half. Additions were made as needed, so, when it was sold, in 1803, for use as a village store, and the school moved to the Academy, it was composed of three small buildings joined together." ¹

A definite date is fixed for the commencement of the school under Carel de Beauvois in Brooklyn, namely, the 4th of July, 1661. The first school tax of 150 guilders was levied by order of Director-General Stuyvesant, and the government added 50 guilders from its treasury. Dr. Stiles adds that "The names of the earliest settlers of Breucklyn who were assessed to establish public education are still to be found in the archives of the city" (p. 609). The salary fixed for the first teacher was the whole amount raised for school purposes, and he was also furnished with a dwelling house. The school is believed to have been opened in a little church edifice, octagonal in form, which stood near the point where Bridge street now joins Ful-

¹ *Flatbush, Past and Present*, Fisher, p. 53. Mr. Fisher adds that in 1844 the trustees of the Academy requested that other accommodations be provided for the school, and a large frame building, the upper part of which was used as a court room, was erected near the present site of Public School 90; and that a new brick school-house was built in 1878, at a cost of \$19,000.

ton street. The schoolmaster was a learned man, of Huguenot extraction.¹

The next school (the third) within the present limits of Brooklyn was established in Bushwick (Boswyck), about the beginning of 1663, by Boudewyn Manout, who also acted as court clerk. In Stiles's *History* appears a quotation from the ancient records (here given verbatim), stating that on December 28, 1662,

“the magistrates of the village of Boswyck, appeared before the council, representing that they in their village, were in great need of a person who would act as *clerk* and *schoolmaster* to instruct the youth; and, that, as one had been proposed to them, viz.: *Boudewyn Manout*, from Crimpen op de Lecq [a village in Holland] they had agreed with him, that he should officiate as *voorleser* or clerk, and keep school for the instruction of the youth. For his [services] as clerk he was to receive 400 guilders in [wampum] annually; and, as schoolmaster, free house rent and firewood. They therefore solicited, that their action in the matter might meet the approval of the Director General and Council in Nieuw Netherland, and that the Council would also contribute something annually to facilitate the payment of the said salary” (p. 276).

The historian adds: “The Council assented, and promised, that, after he had been duly examined and approved by the reverend ministers of the city, they would lighten the annual burden of the village by contributing annually *f*25, heavy money.”

Indeed, the duties of a schoolmaster in the days of Dutch supremacy, and for some years afterward, were multifarious and confusing. On this point interesting light is shed by an agreement made with Johannes Cornelius Van Eckkelen, who was appointed schoolmaster at Flatbush in 1682. The agreement in full is given in Appendix I.

¹ “After the settled pastor came the schoolmaster. He, too, was a learned and distinguished man—Carel de Beauvois, an educated French Protestant from Leyden, who was appointed in Breuckelen in 1661, and was also required to perform the offices of court messenger, precentor (*voorsanger*), ring the bell, and do whatever else is required.” — *Historic New York*, II, p. 401. In his *History of the Early Schools in Long Island*, Thiry says that “In 1661 Brooklyn received its first school-master in the person of Carl De Bevoise, who emigrated from Leyden in 1659. He was the common ancestor of the now widespread and influential De Bevoise family” (p. 12).

The Bushwick school was conducted in the church edifice at that settlement, which, like the one in Brooklyn, appears to have been of octagonal shape. It stood near what is now the intersection of Bushwick avenue and Skillman street. "It is," says Dr. Stiles, "an interesting, and, perhaps, to most of the people of Brooklyn, an astonishing fact, that when, about two centuries later, the Board of Education assumed jurisdiction of the public schools of Bushwick, at the time of the consolidation of that town with the city of Brooklyn, in the year 1855, it found the district school still kept on the same site on which it was founded in 1662, and surrounded by the same walls of houses which had guarded it for two centuries" (p. 610). This school became No. 23 after the consolidation of Williamsburgh and Bushwick with Brooklyn.

The fourth school within what is now Brooklyn was organized in the village of Bedford, at the junction of Clove, Cripplebush, and Jamaica lanes,¹ probably in the same year (1663). "This school," we learn from Dr. Stiles, "is memorable for many incidents connected with the history of Brooklyn. Here John Vandervoort taught for sixty years. . . . John Vandervoort took charge of this school about 1748 or '50, and is supposed to have been its second teacher. His long service of sixty years was uninterrupted, except for a while during the Revolution, when he was imprisoned by the British. The old school-house had two rooms, with a large chimney between; one room being the school room proper, the other used as a residence for the teacher; and, about 1775, an addition was made, some fourteen feet square, which the teacher was permitted to use as a grocery store, by means of which he eked out his slender salary" (p. 610). The modern successor of this school has been known as No. 3 since the organization of the Board of Education, in 1843.

¹ The Clove road (as it was known later) led from Bedford to Flatbush; the Cripplebush road from Bedford to Newtown; and Jamaica lane became the Brooklyn and Jamaica turnpike. The school probably stood near the junction of Bedford avenue or Nostrand avenue and Fulton street.

The earliest mention of a common school in Flatlands appears in the year 1675, when, according to Stiles, "it was evidently in a mature and vigorous career, under the care of the church elders and was called 'The School of the Town.' The first notice we have of it is in regard to a supply of books by the deacons; and entries and bills, of elementary and religious books paid for, appear in their accounts from 1675 for a long period of years, along with every variety and order of expenses" (pp. 75, 76). If the well-established custom was followed in this town, and the schoolmaster was also chorister, reader, and sexton, the name of Wellem Gerretse is deserving of honorable mention.

The records of the town of Gravesend show that a school was established in 1728; it stood on the site occupied by the town hall at the time of the annexation of the town to Brooklyn, in 1894, and was used until 1778, when a larger building took its place. This was in use for about fifty years, when it was converted into a town hall; a new site was then purchased and a more roomy schoolhouse built. A second school was started in the town in 1811, and several others were organized before annexation took place.

The town of New Lots was not set off from Flatbush until 1852. A school was opened in that section as early as 1740. A more commodious building took the place of the first one about 1810.

The Dutch, as was shown in an earlier chapter, took pride in maintaining free schools; but during the British régime little or no attention was paid to public education, and the government did nothing toward the support of schools. The schools previously established seem to have been maintained by their patrons.

Two other schools are supposed to have been organized before the Revolutionary War. One was in the vicinity of the Wallabout Creek; after some years it was removed to what is now Bedford and Flushing avenues, and later it became Brooklyn

School No. 4. The other was started in Gowanus, on one of the Bergen farms, principally for the benefit of the families of that name. It was opened in a dwelling-house; after the Revolution a schoolhouse was built near the corner of the present Third avenue and Fortieth street. This school became No. 2 under the Brooklyn Board of Education.¹

"In all the schools mentioned above," says Dr. Stiles, "the Dutch language was at first the only one used. But, from about the year 1758 to the year 1800, both the Dutch and English languages were taught. In the Bushwick and Gowanus schools, the use of the Dutch tongue was continued much later, and even down to the Revolution. In the Bushwick school studies in Dutch were not abandoned until about fifty years ago" (p. 611).²

"In 1770 the town [Brooklyn] contained only one school of 19 scholars. . . . In 1770, a school house was built by subscription, for the accommodation of the town. The subscribers chose the trustees, who managed the financial affairs, and admitted free all who were unable to pay. . . . This appears to be the earliest attempt at anything like a district or common school system."³

The claim is made on behalf of the school in Gowanus that in 1810 that district took advantage of the State law passed in 1805 and elected trustees. If this claim could be substantiated, School No. 2 would have the credit of being the first school organized under the new law in the territory now Brooklyn.

¹ "The first documentary evidence we possess of this school is dated 1792, at which date it is known to have been in existence in a log house, situated on a farm lane near Forty-fourth Street and Third Avenue. It was removed to a frame building in 1797, and in 1820 experienced another removal to a building on Martense Lane." — *Historical Sketch of the Public Schools of Brooklyn*, Field, pp. xxxii, xxxiii.

² This paragraph was written prior to 1884. The schools referred to did not include those in New Lots, Flatbush, Flatlands, and Gravesend, which were not united with Brooklyn until 1886, 1894, and 1895.

³ Report of Deputy Superintendent King to the State Superintendent of Common Schools, 1842.

Mr. Tunis G. Bergen, President of the Brooklyn Board of Education from 1882 to 1886, who wrote a part of the chapter on "The Department of Public Education" in Stiles's *History*, makes the positive assertion that this was done, and names as the first trustees Garret Bergen, Stephen Hendrickson, and Cornelius Van Brunt.

The first distribution of the Common School Fund created by the act of 1805 took place in 1815. In 1816 a tax of \$2000 was levied upon the village of Brooklyn, and a common school was opened on the 6th of May in that year, in the lower part of a building in Adams street, near Sands.¹ There were then 552 children within the village limits who did not attend private schools.

A schoolhouse in District No. 3, town of Bushwick, was built in 1826, in the vicinity of North First street. In the mean time the original Bushwick school had been organized as District School No. 1, and a second school had been started at Bushwick Crossroads. The school in District No. 1 was the first in what later became the village and city of Williamsburgh. An account of this school was written a few years ago by Mr. James Murphy,² and from it the following is taken :

"Williamsburgh's first schoolhouse was located on the block of ground now bounded by Berry street and Bedford avenue, Grand and North First streets. The land for the school site, history tells us, was donated by Mr. David Dunham, a New York merchant, in the year 1820. A schoolhouse was erected thereon by the people of the neighborhood, and was known as District School No. 3 of the town of Bushwick. The earliest schoolmaster of whom we have recollection was a Mr. Beverly, an English gentleman. He

¹ The first principal of the school was John Dikeman, afterwards Judge of the Court of Common Pleas and County Judge. It may be remarked that no connection is traceable between the school established in 1661 and the school opened in 1816, although Mr. Field says that the former "is shown, by various documents, to have been in existence at different periods, under one form or another, for more than two centuries," and adds that "it was opened as a district school" on May 6, 1816.—*Historical Sketch*, p. xxxi.

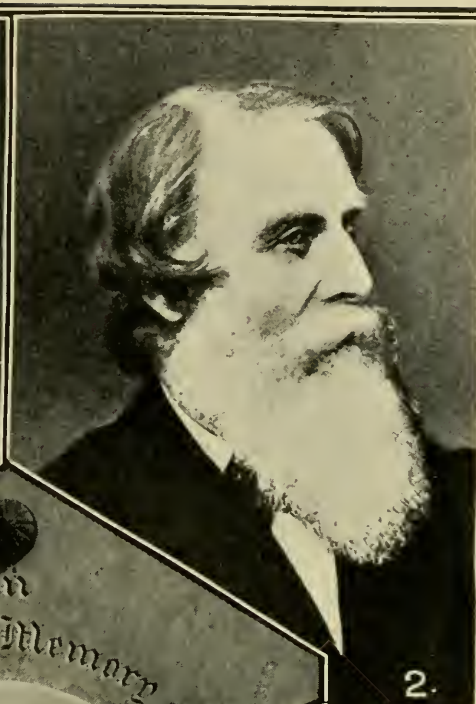
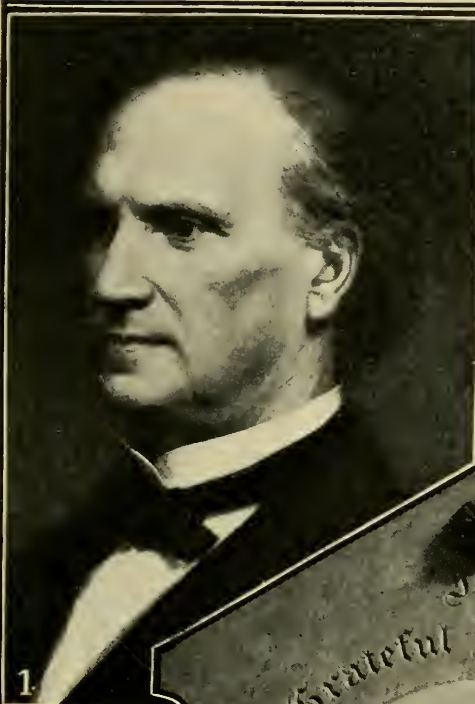
² Mr. Murphy was a member of the Brooklyn Board of Education for more than twenty years, beginning with 1861, and was its Vice-President for several years.

was in charge of the school in 1830, and for several years afterward; how long before that date we have not been able to learn. . . . The old schoolhouse was removed to Sixth (now Roebing) street in the year 1849, and fitted up for a dwelling house, and is still so used. School sessions were held from 9 A.M. to 12 M. the year round, and from 1 to 4 P.M. in winter, 2 to 5 P.M. in summer, except Wednesdays and Saturdays, when there were no afternoon sessions."

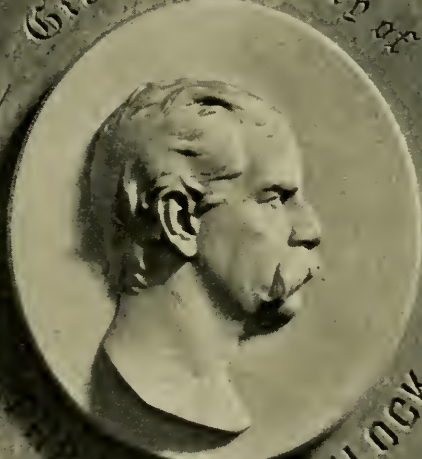
Within the present boundaries of Brooklyn several other schools were established before the passage of the act providing a Board of Education for the city: one in 1827 in the neighborhood of what is now the corner of Court and Degraw streets, which in course of time became No. 6; another in the same year at the northwest corner of Adams and Prospect streets (the second in the village of Brooklyn), now No. 7; another about the same time in a small frame building in Gold street, between Myrtle and Willoughby avenues, which developed into No. 5; a fourth in 1830 in Middagh street, between Henry and Hicks, which became No. 8; a fifth a year or two later near the present site of the Mount Prospect Reservoir, which afterward was known as No. 9. About the same time a school was started in the vicinity of what was later Fourth avenue and Macomb street; this became No. 10.

Mention is made by Dr. Stiles (p. 413) of a school established in 1813 by an association of charitable women "for the free instruction of poor children in reading, writing, arithmetic, knitting and sewing," which "ultimately resulted in the establishment of the first public school." It was governed by a board of five trustees, who solicited donations of books as well as of cash for rent and other expenses. The instruction was given by young women of the village who volunteered for the purpose.¹

¹ This school was modelled apparently after the school started by the Female Association in New York in 1802 (see Chapter I). Its location is not stated by Dr. Stiles, and it is impossible to identify it with any of the district schools of the village of Brooklyn.



In
Grateful Memory of

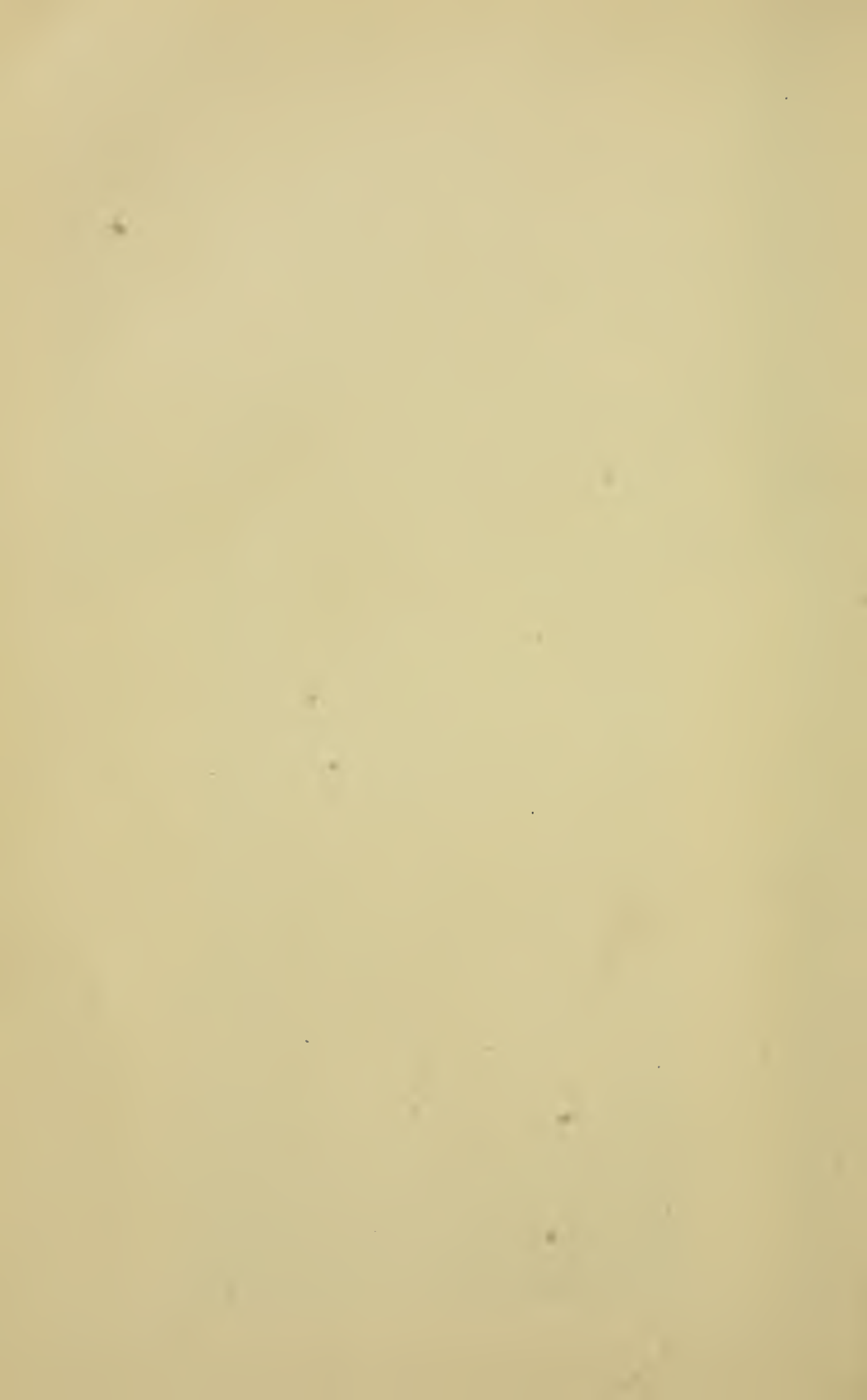


EPHRAIM J. WHITLOCK;

FOR 23 YEARS A MEMBER
OF THE BOARD OF EDUCATION,
AND FOR 11 YEARS ITS
PRESIDENT.
DIED JUNE 30TH 1881.
BY THE TEACHERS OF THE PUBLIC SCHOOLS
OF BROOKLYN.
EI LAUDEM QUI DEBITA.

3.

A GROUP OF PRESIDENTS OF THE BROOKLYN BOARD OF EDUCATION
1. Cyrus P. Smith. 2. J. Sullivan Thorne, M.D. 3. Ephraim J. Whitlock



CHAPTER XXIV

BROOKLYN BOARD OF EDUCATION—ORGANIZATION

PRIOR to the year 1843 all the schools of Brooklyn, which had been incorporated as a city nine years before, were organized as separate district schools. An act passed in 1835 (Chapter 129) provided that the Common Council should appoint in each district three trustees of common schools, and for the whole city three inspectors and three commissioners of such schools. On March 23, 1843, the law was passed creating a governing body for all the schools of the city. This law (Chapter 63) provided that the members of the Common Council should be commissioners of common schools in and for the city, and that on the first Monday in April, 1843, they should "appoint two or more discreet and suitable persons, to represent each of the school districts," who should constitute the Board of Education.¹ The full term of membership was fixed at three years. The Mayor and the Deputy Superintendent of Common Schools for the county were made *ex officio* members.

Under the terms of the act, the Common Council was empowered to make "such provision for the regulation of the Board of Education" as might be deemed "necessary to effect a complete and efficient organization for common school education." In April, accordingly, the Common Council adopted an ordinance to the effect that the Board of Education should hold its first meeting on the first Tuesday in May and stated meetings at least once a month; and that its officers should be a

¹ The Board of Education for Brooklyn was established one year after that in New York; its members were never elected by the people, by wards or districts, as was done on Manhattan Island for more than twenty-five years.

President, a Vice-President, and a Secretary, elected from its own members. This ordinance contained the odd provision that "The said Board shall make its own by-laws, subject to the approval of the Common Council."

The Board was organized on May 2d, with twenty-eight members (not counting the *ex officio* members), as in two districts the full number of "discreet and suitable persons" had not been appointed. Dr. Theodore F. King, the Deputy County Superintendent, was elected President, Stephen Haynes, of District No. 5, Vice-President, and Alfred G. Stevens, of District No. 1, Secretary.¹ By an act passed in the same year (1843) the title of Deputy County Superintendent was changed to County Superintendent.² The office of County Superintendent of Schools was abolished throughout the State (except in New York County) by an act passed November 13, 1847. In the succeeding January the Board of Education was authorized to appoint a City Superintendent of Common Schools. A member of the Board, Dr. J. Sullivan Thorne, was elected to that office in March and served for two months. In May Samuel L. Holmes was elected.³

¹ An amusing "heterophemy" appears in the minutes of the meeting of the Board held on December 5, 1843, namely, that "Mr. Addoms called the attention of the *Lodge* to the subject of the annual report," etc.

² Dr. King ceased to be County Superintendent at the close of the year 1843, and in January following Dr. J. Sullivan Thorne, representing District No. 7, was elected President. The salary of County Superintendent was \$500 per annum.

³ Brooklyn had a City Superintendent three years before New York. Mr. Holmes was a well-known teacher. In his report for the year 1852 he speaks of "having had the honor in 1843, to participate somewhat effectually, in the original establishment of this Board," evidently referring to the fact that in the year mentioned he was a member of the Assembly, from Westchester County. Just before going to Brooklyn he had been General Deputy Superintendent of Common Schools for the State. In that office he succeeded Samuel S. Randall, who, by a strange turn of fortune, became City Superintendent in Brooklyn in 1853, after the death of Mr. Holmes. Mr. Randall, after serving only a few weeks, resigned at the end of 1853, to become Deputy State Superintendent again; and in June, 1854, he was chosen City Superintendent of New York, in which office he served for sixteen years. The act of 1848, providing for a Brooklyn City Superintendent, limited the salary to \$1000, and the

An act passed in 1850 (Chapter 143) provided for a Board of Education of thirty-three members, appointed by the Common Council; at least one member, it was prescribed, should reside in each school district. The full term of membership continued to be three years. A change of importance was made in 1854, when the law consolidating the city of Williamsburgh and the town of Bushwick with Brooklyn (Chapter 384) was enacted. This required the Common Council to appoint additional members for the new part of the city, and that body fixed the number of members at forty-five (thirteen of whom were to reside in the Eastern District, as the annexed territory was for many years, and is still to some extent, known). The number remained unchanged throughout the Board's existence. By an act which became a law in 1862 it was provided that the Mayor should nominate members of the Board of Education, subject to the confirmation of the Common Council; and under the amended charter which went into effect at the beginning of 1882 the sole power of appointment was given to the Mayor.

The amended charter (passed May 25, 1880) provided that any vacancy occurring in the Board during the remainder of that year should be filled by the Mayor and Comptroller, and any vacancy occurring during 1881 by the Mayor alone; and an act passed June 16, 1880 (Chapter 564), provided that, in case the Mayor and Comptroller failed to agree, then the Auditor of the city should become one of the appointing powers.

From 1848 to 1857 the duties of Secretary of the Board were performed by the City Superintendent; in the year last named the Board was authorized by law to appoint a Secretary. In 1866 it was given power to appoint an Assistant Superintendent of Schools.

By an amendment to the charter, adopted in 1873, it was provided that there should be a Department of Public Instruc-

by-laws of the Board fixed it at that amount for Mr. Holmes, with "travelling expenses not exceeding \$25." When Mr. Randall was appointed, the salary was fixed at \$1100.

tion in Brooklyn, under the control of the Board of Education ; in the same year the title of City Superintendent of Schools was changed to Superintendent of Public Instruction, and his term extended from one year to three, and the Board was empowered to appoint not more than two Associate Superintendents, also for terms of three years.

A singular question arose in 1876 as to the terms of members of the Board. The amended charter of Brooklyn (Chapter 377, laws of 1880), by a general provision, fixed the terms of office of all heads of departments at two years. There was no specific mention of the Board of Education, and in 1882 Mayor Seth Low, taking it for granted "that the Legislature intended no change in the term of office of the members of the Board," announced that he should make all appointments for three years. "It is not to be lightly assumed," he said, "that the Legislature intended in an inferential way to change the whole structure of the Board." But in 1886 his successor (Daniel D. Whitney) took another view of the law, decided that the terms of the members appointed two years before had expired, and appointed their successors for two-year terms. Some confusion resulted, and doubt was thrown upon the legality of acts of the Board. To settle the question the Legislature was appealed to, and a law was passed in 1887 definitely fixing the term at three years and extending the terms of the members appointed in 1885 and 1886.

An innovation deserving of mention was made in 1895, when five women were appointed members of the Board.¹ They served for three years, for the last few months of their terms as members of the School Board for the Borough of Brooklyn.

The offices and "depot" of the Board for the first few years were in the City Hall, and for a time in School No. 1, but in 1854 the Board took possession of an old residence on the

¹ The appointments were made by Mayor Charles A. Schieren. The women were Miss Isabel M. Chapman, Mrs. Mary E. Jacobs, Mrs. Ellen F. Pettengill, Miss Elizabeth H. Perry, and Mrs. Julia M. Powell.

easterly side of Red Hook lane, between Fulton and Livingston streets, which had been built just outside of the village limits by James E. Underhill, about 1830.

“As late as 1830, Fulton street and Red Hook lane remained the principal thoroughfares of the village of Brooklyn. The corporate limits of the village on the east was (*sic*) the lane, and upon it, just outside of the embryo city, James E. Underhill, a successful builder, erected the pretentious and, what was then considered, splendid structure now [1884] occupied by the Board of Education. Red Hook lane was then a thronged and busy thoroughfare, affording the only means of access to the numerous mills and farms of South Brooklyn and the Hook. The farm of Tunis Johnson, covering nearly one hundred acres, was bounded by the lane, and was the nearest estate to the little corporation of the village of Brooklyn. On this prominent corner Mr. Underhill built his residence, and only a few of the citizens of Brooklyn remember that this narrow, secluded lane was, not many years ago, one of the busiest of her streets.”¹

This building was used, with some additions, for the headquarters of the Board and as a depot for school supplies until 1888, when it was replaced with a three-story brick structure, connected with a new building erected on a lot purchased in Livingston street. The cost of the improvements was about \$56,000, and they were paid for from the interest on bank deposits which had been allowed to accumulate for a series of years. In 1891 the premises Nos. 133 and 135 Livingston street were purchased for the enlargement of the headquarters building.

Under the act of 1850 the Board of Education was prohibited from purchasing sites for school buildings without the approval of the Common Council, and it was provided that the title to all property acquired or to be acquired for school purposes should be vested in the Board of Education. Another section stated

¹ Stiles, p. 615. The account in Mr. Field's *Historical Sketch* (pp. xviii, xix) is in substantially the same words. After the Board bought the Red Hook lane building, plans were partly matured for organizing there a school in the nature of a high school, and definite action was taken to the extent of deciding to set aside \$1600 for the purpose. It was believed that the building was large enough for depot purposes and for the proposed school. Dr. Stiles and Mr. Field were in error in saying that the Board of Education took possession of the building in 1850.

that the money raised for sites and for building, repairing, and furnishing schoolhouses should be known as the Special School Fund, and all other moneys as the General School Fund.¹

The minutes of the Brooklyn Board of Education were first printed in 1867.

The size of the Board became the subject of criticism after it had been in existence thirty or forty years, and, as it was considered by some to be cumbrous and unwieldy, numerous suggestions were offered from time to time in reference to re-organizing it. The most noteworthy effort in that direction occurred in 1894-1895, when an "Advisory Committee" was appointed by Mayor Schieren to investigate and report.² The committee pursued its inquiries for several months, and at length presented a unanimous report, accompanied by a draft of a bill. It was proposed to have a Board of Education of fifteen members, appointed by the Mayor, with a salaried Commissioner of Education as presiding officer, who should have a veto power upon certain acts of the Board, and be in general the executive head of the department. The Superintendent of Public Instruction was to be nominated by the Commissioner and appointed by the Board; five Associate Superintendents were provided for, at least two of them to be women. Teachers were to be appointed from an eligible list, and no one was to be licensed to teach who had not had a four years' high school course, or its equivalent, and a year of professional training. The Committee urged the establishment of kindergartens. The bill, as prepared, was introduced in the Legislature, but strong opposition was made to it by the Board of Education as a whole and by the teaching force, and it was never reported out of committee.

¹ A very similar provision was included in the Greater New York Charter of 1897, and retained, in amended form, in the Revised Charter.

² The members of the Committee were John K. Creevey, William Harkness, John C. Kelley, J. Edward Swanstrom (then President of the Board of Education), Truman J. Backus, David H. Cochran, and Charles H. Levermore.

CHAPTER XXV

BROOKLYN BOARD OF EDUCATION—1843 TO 1854

At the organization of the Board of Education, in 1843, there were ten district schools, "besides two colored schools, aided and encouraged by the Board, but not yet under its full control."¹ In the ten schools for white children twenty-nine teachers were employed, and their salaries for 1843 amounted to \$9510, an average of \$328. The average attendance for that year (including 123 in the colored schools) was 1865. The following table, taken from the fifth annual report² of the first City Superintendent (for the year 1852), is interesting as showing the growth of the system in its early years :

	1843	1844	1845	1846	1847
No. of School Districts . . .	10	10	10	12	12
“ “ District Schools . . .	10	10	10	10	12
“ “ Colored “ . . .	2	2	2	2	2
Ann. average attendance . .	1865	2098	2194	2745	3247
Number of Teachers	29	34	41	66	78
Am't of Teachers' salaries as appointed (<i>sic</i>)	\$9510	\$10,550	\$12,775	\$15,675	\$19,225

¹ City Superintendent's annual report, 1852, p. 7. An act of the Legislature passed in 1845 authorized the Mayor and Common Council, as commissioners of common schools, to lay out one or more school districts for colored children.

² Superintendent Holmes's first annual report (for 1848) was not printed. His report for 1849 was ordered to be printed in 1850. It is a pamphlet of seventeen pages, with a brown paper cover. Copies are very scarce. It is noticeable that Mr. Holmes in this report argued in favor of free text-books for all pupils.

The same report contains a table of statistics for the ensuing four years, from which the following figures are taken :

	1848	1849	1850	1851
No. of School Districts	13	13	13	13
“ “ District Schools	12	13	13	13
“ “ Branch Primaries	—	—	—	1
“ “ Colored Schools	2	2	2	2
Average attendance during year . . .	3767	4326	5220	5773
Amount expended for School sites, Buildings, &c.	\$11,140	\$21,681	\$15,910	\$15,755
No. of Teachers employed	85	94	122	136
Amount of Teachers' salaries, as appor- tioned	\$20,075	\$25,350	\$28,255	\$30,732

The report also pointed out that by a census taken on December 31, 1850, there were 24,422 children between the ages of five and sixteen in the city, including 556 colored children; and that on August 1, 1851, there were 35,401 children between the ages of four and twenty-one, including 675 colored.

The original rules and regulations for the government of schools, adopted May 16, 1843, have a curious interest after the lapse of sixty years. There were two school sessions daily for five days per week from April to October (inclusive), from 9 to 12 o'clock and from 2 to 5 o'clock, while from November to March there was one session from 9 to 3 o'clock, with half an hour's intermission at noon. The summer vacation consisted of the three weeks preceding the first Monday in September; the other holidays were January 1st, May 1st, July 4th, December 25th, and "all days appointed by the public authorities for religious observances."¹

Provision was made in the rules for "a depot of all necessary

¹ Five or six years later Christmas week was added to the holidays, and the summer vacation was extended to include all of August; May 1st was dropped and February 22d added.

articles for the schools." A reminiscence of the Lancasterian system of instruction is to be found in the rule that "The Board of Education shall decide as to the number of teachers and *monitors* required for each school"; another in the provision that "each primary school shall be furnished with a *sand desk*, desks, lesson boards," etc. The word "monitors" is to be found in the by-laws as late as 1850.

The schools were graded from the beginning. The rules prescribed that there should be three departments in each school as far as practicable — "Male," "Female," and "Primary." The course of instruction in the two former embraced "Spelling, Reading, Writing, Definitions, Grammar, Composition, Declamation, Geography, History, Arithmetic and Algebra; and as far as practicable, the use of the globes, drawing of maps, Geometry, Trigonometry, Natural Philosophy and Astronomy." Before 1850 vocal music¹ was inserted in the course of instruction in place of algebra, the latter being transferred to the subjects to be pursued "as far as practicable," and in place of "drawing of maps," appeared "Drawing, (especially the Drawing of Maps)." By this time, too, sand desks were omitted from the equipment of primary schools. The original rule provided that in the higher schools "the girls may be taught plain sewing and drawing" on Friday afternoons. Another rule was the following: "The several teachers, whether principals, assistants or monitors, shall hold their positions during the pleasure of the Board."

Very early in its history the Board took up the question of organizing a Saturday Normal School, and such a school was opened in October, 1843, in the building of School No. 7, all the teachers in the primary departments being required to attend it. Because of doubt as to the legality of using educational moneys for maintaining a school of this character, the school was closed after a few months.

¹ At the fourth meeting of the Board (May 23, 1843) the question of appointing a music teacher was brought forward; in September the salary was fixed at \$500, and in October two teachers of music were appointed.

The by-laws of 1843 provided for district committees, consisting of the members for each school district, to whose charge the schools of the district were specially committed; but as early as 1851 a school committee of three members was appointed for each school. This was the origin of the "local committee system," to which reference will be made in a later chapter (see Chapter XXIX).

In 1852 seventeen buildings were used for public school purposes, two being hired for branch primary schools. Of the fifteen schoolhouses owned by the Board, thirteen had been erected since 1843. The average attendance of pupils for the year was 6338 (including 220 colored children). There were 157 teachers—18 men (15 principals, 1 assistant, and 2 music teachers) and 139 women (29 first teachers and 110 assistants). The salaries paid to them amounted to \$35,063.¹ The appropriation for the support of the schools for the year was \$48,403.74, of which \$23,403.74 was received from the State and \$25,000 was raised by taxation. During the year the Board also "advanced for the purchase of school sites, and for the erection, enlarging, and repairing of school houses, the sum of \$33,861;" making a total expenditure for the year of \$82,264.74. For 1853 the school appropriation was \$48,792.65.

One of the functions of the City Superintendent was to license teachers; during 1852 the number of persons licensed was 147.

The first evening school in Brooklyn was opened on October 20, 1851,² in Schoolhouse No. 1, with departments for both sexes. At first pupils in evening schools were furnished with free text-books, but the practice was not continued.

¹ The "salaries of Superintendent, Secretary, Clerk, and Messenger" for 1852 amounted to \$1500, as stated in the Superintendent's report.

² This date is taken from Superintendent Holmes's report for 1851, p. 5. That it is the correct date is evident from the minutes of the Board. The report made by President Tunis G. Bergen to the Mayor under date of December 18, 1884, stated (p. 34) that "The evening schools have been established for about forty years"! The evening schools were organized under a provision of the act passed in 1850.

Until 1849 the children attending the public schools purchased their books at bookstores, paying, of course, regular retail prices. About that time the Board of Education decided to buy school books in quantities and to establish a "depot" from which they could be furnished to the pupils at cost price. Referring to this plan, President Smith, in a report to the Common Council, dated August 1, 1854, said that "the Board not having means at its command to furnish these books to the pupils *gratis*, determined to cheapen their cost, and now purchase them in large quantities, so as to obtain (and does obtain them) at the *lowest* cash prices. Placed in the 'Depot,' they are thence furnished daily by the Clerk, on requisition of the Principals, who are required by the rules of the Board, to sell them to the pupils at cost."¹

This was a step in the right direction; but more than thirty years were to elapse before the Board of Education arranged to furnish all pupils with free text-books, on the plan followed in New York from the time of the foundation of the Free School Society. Books were furnished free, under the "rules to be observed in transactions with depot," "to destitute scholars upon the written order of the Principal thereof, endorsed by one or more of the School Committee with name and residence of Pupil and Parents, stating their known inability to pay for the same"; and the following articles were provided for all without charge: "Pens and Pen-holders, Writing Paper, Copy Slips, and Slate Pencils, Pails, Dippers, Brooms, Mats, Brushes, Towels, Chalk or Crayons and Sponge."

The earliest attempt to supply free books in the present territory of Brooklyn appears to have been made in the village of Williamsburgh in 1844. It is thus described by Samuel E. Johnson, County Superintendent of Kings County, in a report to the State Superintendent of Common Schools, October 1, 1844: "The greatest difficulty the teachers have to contend

¹ The report mentioned contains the following item :

"Stage fare sending to Depot for books . . . \$12.63."

with is the neglect of parents to provide their children with text-books. Many come to the school, week after week, without them, and for all the knowledge they acquire, they might as well be at home. The only remedy that I can suggest, is the one that the citizens of the village of Williamsburgh have adopted. Last winter they applied to and obtained from the Legislature of this State permission to tax themselves for almost any school purpose they pleased; they have accordingly taxed themselves to purchase school books for the schools, which are the property of the district, and are loaned to the scholars. This has remedied the evil wholly in that town, and the plan is certainly worthy of the attention of the department."

Williamsburgh became a city in 1852, and at the time it was united with Brooklyn (January 1, 1855) its schools were furnished with free books by the Board of Education.¹

To complete the record on this subject it may be added that in his report for 1850 Superintendent Holmes recommended that spelling, reading, and writing books, at least, be furnished free.

A singular entry occurs in the minutes of the Board for January 6, 1852, when it was decided to appoint a "floating teacher in the Male Department of No. 13 at \$18 per month for the present; salary to commence from 1st of Dec."; which is followed by this explanation: "last intended mainly to assist the Principal and take charge of his classes while he is inspecting the other Departments and classes."

OFFICERS OF BROOKLYN BOARD OF EDUCATION — 1843 TO 1854

President

Dr. Theodore F. King ²	. 1843 (from May 2d to December 31st)
Dr. J. Sullivan Thorne ²	. 1844 (from January 2d), 1845 (to March 4th)
Theodore Eames ²	. . . 1845 (from March 4th), 1846 (to February 3d)
Stephen Haynes ²	. . . 1846 (from February 3d), 1847 (to February 2d)
Cyrus P. Smith ²	. . . 1847 (from February 2d)—1854

¹ See report of City Superintendent Bulkley covering the year 1859, p. 7.

² Deceased.

Vice-President

Stephen Haynes ¹	.	.	.	.	1843-1846
James E. Underhill ¹	.	.	.	.	1846, 1847
Dr. John W. Moriarty ¹	.	.	.	.	1847, 1848
Peter G. Bergen ¹	.	.	.	.	1848, 1849
Alfred G. Stevens ¹	.	.	.	.	1849-1851
Dr. J. Sullivan Thorne ¹	.	.	.	.	1851-1854
Edward W. Dunham ¹	.	.	.	.	1854

City Superintendent of Schools

Dr. J. Sullivan Thorne ¹	.	.	.	.	1848 (from March 7th to May 9th)
Samuel L. Holmes ¹	.	.	.	.	1848 (from May 9th)-1853 (May)
Samuel S. Randall ¹	.	.	.	.	1853 (from October 4th)
J. D. Giddings ¹	.	.	.	.	1854 (from February 21st)

¹ Deceased.

CHAPTER XXVI

BROOKLYN BOARD OF EDUCATION — 1855 TO 1875

UPON the consolidation of the city of Williamsburgh and the village of Bushwick with Brooklyn, at the beginning of 1855, three dissimilar educational systems were brought together. Brooklyn had a Board of Education consisting of thirty-three members, under whose control were sixteen schoolhouses (two of them for colored children), besides two rented buildings used for primary schools. There were 174 teachers and 11,500 pupils. In Williamsburgh there was a Board of Education of eighteen members, — nine Trustees and nine Commissioners, — with seven schools for white and one for colored children, and three hired houses for primary schools; there were 100 teachers and 5787 pupils. The three schools in Bushwick, having sixteen teachers and 1050 pupils, were conducted under the State school laws. There were at this time two music teachers in Brooklyn and one in Williamsburgh.

Early in 1855 John W. Bulkley¹ was elected City Superintendent and Secretary *ex officio*. He acted in the latter capacity until 1857, when a salaried Secretary was first appointed. In his first report he stated that there were in the city forty grammar schools for boys and the same number for girls, twenty-nine primary schools for both boys and girls, and six grammar and three primary schools for colored children — in all seventy-

¹ It is significant that a Williamsburgh man was elevated to this office. Mr. Bulkley at the time of his election was principal of the school that, under consolidation, became No. 19. The election was a close one, Mr. Bulkley on the decisive ballot receiving 20 votes, against 19 cast for his principal rival, J. D. Giddings, who had been Superintendent in Brooklyn during the preceding year.

eight schools, housed in thirty buildings, twenty-seven of which were the property of the Board and three leased.¹

The brief experiment with a Saturday Normal School in Brooklyn has been mentioned. Before its union with Brooklyn there had been in Williamsburgh a similar Normal School for the training of inexperienced teachers, which was established about 1853. It was closed after the consolidation of the cities, and a little later the Board of Education decided to establish a school of this kind in a more central locality. The plan was carried out, and the school organized in new school building No. 14, in February, 1856. All the women teachers in the schools were required to attend its sessions, and there were a few other pupils. The graduation exercises were important public affairs in the Brooklyn of that day, at least one of them being held in the Academy of Music, and were attended by enthusiastic throngs of people. How they were regarded is shown by an excerpt from the account published in one of the local papers on February 15, 1861 :

“Last evening the Commencement Exercises of the Brooklyn Normal School took place in the Academy of Music, before one of the largest and most brilliant audiences that has ever been assembled within its walls. Here were concentrated the learning, fashion, and beauty of the city. It would be invidious to mention the names of any of the distinguished persons present, as almost every person of any note in the city was in the audience.”

Nevertheless, the Normal School was closed in June, 1861,

¹ The locations of some of the schools as set down fifty years ago may be worthy of casual notice. For instance :

No. 2 — Gowanus

No. 9 — Prospect Hill

No. 22 — Green Point

(In the reports for 1859 and 1860 this school was located in J street)

No. 23 — Bushwick Centre

No. 24 — Bushwick Cross-Roads

Colored School No. 2 — Weeksville (in the vicinity of Troy avenue and Pacific street)

In the report for 1857 and several succeeding years No. 26 was stated to be at Bowronville. (This was east of Broadway and near the present Flushing avenue.)

not to be reopened.¹ The subject was revived again a dozen years later.

The City Superintendent was the sole supervising official until 1866, when a special act of the Legislature authorized the Board of Education to appoint an Assistant Superintendent. In June of that year James Cruikshank² was elected to the office. Increased provision for supervision gave a new impulse to pedagogical work, the results of which were soon seen in a course of study, uniform for all schools, which was adopted in November, 1866, and also in arrangements for systematic instruction of the primary teachers in principles and methods. Under the direction of the Assistant Superintendent, two training or normal classes for these teachers were organized in December of that year, and continued until the close of the schools in the following summer. They were then suspended by order of the Normal School Committee, which hoped to supersede them with a regularly organized normal school. Repeated recommendations in reference to this matter are to be found in the records of the Board and the reports of the Superintendent; but no decisive action was taken until 1884.

The simple course of studies prescribed for the schools in the earlier period has been set forth in the preceding chapter, and no change was made in it for many years. In his first report (for 1855) Superintendent Bulkley presented an "outline of a graded course of study for the primary and grammar departments of the schools, and their several classes," and this was revised in 1862. It served as a guide, or series of suggestions, for principals and teachers. A regular and uniform course of study was not adopted by the Board of Education until Novem-

¹ Note that the similar schools in New York were discontinued in the same year (see Chapter XIX).

² He had been for some years connected with the State Department of Public Instruction, giving special attention to teachers' institutes. He served as Assistant Superintendent for about six years. In 1875 he assumed the principalship of School No. 12, which he still holds.

ber, 1866. The course then agreed upon prescribed the studies to be pursued in the six primary and six grammar grades (the sixth being the lowest and the first the highest), the course covering six school years. Great prominence was given to oral instruction or object teaching. In the highest grammar grade the studies were as follows: Reading, spelling, penmanship, drawing in general, arithmetic, algebra (through simple equations), geography (including outlines of physical geography, with general history and historical essays), grammar (structure and classification of sentences, idiomatic structure, analysis and parsing, composition, elements of rhetoric), formal essays, natural philosophy and astronomy, bookkeeping, physiology, Constitution of the United States, and oral instruction in elements of geometry, construction of problems, geology, and the use of globes. Vocal music was required to be taught in all the grades.

Provision was also made for a supplementary course, to "occupy a period of one year or more, as may be necessary," including the following branches of study: Arithmetic (written and mental, reviewed, higher arithmetic), algebra, geometry (first four books of Legendre), English grammar (critical study of its principles), compositions and written reviews, rhetoric and general literature, ancient and modern history, physical geography, reading in prose and poetry, natural philosophy, astronomy, physiology, chemistry, bookkeeping and business correspondence, drawing (including mechanical and architectural), and mensuration. A supplementary class was to be formed in any grammar school when, on examination, fifteen pupils were found qualified to pursue the higher studies. At the beginning of the next year supplementary classes had been formed in five schools.

At this time the schools were classified as grammar, intermediate, and primary, an intermediate school being one in which all the primary grades and several of the lower grammar grades were taught. In 1866 a single and uniform series of

text-books was also adopted. In 1869, when a change of books was made, the course of study was slightly modified to conform therewith, and similar modifications took place later.

In 1874 a rule was adopted providing for a uniform and simultaneous examination of all the graduates of the grammar schools; before that time each school had been a distinct organization, maintained with but little relation to the other schools in the system.

During the period under review the evening schools were continued every winter, with a single exception in 1862-1863, when, on account of the excitement occasioned by the Civil War, and the supposed absence from the city of a large number of young men who would be likely to attend them, they were omitted. For the first few years after the establishment of these schools they were open only in the autumn and early winter, but in 1857 there was a short term after the Christmas holidays. The practice in this respect, however, was not uniform. The season usually covered twelve or sixteen weeks, but in January, 1875, it was extended to eighteen. A step of importance was taken in September, 1874, when the first evening high school was organized, in School No. 4. In this matter Brooklyn followed rather tardily after New York, where an evening high school was established in 1866.

The question of free text-books was agitated in the Board in 1868, and an appropriation of \$40,000 for putting the plan into effect was secured for that year. It could not be continued longer, as the necessary funds were not provided.

OFFICERS OF BROOKLYN BOARD OF EDUCATION — 1855 TO 1875

President

Cyrus P. Smith ¹	1855-1868 (to March 10th)
Dr. J. Sullivan Thorne ¹	1868 (from March 10th)-1870 (to July 12th)
Ephraim J. Whitlock ¹	1870 (from July 12th)-1875

¹ Deceased.

Vice-President

Edward W. Dunham ¹	. . . . .	1855-1857
Abraham B. Baylis ¹	. . . . .	1857, 1858
John G. Bergen ¹	. . . . .	1859, 1860
D. L. Northup ¹	. . . . .	1861, 1862
Dr. J. Sullivan Thorne ¹	. . . . .	1863-1867
Henry R. Pierson ¹	. . . . .	1868
Ephraim J. Whitlock ¹	. . . . .	1869-1870
John W. Hunter ¹	1870-1871
James Murphy	1871-1875

Secretary

George A. W. Stuart	1857-1875
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City Superintendent of Schools²

J. D. Giddings ¹	1855 (to February 20th)
John W. Bulkley ¹	1855 (from February 20th)-1873 (to July 8th)
Thomas W. Field ¹	. . . . .	1873 (from July 8th)-1875

Assistant Superintendents of Schools

James Cruikshank	. . . . .	1866-1872 (to August 6th)
Thomas W. Field ¹	. . . . .	1873 (from February 4th to July 8th)
John W. Bulkley ¹	1873 (from July 8th)-1875

Superintendent of Repairs

Samuel B. Leonard ¹	1856-1875
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¹ Deceased.

² Title changed to Superintendent of Public Instruction in 1873.

CHAPTER XXVII

BROOKLYN BOARD OF EDUCATION—1876 TO 1897

THE most marked features of the period we are now entering upon were the establishment of the Training School for Teachers and the development of the high schools. These topics will be treated in a separate chapter (see Chapter XXVIII).

The expansion of the school system was steady from the time Williamsburgh was united with Brooklyn, in 1855. In 1886 the town of New Lots (containing East New York) was annexed to the city, adding six to the number of schools and raising the total (including the Training School, Central Schools, colored schools, and attendance schools) to seventy. The elementary schools were now classified as grammar, intermediate and primary, and branch primary; after 1890 the classification was as follows: Grammar schools, independent intermediate schools, independent primary schools, branch intermediate schools, and branch primary schools. There were no colored schools, as such, after 1890.

Many of the grammar schools had three departments (grammar, intermediate, and primary); others had two. The departments, however, were not counted as separate schools, as was done in New York and some other cities; there was only one principal, who had special charge of the grammar department; under his direction other departments were in charge of teachers known as heads of departments,¹ and a branch principal

¹ In the course of time the heads of departments (who were practically assistant principals) became very numerous; and complaints about the excessive and expensive amount of supervision in the schools were frequent in the Superintendent's reports during the later years of Brooklyn's existence as an independent city.

was placed over a branch school, being responsible to the principal of the main school. In the grammar schools all grades were taught, both grammar and primary; in the intermediate schools, several lower grammar grades and all the primary grades.¹

There was an addition to the system of seventeen schools in 1894, when the towns of Flatbush, Gravesend, and New Utrecht were taken into the city, and five more were added in the following year by the annexation of Flatlands, bringing the total up to 114. Many of the schools in the so-called county towns were small and poorly housed. One of the New Lots school-houses was so inadequate that it was closed soon after coming under the jurisdiction of the Board, and the classes were transferred to other schools.

To secure the enforcement of the Compulsory Education Law, enacted in 1874, the Board of Education in 1876 appointed a Superintendent of Truancy and five attendance agents. There was an institution on the eastern boundary of the city, known as the Truant Home, of unsavory reputation, which was under the control of the Board of Aldermen, and was used for the confinement of youthful criminals. The Truant Home had been established by the Common Council in 1857, under the law of 1853 entitled "An act to provide for the care and instruction of idle and truant children," of which mention was made in Chapter XX. A superintendent and teachers were appointed, and three truant officers were employed for a number of years, until the Mayor, in 1862, taking exception to some provisions of the law, refused to pay their salaries. In 1865 several members of the "Sanitary Police" were detailed to act as truant officers. Superintendent Bulkley thought well of the Truant Home, but repeatedly recommended that it be placed under the care of the Board of Education (see his reports for 1860, 1862, and 1863).

This "Home" was turned over by the Board of Aldermen,

¹ In the earlier years the primary schools and the colored schools were numbered separately from the others; after 1887 all the schools were numbered consecutively.

in June, 1876, to the Board of Education. After a number of truants had been sent there, a conflict of authority arose, and for some months no truants were committed to the institution. In January, 1878, the Board of Aldermen resumed control. The experiment had been a costly one for the Board of Education, as during the time it was in charge of the Truant Home the average cost of the maintenance and tuition of a truant pupil was nearly \$300 per annum. After the second change in management, incorrigible truants were still committed to the institution, against the protest of the educational authorities, who repeatedly expressed the belief that truant boys should not consort with youthful criminals.

In 1878 two so-called attendance schools were established by the Board of Education (one in the Eastern and one in the Western District) for the instruction of truants who had not become incorrigible, but who could not be induced to attend the regular schools. They were an intermediate step between the public schools and the Truant Home. These schools were fairly successful, and were maintained until 1893.

The office of Superintendent of Truancy was abolished in 1887, and the enforcement of the law placed under the direction of the Superintendent of Public Instruction, the number of attendance officers being reduced from nine to seven. In 1894 the Legislature finally passed a law transferring the Truant Home to the Board of Education, and in 1895 it was reorganized as the Truant School and placed in charge of a principal.

After the experiment made in 1868, the question of free books lay dormant for a number of years. In 1881 the subject was reopened and a bill was passed by both houses of the Legislature providing for free text-books in Brooklyn; but it was vetoed by the Governor, Alonzo B. Cornell, on the ground that the Board of Education possessed all needful power in the matter. It was not until 1884 that the free book system was instituted, an appropriation of \$75,000 for the purpose having been allowed in the preceding year. It was successful from the start. The

following reference to the matter in the annual report of the President for 1886 is pertinent: "The proposition to furnish books free encountered much opposition at first, both in the Board and out of it, but the system has been so successfully put into operation, a result largely due to the united and zealous labors of the Committee having the matter in hand, that it is believed that many former enemies of the measure have become its friends, and that far more strenuous opposition would now be exerted against the abolition of the system than was manifested three years ago against its establishment" (p. 22).

A second evening high school was organized in the Eastern District in 1880; it was opened to both sexes, whereas only boys and men were admitted to Evening High School No. 1 for the first two or three years after it was started. In 1884 instruction in German and Spanish was introduced in the evening high schools. Throughout the period under review the regular evening schools were continued as before, although in 1895-1896 the appropriation allowed for them was so meagre that the schools were in session only twenty-five nights, distributed through a term of nine weeks. The Superintendent in his report for 1878 referred to the evening schools as having "practically free textbooks and apparatus." From and after 1882 a more stable character was given to these schools by new rules, which made practically permanent the positions of teachers in them who were successful in disciplining and governing their classes, whereas before that time teachers were appointed at the beginning of each term.

An important law was passed in 1895 (Chapter 656) providing for a Teachers' Retirement Fund, to be made up by deducting one per cent. per annum from the salaries of teachers then in the system who should elect to come under the provisions of the act, and also from the salaries of all teachers appointed after January 1, 1896. The law provided that the Board of Education might "retire from active service any male teacher not

under sixty years of age, or any female teacher not under fifty-five years of age in its employ who has elected to come under the provisions of this act, or who shall be appointed on and after January one, eighteen hundred and ninety-six, and who has taught not less than thirty years, of which twenty immediately preceding the proposed retirement shall have been in the public schools of Brooklyn." The annuity was fixed at one-half the salary received at the time of retirement, and was in no case to exceed \$1200. The act also provided that "no teacher shall be retired until he or she shall have paid into the retirement fund an amount equal to twenty per centum of his or her annual salary at the time of retirement." The fund at the close of 1896 amounted to \$18,869.34. During that year sixteen teachers were retired, their annuities amounting to \$8800; under the provision last quoted, they contributed \$2598.05 to the fund.

The course of study adopted in 1866 was retained with but little change for upwards of twenty years. In November, 1882, the matter of revising it was referred to a committee, and the subject received most careful consideration during several years following. The new course was finally put into effect in September, 1887. The topic was treated at some length in the President's report for that year, from which the following extract is taken:

"The most important event of the year was the adoption of the New Course of Study, which went into effect with the opening of the schools in September. . . . The New Course requires seven and one-half years in the Primary and Grammar grades. There has been a careful grading of the work which each pupil is expected to compass. . . . The evil of cramming should be cured by the changes, especially in the subjects of geography and history. The study of the former is sought to be made more fruitful by specifying salient features which are to be emphasized, and that of History, by the study of topics and by collateral reading. . . . The new course of study also seeks to connect and unite the work so that related topics are

intertwined in a way which gives strength to one through the other. Thus Language is sustained by Reading, and Grammar is supported by Composition. The Observation Lessons, which have been freely introduced, have aroused much interest and excited some comment. By defining more accurately requirements in other branches, time for this new feature has been gained. The test so far given indicates that these lessons will be influential. Their object is to cultivate the perceptive faculties, and at the same time to develop language. These lessons carry with them instruction in Natural Science in which our school system has been most imperfect, but they do not involve technical differentiation. They awaken the pupil's curiosity and give practice in close and accurate observation, which must be fruitful in practical life. The plan of the course is to symmetrically develop the perceptive, reproductive and reasoning faculties of the mind. The fact that a large majority of the pupils leave the schools before completing the grades is kept constantly in view. There is, accordingly, a systematic training provided through the course, in Business Forms and Commerical Correspondence, and also in Drawing. Moreover the outlines of our country's history are now studied in grades in which the pupils are much younger than where the subject was formerly introduced so that those who leave school early have learned something of the struggle for liberty" (pp. 17,18).

Under this course of study provision was made for seven primary grades and eight grammar grades, the entire course covering seven and one-half years. The lowest grade was the seventh primary; the highest was the first grammar.

The new course of study was amended somewhat in 1892, and a general revision was undertaken some two years later, as it was believed by many that too much was attempted in the schools. In 1895 the revised course was adopted. It was described in the President's report for that year as, perhaps, "the most important work of the year on the strictly scholastic side"; and the report said further: "The new course of study

is certainly a great improvement on the old. Much useless detail that had accumulated around the study of Geography, History, and Grammar, has been swept away. What is left, it is important that all should know. The time thus gained, has been utilized for the purpose of introducing our children to good reading matter and to all-important, but very elementary, facts of science. The most conspicuous feature, indeed, of the present course is the amount of reading matter required or recommended. From almost the lowest grade to the highest, four distinct lines of reading matter are mapped out: history, science, geography, and pure literature. This course in reading, if industriously pursued by the pupil and skilfully directed by the teacher, is in itself no mean education" (p. 25).

The course in mathematics was left substantially unchanged. The changes in other subjects, condensed from the report of the Superintendent, may be summed up thus: Reading from regular reading books diminished, and reading from supplementary readers, covering literature, history, geography, and science, increased; technical grammar begun in the sixth grammar grade, instead of the eighth, and the time devoted to this subject in the last two years of the course greatly reduced; United States history made a subject of interesting reading below the second grammar grade (the last year of the course), instead of being taught for two and one-half years from text-books; geography and science closely connected in the grammar school course; supplementary reading matter, wherever possible, closely correlated with other subjects of study; a period of study required each day (a matter previously left to the discretion of principals and teachers); about two hours a week left free to be devoted by teachers, under the direction of the principals, to the strengthening of those studies in which pupils were found particularly weak; civil government made a part of the work in history in the last year of the course.

The number of primary grades was now increased by one, raising the total to sixteen, the full course covering eight years.

Music was taught in the schools, as previously noted, soon after the organization of the Board; in 1880 a Director of Music was appointed, and from that time particular attention was given to this subject; a special course of study in music was adopted, and music teachers were required to be examined and licensed.

Shortly afterward additional importance was attached to the subject of drawing, and in 1883 a head drawing teacher was appointed to oversee this work. A Supervisor of Drawing was appointed in 1890.

In 1889 an attempt to establish Saturday sewing classes in the schools was defeated in the Board of Education by a small majority. The sentiment in favor of introducing the subject (which was made permissible by the rules of 1843) grew stronger, and in 1895 an appropriation of \$5000 was made, which enabled the Board in the succeeding year to appoint a Director of Sewing and four teachers.

As far back as 1881 the importance of kindergartens was appreciated by at least some members of the Board, and in that year the Committee on Teachers unanimously voted to ask for an appropriation of \$5000 to permit the introduction of this feature. The seed then sown bore no substantial fruit for more than ten years; but in 1892 the formation of a model kindergarten class in the Training School was authorized. Nothing else was done in this direction, beyond permitting kindergarten classes to be maintained by outside organizations in two school buildings, until the Board of Estimate in 1896 allowed, for the following year, \$12,000 for "kindergarten classes — establishment and maintenance." Kindergartens were opened in 1897, and a Director of Kindergartens was appointed to supervise the work.

A feature of the year 1892 was the participation of 10,070 boys from the public schools in the Military and Civic Parade which took place on October 21st, when the four-hundredth anniversary of the discovery of America by Columbus was celebrated. The boys were organized in regiments and companies

and won high praise for their excellent behavior, and, in the words of the Grand Marshal, General Isaac S. Catlin, for "their picturesque and imposing contribution to the grand parade column."

Under the law passed in 1895 requiring a biennial school census, such a census was taken in November, 1895, and another in 1897. The results, in brief, were as follows:

SCHOOL CENSUS OF 1895

Number of persons between 4 and 21 years of age, 272,447

Number of children attending public schools, 117,581; other schools, 38,454; total, 156,035

Number of children between 8 and 16 employed, 17,370

Number of children not attending school— from 4 to 8, 41,486 (estimated) from 16 to 21, 54,743

SCHOOL CENSUS OF 1897

Number of persons between 4 and 18, 250,565

Number of children between 4 and 16, 234,938

Number of children between 5 and 16 attending public schools, 132,599; other schools, 37,699; total, 170,298

Number of children from 4 to 8 not attending school (approximated), 42,221 (including 31,665 between 4 and 5)

Number of children between 8 and 16 at work, 20,839

OFFICERS OF BROOKLYN BOARD OF EDUCATION—1876 TO 1897

President

Ephraim J. Whitlock ¹	.	.	1876-1881 (to June 30th)
Daniel Maujer ¹	.	.	1881 (from July 12th to December 31st)
Tunis G. Bergen	.	.	1882 (from January 10th) -1886 (to July 6th)
Robert Payne	.	.	1886 (from July 6th), 1887 (to July 12th)
Joseph C. Hendrix ¹	.	.	1887 (from July 12th)-1893 (to March 8th)
James B. Bouck	.	.	1893 (from July 11th), 1894 (to July 3d)
J. Edward Swanstrom	.	.	1894 (from July 3d)-1897

Vice-President

James Murphy	.	.	1876-1880
Daniel Maujer ¹	.	.	1880, 1881

¹ Deceased.

Charles R. Doane ¹	.	.	.	1882-1884
Robert Payne	.	.	.	1884-1886
John C. Kelley	.	.	.	1886, 1887
Erskine H. Dickey	.	.	.	1887, 1888
John Cottier	.	.	.	1888-1891
James B. Bouck	.	.	.	1891, 1892
John R. Thompson	.	.	.	1892-1894
Dr. John Harrigan	.	.	.	1894-1896
George H. Fisher	.	.	.	1897

Secretary

George A. W. Stuart	.	.	.	1876-1881 (to July 12th)
Daniel W. Tallmadge ¹	.	.	.	1881 (from July 12th)-1887 (to July 12th)
George G. Brown	.	.	.	1887 (from July 12th)-1897

Superintendent of Public Instruction

Thomas W. Field ¹	.	.	.	1876-1881 (to November 25th)
Calvin Patterson ¹	.	.	.	1882 (from February 7th)-1887 (to September 6th)
William H. Maxwell	.	.	.	1887 (from September 6th)-1897

Associate Superintendents

John W. Bulkley ¹	.	.	.	1876-1885 (to July 7th)
William H. Maxwell	.	.	.	1882 (from October 3d)-1887 (to September 6th)
Edward G. Ward ¹	.	.	.	1885 (from July 7th)-1897
Christopher P. Cunningham ¹	.	.	.	1887 (from September 6th), 1888 (to December 31st)
John H. Walsh	.	.	.	1889 (from January 15th)-1897

Superintendent of Buildings

Samuel B. Leonard ¹	.	.	.	1876-1879
James W. Naughton ¹	.	.	.	1879 (from December 2d)-1897

Superintendent of Heating and Ventilating

W. F. Cunningham ¹	.	.	.	1876-1897
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Superintendent of Attendance

Joseph B. Jones, M.D.	.	.	.	1876-1887
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¹ Deceased.

Director of Music

Albert S. Caswell 1880 (from March 25th)-1897

Supervisor of Drawing

Walter S. Goodnough 1890 (from December 2d)-1897

Director of Physical Culture

Miss Jessie H. Bancroft 1893 (from September 1st)-1897

Director of Sewing

Miss Minnie L. Hutchinson 1896 (from January 2d), 1897

Director of Kindergartens

Miss Fanniebelle Curtis 1897 (from September 1st)

CHAPTER XXVIII

BROOKLYN—HIGH SCHOOLS AND TRAINING SCHOOL

A MOST interesting chapter in the educational development of Brooklyn is that relating to the evolution of the high school, which was the product of very slow growth. Apparently stimulated thereto by the establishment of the Free Academy in New York, which was opened in January, 1849, the Brooklyn Common Council, in February of that year, passed a resolution in reference to the practicability of establishing a free academy and free evening schools in Brooklyn, asking the Board of Education for "suggestions and plans." This resolution was laid before the Board at its meeting on February 13th and referred to a select committee of three members. The committee reported promptly in favor of opening two evening schools, but held over the other subject until December 4th, when resolutions were adopted providing for a Committee on High School and calling upon the Common Council for its aid in procuring the passage of a law to raise by tax the sum of \$15,000 per annum for two consecutive years for a site and building for such a school. On January 2d following, however, this action was reconsidered, and on the 15th of the same month the resolutions were defeated by a vote of 8 to 21.

The matter was not allowed to rest, and early in February the City Superintendent was directed to report "whether any, and if so, what improvement can be introduced into the public schools of this city, by which instruction in the higher branches of useful knowledge can be given to such of the scholars as may desire and be qualified to receive it." At the meeting in

the following month Superintendent Holmes presented his report, in which he recommended the addition of a "scientific department," in which the higher branches of study should be pursued, to as many of the schools as might be selected. In his annual report for 1851 he stated that two hundred pupils were ready to enter such a department. In this connection it may be observed that in his report for the next year he advised the erection near the City Hall of a large building, designed not only for a public school, but also for the accommodation of the Board, its committees, its officers, the depot, the monthly meetings of the teachers, and a "scientific department." When the building in Red Hook lane, long used as the headquarters of the Board, was purchased, in 1854, it was the intention to establish there a "central public school," in which should be taught geometry, trigonometry, natural philosophy, chemistry, architecture and drawing, geology, etc. Superintendent Randall, in the report for 1853, spoke of "the ultimate organization of a Central High School or Free Academy" as most desirable. In 1855 Superintendent Bulkley, in his first report, urged the establishment of a "Free Academy or High School," calling attention to the fact that the question of organizing such an institution had been agitated in Williamsburgh before the consolidation. He added: "From all sections of the city we find the friends and patrons of our Public Schools calling for an institution of this kind." In the following year he said: "An institution of this kind is indispensable to the perfection of our system."

As stated heretofore, the course of study adopted in 1866 provided for a supplementary class, in addition to the six regular grades, and in many of the schools supplementary or academic classes were organized within the next few years. It was not until September, 1878, that the Central Grammar School was opened, the academic classes in the grammar schools being then abolished. The Central School was conducted until 1886 in a rented building at Court and Livingston streets, which has

been leased for school purposes almost continuously since the organization of that school. On the opening day over six hundred boys and girls were in attendance, in the care of a principal and fourteen instructors. The first course of study covered only two years. In 1880 the first class, of over one hundred, was graduated. The average attendance during that year was 528.

The first mention of this school as a "high school" appears in the Superintendent's report for 1884; but it was known as the Central School for several years longer, the word "Grammar" being dropped. About this time it was decided to erect a building for the Central School, and a site was selected at Nostrand avenue, Macon and Halsey streets. The new building was completed by November, 1886, having a seating capacity of about 1200. Before it was occupied it became apparent that the building would not be large enough to accommodate all the pupils, and the Board decided to transfer only the girls to Nostrand avenue, leaving the boys in the Court street building. In the following year the course of study was revised so as to include really three courses—an English course of two years, a language course of three years, and a commercial course of two years.

Although referred to in the Superintendent's report for 1887 as "the Central School, or High School, as it is sometimes called," the institution continued to be designated by the former name until 1891, when one division was termed the Girls' High School and the other became the Boys' High School.¹ In the mean time a site had been selected for the Boys' High School, at Marcy and Putnam avenues and Madison street. As early as 1890 the Board resolved upon the establishment of a Manual Training High School, but the requisite funds were not supplied until several years later.

By this time there had been provided for the Boys' High

¹ The name "Central Grammar School" still remains over the main entrance of the Nostrand avenue building.

School a commercial course of two years, a scientific course of three years, and a language course of four years, while in the corresponding school for girls there were a commercial course of two years, an English course of three years, and a language course of four years. "For the first time in its history," said the Superintendent in his report for 1890, "it may be truly said that Brooklyn has a High School ; that is, a school which will prepare its pupils for any university in the country, as well as give a good working education to those who do not desire a university course" (p. 70).

In 1891 the erection of the new Boys' High School was begun, and so rapid had been the growth of the Girls' High School that in the same year a contract was entered into for a spacious addition to the building of the latter, which thus became the largest high school building in the country. The average attendance in 1892 was 1284; in 1893, 1396; in 1894, 1633. The addition, containing twenty-four class-rooms and a handsome assembly room, and the new building for the Boys' High School, were both completed in 1892.

The Manual Training High School was finally organized in 1894 in the Court street building, starting with about 150 students. Only boys were admitted at first, but in the next year it was decided to admit both sexes. This relieved somewhat the growing pressure on the Girls' High School; nevertheless it became necessary, in 1895, to use the old building of School No. 3 as an annex, and three classes of girls were organized there. In the Manual Training School a three years' course was provided, including, in addition to the regular high school studies, mechanical and architectural drawing and manual work, the latter consisting of joining, turning, forging, pattern-making, sewing, knife-work, Venetian iron-work, etc. About 1896 it was decided to purchase the old Thirteenth Regiment Armory, in Hanson place, as a site for the Manual Training High School, but the plan of erecting a building there was abandoned, and a site at Seventh avenue, Fourth and Fifth streets, was selected.

The new building constructed on this site was completed in December, 1904.

The next step in the development of the high school idea in Brooklyn is of special interest. So rapid had been the growth of public sentiment in favor of secondary education that by 1895 there was an emphatic demand for another high school; and in July of that year the way was opened for the Board of Education to meet the demand, through the offer of the trustees of Erasmus Hall Academy, in the former town of Flatbush, to convey their property to the Board of Education on the condition that a high school equal in grade and equipment to the other high schools of Brooklyn should be maintained thereon. The Academy was one of the oldest in the State, having been founded in 1787 and having had a notable career. The gift was gladly accepted, and Erasmus Hall High School was opened in September, 1896. The school has grown steadily; additional buildings of a temporary character have been put up to accommodate the large number of students, and in August, 1904, a contract was awarded for a large and handsome permanent building.

Mention has already been made of the Saturday Normal Schools established in 1843 and 1856 for the benefit of inexperienced teachers, and of the attempt made in 1866-1867 to instruct primary teachers in the principles of pedagogy. The importance of having properly trained teachers was insisted upon many times in the reports of the Superintendents. A definite proposition was brought forward in 1873 for the establishment of a normal school in a building owned by the Board in Prospect street; and in 1879 the re-establishment of the Saturday Normal School was urged, with the suggestion that it be held on alternate Saturdays in the Central Grammar School and the Eastern District Library building. It was also recommended that all inexperienced teachers be required to attend at least two sessions each month.

The first mention of training schools appears in the report

for 1881,¹ when two professional schools, one for the Western District and one for the Eastern District, were proposed. This recommendation was repeated in the following year, and led to action by the Board of Education in 1884, when it was decided that the new school building about to be built in Berkeley place should be used as a model primary school in connection with a training school for teachers. The Training School was opened in May, 1885, with a department of theory and a department of practice. The course of study was one year. Brooklyn thus anticipated by ten years the enactment of the State law (Chapter 1031, laws of 1895) "to encourage and promote the professional training of teachers." The attendance at the school for the first year was 123, and there were forty-eight graduates in 1886.

For some years the idea was entertained of organizing a second training school in the eastern part of the city; but in 1892 the school was removed to the building of Public School 4, in Ryerson street, near Myrtle avenue, and No. 4 was transferred to the building in Berkeley place. The new location of the Training School was more central for the city as a whole, and the building was more commodious. The Ryerson street building was occupied until 1903, when the Training School took possession of new public school building No. 138, in Prospect place, between Bedford and Nostrand avenues.

¹ There was a chapter on "Training School" in Superintendent Bulkley's report for 1864. The report for 1881 was prepared by Calvin Patterson, who was elected Superintendent February 7, 1882, after the death of Mr. Field.

CHAPTER XXIX

FEATURES OF THE BROOKLYN SYSTEM

ONE of the characteristic features of the Brooklyn Board of Education, almost from the beginning, was that which has been already mentioned under the name of the "local committee system" (see Chapter XXV). The original plan of a district committee to have special oversight of the schools in each district was continued only a few years. Very shortly after the reorganization resulting from the change made in the law in 1850, the by-laws were amended so as to provide for a school committee of three members for each of the schools.¹ This was the beginning of the local committee system, although the name "local committee" was not used officially until about 1875. These committees in the course of time acquired large powers in the appointment and promotion of teachers,² the making of repairs, etc.; in fact, regarding any particular school the local committee was practically supreme. When the Training School and the high schools were established a local committee was appointed for each.

This peculiar feature of the Brooklyn public school system was continued until the abolition of the Brooklyn School Board, in 1902, being retained in the first Greater New York Charter by a special provision in its favor (Section 1103). It was often the subject of severe criticism by many persons, including some members of the Board of Education. The friends of the system claimed that it had much merit in keeping the schools "close to the people," and as each member of the

¹ Thirteen school committees were appointed on March 12, 1851.

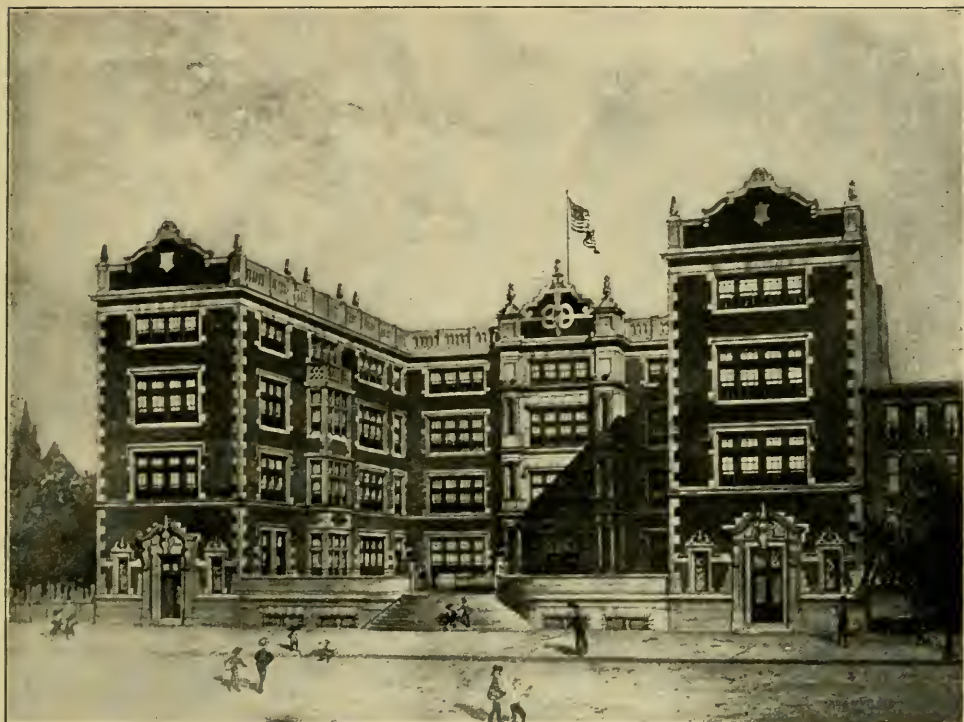
² Except teachers of music, drawing, etc.

Board was the chairman of one or more local committees it was possible to bring the welfare of any school directly to the attention of the Board.

As a sample of criticism of the local committee system from within, an extract may be made from the annual report of the President of the Board of Education (Mr. J. Edward Swanstrom) for 1896. Referring to the preparation of the Charter for Greater New York, then under way, he said: "It is to be hoped, however, that this opportunity will be taken to secure the enactment of some much-needed reforms which have long been sought by the best friends of public education in this city. Chief among these is the abolition of the appointing power now vested in the local committees. Almost all the abuses that have crept into our system are attributable to this wrong method of making appointments and promotions among teachers. Appointments should be made from an eligible list, and promotions should be determined solely by merit" (p. 37). But not until four years after Brooklyn ceased to be a city was the merit system introduced into its public schools.

In connection with the appointment of teachers by local committees, a fact sometimes lost sight of is that no person could be appointed to teach who had not been regularly licensed by the City Superintendent or the Superintendent of Public Instruction. The duty of examining candidates for teacher-ships and certifying to their qualifications was one of the duties of that official from the time the office was created.

In his first annual report after consolidation (for the school year 1898-1899) the City Superintendent of Schools indulged in a number of strictures on the local committee system, alleging that it had "retarded progress ever since the Brooklyn city school system was established," that "unseemly and unprofessional devices" were employed by teachers to secure appointment and promotion, that the system had "driven many of the best men that ever sat in the Brooklyn Board to resign or refuse reappointment," and that under this system "it is almost



1



2

TWO TYPES OF BROOKLYN SCHOOL BUILDINGS

1. Public School 146. 2. Public School 127



impossible to bring about the transfer of principals and teachers from school to school when such transfer is necessary for the good of the system, because each local committee has supreme control of its own school and there is no central power clothed with authority to transfer a teacher from one school to another" (pp. 86-88). On the presentation of this report, the Board of Education (then commonly called the Central Board), before ordering it printed, referred it to a committee, which reported in favor of placing it "on file." Afterward a resolution was adopted by the Board approving of the printing of one thousand copies, provided there was prefixed the report of the committee above mentioned, which stated that the City Superintendent had been called on to substantiate his statements, and had evaded the issue.¹

From an early period in the history of Brooklyn's public schools there was difficulty in supplying sufficient accommodations to meet the demand. The growth of the city was very rapid, especially at certain periods, as, for instance, after the opening of the New York and Brooklyn Bridge, in 1883, and the building of elevated railroads two or three years later. Funds for building schoolhouses were raised by taxation for many years, and, owing to the pressure for economy in the city's finances, the Board of Estimate granted appropriations on a scale not liberal. In some years no money was allowed for school sites and buildings. It was not until 1888 that the first law was enacted providing for the issue of bonds for this purpose. The first bond issue was \$400,000; in the two years following bonds to the amount of \$1,200,000 were authorized. From the President's report for 1889 we learn that "The Board of Education finds itself now for the first time in ample funds to cope with the problem of school accommodation. It desires to

¹ It should be added that the City Superintendent of Schools (William H. Maxwell) was connected with the Brooklyn city school system during the last fifteen years of its existence, for ten years as Superintendent of Public Instruction and for five years previously as Associate Superintendent.

return thanks for the liberal spirit in which its demands for more money for school buildings have been met, and to express its gratitude for its ability now to confront the question with a confidence it has never before possessed" (p. 7). The Board did not "find it necessary," says the similar report for 1890, "to ask for any further funds for 1891" (p. 7). For 1892 an appropriation of \$100,000 for sites was included in the tax budget, and for the following year one of \$50,000; in those years bonds to the amount of \$500,000 were available for building purposes.

Nevertheless, the Board, while doing the best it could with the resources at its command, was never able to furnish enough school room for all the children wishing to attend. Even in September and October, 1889, there were 1039 pupils excluded for lack of room; in the corresponding months of the following year, 3168, and in the same months in 1891, 2715. From that time the situation steadily grew worse. Large buildings were erected, and there were never any charges of extravagance; the buildings were plain and simple, mostly of red brick, without claims to architectural beauty. Buildings unfit for use were retained for years in not a few cases when they should have been abandoned, and rooms not intended for classrooms, in basements, sometimes even in cellars, were used for school purposes. "Year after year," said the President in his annual report for 1885, "the same story is told. The same unpleasant spectacle of shameful overcrowding in many class rooms is presented. The same disregard of health and of proper facilities for imparting instruction appears, and no adequate means for relief is afforded. The only refuge the Board has is in directing that many of the classes shall hold their pupils only half a day" (p. 11).

A dozen years earlier the Superintendent had called attention to a condition of overcrowding in many classrooms that was little short of scandalous. "More than thirty young girls," he said in his annual report for 1873, "have one hundred and twenty to one hundred and eighty pupils committed solely to

their inexperience for tuition. Ninety teachers have eighty to one hundred and twenty scholars each, and forty-one classes are crowded into dark and, in some instances, damp basements" (p. 39). The report of the President for 1885, mentioned above, stated that there were then three classes exceeding 180 pupils each, eleven classes with more than 150 pupils each, seventy-three classes having upwards of 100 pupils each, and two hundred classes containing more than 70 pupils each. This report further stated that "In at least eleven of our schools we have rooms unfit to be used, and never intended for class rooms, which are crowded with children at the present time, and at least two of our school buildings should be condemned and sold" (p. 15).

At that time the Board had adopted this rule :

"The maximum number of sittings to be placed in a primary class room in any school building to be erected, shall be fifty-six, in grammar class rooms below the third grade, forty-eight, and in grammar class rooms above the fourth grade, forty."

In 1889 the Board passed a resolution providing that after February 1, 1890, no principal should place on register more than seventy pupils in any class. This was pronounced by the Superintendent, in his report for 1889 (p. 58), "a long step toward remedying" the evils of overcrowding; but it may be noted that in the very same paragraph he recommended that the maximum should be reduced to sixty. Notwithstanding this rule, nearly four years later, in October, 1893, there were 146 classes with more than seventy pupils on register; forty teachers had registered between 100 and 150 pupils each, and one class had a registry of no less than 158! A state of things almost as bad existed in the following year, and was properly characterized by the Superintendent as "a disgrace to Brooklyn."

The only remedy applied, as stated in a citation already given from the President's report for 1885, was the "half-day class" in the lower primary grades, to which numerous references are found in the reports and minutes. By this plan a big

class was divided into two sections, one attending school in the forenoon and the other in the afternoon, one teacher caring for both. In 1887 there were seventy-five half-day classes, containing 7969 pupils; in his report for that year the Superintendent recommended the exclusion from school of children under six years, and said that if this were done there "need be no difficulty in doing away, after a reasonable time, with the half-day classes and reducing the classes in the lower Primary grades to working dimensions."

The following table, taken from the President's report for 1896 (p. 11), shows the number of children refused admission and the number on half-time, and also indicates what the Board was doing in the way of furnishing accommodations, for a series of years:

YEAR	REFUSED ADMISSION DURING SEPT. AND OCT.	ON HALF-TIME OCT. 31	TOTAL	SITTINGS IN NEW BUILDINGS
1887	1354	8069	9423	5008
1888	1201	9024	10225	4922
1889	1039	7545	8584	7753
1890	3168	5618	9786	4142
1891	2715	8589	11301	5021
1892	3481	6868	10349	7255
1893	4635	8305	12940	6048
1894	5826	9412	15238	1938
1895	4977	9500	14477	10484
1896	5305	12044	17349	7556

In 1897 the plan was adopted of extending the school day to 5 o'clock and allowing two classes to occupy the same room, one class from 9 to 1 o'clock, the other from 1 to 5, under the care of two teachers; and 119 such classes were organized, with 6197 pupils.¹

¹ This was the introduction of the part-time plan, which was extensively used after consolidation in both Manhattan and Brooklyn.

The rules adopted by the Board in 1843 provided that "The discipline to be maintained in the schools shall be of a mild and parental character, and corporal punishment is to be avoided except when absolutely necessary." After a few years the rule was amended by the addition of the following words: "of which necessity the Principal must be the judge — but, children or parents may complain to the Trustees of unnecessary severity, and the complaint shall be heard and adjudged by them." Still later the rule took this form :

"The discipline to be maintained in the schools shall be of a mild and parental character, and corporal punishment shall be resorted to only in cases of persistent misconduct, and after the failure of all other reasonable efforts at reformation. The Principal alone shall be authorized to inflict corporal punishment; of the necessity of which he shall in every case be the judge. He shall keep a record of such punishments, stating the nature of each offence and the name of the teacher complainant. Children or parents may complain to the School Committee of unnecessary severity, and the complaint shall be heard and adjudged by them."

In substantially these words it remained in force for more than thirty years, and until the dissolution of the Brooklyn School Board.

It would be a tedious and useless task to attempt to outline the numerous changes in the salary system in the Brooklyn schools, if, indeed, there was for many years any system worthy of the name. The records for nearly forty years will be searched in vain to ascertain what system was employed. The by-laws of the Board were silent on the subject until 1882, there being no mention even of any power to fix salaries. At the organization of the Board the schools in the several districts were found supplied with teachers, who were serving under contracts previously made. The number of teachers in the city in 1843 was twenty-nine, and their salaries ranged from \$75 to \$800, the payroll for the year amounting to \$9510.¹ In 1851 the highest

¹ There was one teacher at \$800, two at \$700, one at \$600, two at \$500, one at \$460, one at \$450, one at \$400, three at \$350, one at \$300, one at \$275, three at \$250,

salary paid was still \$800, and the lowest \$100. For years when appointments were reported by the Committee on Teachers the salary was specified in each instance, but the basis on which it was fixed is not shown.

In 1876 principals of grammar schools received \$3000 per annum; in the primary grades the minimum salary was \$400 and the maximum \$475; in the grammar grades the minimum was \$500 and the maximum \$800. Owing to the depression in business and the resulting hard times, a general reduction in salaries was made in 1877. Principals were put back to \$2700, and there was a cut varying from three to ten per cent. in the pay of other teachers. In 1879, for a similar reason, there was a further reduction; the salary of a principal was placed at \$2400, and the compensation of the other members of the teaching staff likewise diminished. Two years later the salaries of all the teachers, except principals, were restored; but the principals were continued at the reduced rate until 1886, when they were again raised to the rate prevailing before 1878.

A special committee was appointed by the Board in 1882 to "consider and devise an equitable basis for the fixing of the salaries of teachers," and in the ensuing year a regular salary schedule was adopted and made a part of the by-laws. This schedule provided for salaries in the primary grades from \$300 to \$490, with an annual increment of \$50 up to the fourth year; in the grammar grades the range was from \$450 to \$900, with a small increment for two or three years. A "bonus" was provided for teachers of boys' classes, being \$15 per annum in the primary and \$25 in the grammar grades. An increase in salaries of about twelve per cent. on the average was made in 1886, to take effect at the beginning of the following year; the bonus for teaching boys was increased to \$25 for primary teachers and to \$50 for grammar teachers; and the period of the annual incre-

six at \$200, two at \$175, two at \$150, one at \$100, and one at \$75. The first salary increase recorded was made on November 14, 1843, when a teacher was advanced from \$350 to \$400.

ments was lengthened. The initial salary of a beginner without experience was continued at \$300 (\$325 for boys), but those who had pursued the Training School course were started at \$400 (\$425 for boys). With the beginning of 1892 there was a further increase, amounting to about fifteen per cent., in the salaries of all teachers below the third grammar grade. The initial salary was raised to \$350, and the maximum in the primary grades was fixed at \$700; in the grammar grades the salaries ranged from \$550 to \$1200. The bonus for teaching boys' classes was now made \$50 in all grades.

The following tabular statement will show the changes in salaries of the teaching staff from 1876 to 1892:

YEAR	PRIMARY GRADES		GRAMMAR GRADES	
	Minimum	Maximum	Minimum	Maximum
1876	\$ 400	\$ 475	\$ 500	\$ 800
1882	300	515	450	900
1887	300	600	500	1200
1892	350	700	550	1200

In 1892 the salaries of principals of grammar schools ranged from \$2500 to \$3000, of principals of intermediate schools from \$1500 to \$2200, of principals of primary schools from \$1500 to \$2400, of heads of departments from \$930 to \$1250. In high schools principals received \$5000 and teachers from \$1000 to \$3000; in the Training School the principal received \$4000 and teachers \$1750.

Before 1857, as already noted, the duties of Secretary were performed by the City Superintendent; in the year named the first Secretary, George A. W. Stuart, was elected. He held the office until 1881. In that year it was discovered that a number of valuable books and records of the Board had been lost, and shortly afterward Stuart disappeared. To the intense surprise of the members, it was found, after a careful examination, that

CHAPTER XXX

THE BOROUGH OF QUEENS

THE Borough of Queens comprises the former towns of Newtown (out of which Long Island City was formed), Flushing, and Jamaica, and a part of the town of Hempstead, all of which were in the County of Queens.¹ The earliest settlement recorded in this territory was made in Newtown, the original name of which was Middleburgh, in the year 1638. The first mention of a schoolmaster occurs in 1661 (the same year in which the first schoolmaster was appointed in Brooklyn), when the so-called town-house was placed at his disposal. This town-house had previously been occupied by the minister of the town, the Rev. John Moore, and in 1657 title to the house, which had been built by the little settlement, was given to Mr. Moore, under the hands of the clerk and one of the magistrates, against the protest of some members of the community. Moore died shortly afterward; his widow continued to occupy the house for several years, and while living there became the wife of the Rev. Francis Doughty. A protest against the surrender of the town-house was filed by the opposition with Director-General Stuyvesant, in 1661, on behalf of Richard Mills, schoolmaster, who was spoken of as "a help meet for the discipline and education of our children." Stuyvesant on February 18th decided in favor of the remonstrants, and ordered Mr. Doughty to give Mills possession.

¹ Queens County is now coterminous with the Borough of that name; the portion of the former county not consolidated with New York City was set off and erected into Nassau County in 1898, when the boundary line of the city was slightly altered.

The first schoolmaster of Middleburgh did not long pursue his vocation there. Soon there was another change in the occupant of the town-house. In September, 1662, the building was ordered to be put in repair, in view of the prospective settlement of a new minister. Mills is next heard of in Westchester, where he is recorded as a leading resident and magistrate, and where he took an active part in a revolt against Governor Stuyvesant. By the orders of the latter he was arrested and imprisoned for more than a month, and shortly afterward left the country.

For some time after English supremacy in the colony no mention is found of any person as carrying on a school; and the legal code introduced, as summarized by Riker,¹ contains no reference to a schoolmaster. In the military system adopted, however, "All male persons above the age of sixteen, except certain judicial and professional characters, including the minister, constable, and schoolmaster, were required to do military duty."²

The next schoolmaster recorded after Richard Mills appears in 1695, in the person of Ezekiel Lewis, a graduate of Harvard, who afterward rose to prominence as a lawyer in Boston. For his accommodation the town-house (which had reverted to Mrs. Doughty in 1665, when there was no further fear of interference by Stuyvesant) was ordered to be put in good condition. Lewis's stay, like that of Mills, was short; he kept the school for only a year.

In 1720 the school was in charge of George Reynolds, and the town-house again becomes a feature of the narrative, as in that year it was voted to rent the premises to him. "The subject of education was also exciting more attention [about 1720], but by education must be understood those few and simple attainments which the mass of the people were wont to regard as a competency; in most instances not extending beyond the ability to read, write and cast plain accounts, and, in the case of girls, no

¹ *Annals of Newtown*, pp. 68-70.

² *Ibid.*, p. 77.

further than 'to read English in the Bible.' . . . The village had occasionally enjoyed the services of a schoolmaster."¹

About this period the residents of Dutch Kills, Hallett's Cove, and other settlements within the later limits of Long Island City found the school at Newtown too remote for their children to attend comfortably, and a second school was established nearer their homes. A plot of ground, "thirty foot long and twenty foot broad," was given by Joseph Hallett "for the use and benefit of a school house, now erected and standing thereon by the roadside from Hallett's Cove to Newtown." On May 20, 1721, Hallett executed a deed, admitting five others "as joint owners with himself of the said premises," "to be equally enjoyed by them and their heirs severally, and by me and my heirs, for ever, having, all and every of us, our heirs, and every of them, the same equal share, right and title to the above said land and school-house, and full power and authority, to send what number of children we shall think fit." After quoting the foregoing, Riker continues: "This was looked upon as a hazardous undertaking, and one which none, for many years, was found ready to incur the expense of imitating."

A dozen years later, in 1734, several persons living at Hell Gate Neck united their efforts and built "a small house for a school to be kept in for the education of their children." This schoolhouse was on the river near Berrien's Point, where John Lawrence had presented "one square rod of land" as a site. Of this land he gave a deed in 1735 to his five associates in the undertaking.

Similar movements soon occurred elsewhere. In 1739 the residents south of Newtown village took steps to build a schoolhouse a little west of White Pot on a plot of ground, "twenty foot square," given by Jacobus Springsteen, who executed a deed to fourteen farmers of the neighborhood, his "loving

¹ Riker, p. 154. "The situation was now filled," he proceeds, "by Mr. George Reynolds, who appears to have occupied the town-house, as a vote was passed April 5th, 1720, to rent him these premises."

friends." A stone schoolhouse was built, which was in time replaced by a wooden one; the present schoolhouse is the third built on the same site. In 1739, also, the people living in the vicinity of the English Kills (a name given to a settlement at the western end of Maspeth, to distinguish it from Dutch Kills) built a schoolhouse near the residence of Richard Betts. This was known as the "old Brook School," as it stood near a small brook flowing into the Newtown Creek. A part of the building is said to be still standing. "Jacob Reeder was the preceptor here for a long period; a useful man in his day, and the town clerk for above thirty years."¹ A schoolhouse was built in 1740 "near the bridge at Newtown," the people of the village receiving assistance from those living in other parts of the town.

There were now five schools in Newtown. There is no evidence that any of them were free, nor was any provision made by the government for their maintenance.

An interesting bit of educational history is recorded in connection with an English and classical school which was in operation at Hallett's Cove in 1762, under the patronage of the leading residents. It was conducted by William Rudge, who, in a "card" published in the *New York Mercury*, describes himself as "late of the city of Gloucester in Old England," and announces that he "still continues his school" and "teaches Writing in the different hands, Arithmetic in its different branches, the Italian method of Book-keeping by way of Double Entry, Latin, and Greek." This "card" bore the signatures of thirteen persons (seven of them Halletts), who recommended the master in these words: "We, who have subscribed our names, being willing to continue the school-master, as we have hitherto found him a man of close application, sobriety, and capable of his office, are ready to take in boarders at £18 per annum."

The educational history of the town is now a blank until, in 1814, it was divided into school districts under the law provid-

¹ Riker, p. 159.

ing a general school system for the State. The before-mentioned school at Hallett's Cove (this name was dropped in 1839 and that of Astoria substituted) became District School No. 3, and has a very interesting history. | By an act of the Legislature passed in 1850 this district was declared to be "a permanent school district," under the direction of a Board of Education consisting of five members; and in the following year the Board secured the passage of a law authorizing the sale of the old schoolhouse and site ("which is situated adjoining St. George's Church"), and the erection on another site, given by Mr. Stephen A. Halsey, of what was known for many years as the "Old Fourth Ward School."¹ In an interesting monograph relating to this school the present principal (Matthew D. Quinn) writes :

"The citizens of the district ever jealously guarded their right to manage the affairs of the school without any interference from the officials of the State system.

"This is further illustrated by the acts of 1863 and 1867, exempting the schools under our Board of Education from the operation of the general laws relating to the powers of the School Commissioners.

"The power to examine and license teachers and the exclusive right of supervision were reserved to the Board, and the School Commissioner of this Commissioner district was enjoined from dividing or altering the district in any respect."

In 1870 the law was passed providing for the incorporation of Long Island City, cutting off a portion of Newtown containing Hunter's Point, Astoria, Ravenswood, Dutch Kills, Blissville, and some other settlements, and under the city government the schools were in charge of a Board of Education consisting of five members, appointed by the Mayor. At that time there were three public schools in the city, located in what had been three school districts under the town government. In District No. 3 was the school already described; the school for Bliss-

¹ This became Public School 5, Long Island City, in 1870, and in 1898 Public School 5, Borough of Queens. It was demolished in 1901, to make room for a new building, completed in 1904.

ville and Dutch Kills was in District No. 4; District No. 11 was in Hunter's Point. A school was provided for the Ravenswood section in 1873, and a few years later three additional schools were established. The Long Island City High School was organized in 1889, at first with a two years' course, which was later extended to three years, and in 1897 to four years. This school was housed in several different buildings in its earlier years. Some time before consolidation high school departments were established in the schools at Newtown village and Woodside.

The first settlers of Flushing, English folk, went there as early as 1643, and in 1657 a company of Quakers arrived. The early records of the town were destroyed by fire many years ago, and definite information regarding schools in the early period cannot be supplied. The first teacher, it is supposed, was John Houlden, who taught a private school from 1660 to 1670. Elizabeth Coperthwaite, a daughter of a well-known Quaker preacher, is spoken of as having taught a school from 1675 to 1681; and John Urquhart is mentioned in 1690 as a man of family and as keeping boarding scholars to some extent. In 1703 the Friends' meeting decided that a schoolmaster was necessary for the town, and appointed Samuel Hoyt and Francis Doughty to "seek out for a convenient piece of ground, to purchase it and build a school-house thereon for the use of Friends, about Richard Griffin's lot upon the cross way, which is near the centre of the town." There is no positive evidence that the proposed schoolhouse was built; but six years afterward it is recorded that "Thomas Makins, schoolmaster hath signified to this meeting his willingness to sit with his scholars in the meeting and take care of them." Incidental mention of a teacher is also found under date of August 12, 1715, when "Anthony Gleane, of Flushing, blacksmith, asks for letters of administration on the estate of Jas. Bettersby, schoolmaster of the same place."

What was done in Flushing during the century following is



1



2



3

EVOLUTION OF A SCHOOLHOUSE—BOROUGH OF QUEENS

1. Original Astoria Schoolhouse used until 1851. 2. Old Fourth Ward School, used 1851 to 1901. 3. Public School 5, built 1901-04



matter of surmise. The first free school in the town resulted from the efforts of the Flushing Female Association, composed chiefly of members of the Society of Friends, which was organized in 1814.¹ On April 6th it opened a small school in Liberty street, the members of the Association acting for a time as teachers. Both white and black children were received free, except in the case of a few whose parents were able and willing to pay. The first paid teacher received a salary of \$15 per quarter, with an allowance of \$26 per quarter for board.² For a time the school received a share of the public school funds, but after 1844 this was cut off.

Flushing village was incorporated in 1837. About 1843 a new schoolhouse was built for \$500 by District No. 5 (comprising all the village and some of the adjacent territory) at Garden and Church streets. By 1847 a larger building was required, but strenuous opposition to building it was made by some citizens, and many stormy meetings were held. It was finally decided, by a vote of 37 to 5, to raise \$3000 by tax and to authorize the trustees to sell the old building, to contract for a new one "on the plan of the New York public schools," and to propose a suitable site. In the following year there was much discussion regarding a site, and the Legislature authorized the trustees to raise \$6000 by tax or mortgage for the erection of a building. A lot in Union street was purchased, and the schoolhouse built thereon was used until 1897. The school was opened in November, 1848, with seven teachers and 381 pupils.³

¹ Mark the similarity between the work of this Association and that done by societies of philanthropic women in New York and Brooklyn in 1802 and 1813 (see Chapters I and XXIII).

² This is the statement of Waller in his *History of the Town of Flushing* (1899), p. 175. In Mandeville's *Flushing, Past and Present* (1860) it is put in a slightly different way: — "In the report of July 1st, 1814, it is stated a teacher had been engaged at a salary of sixty dollars per annum, with two dollars a week for board" (p. 127).

³ The principal was Thomas F. Harrison, afterward Assistant Superintendent in

By a law enacted in 1848 the village of Flushing was provided with a Board of Education of five members, elected by the people. There were two schools in the village and eight in the remainder of the town at the time of consolidation with New York, and also a high school in the village. The high school was established in 1875. In 1873 the village decided to issue bonds to the amount of \$40,000 for the erection of a high school building, which was used in part for elementary school purposes.

Common schools were organized in Whitestone in 1857, in College Point in 1859, and in Bayside in 1864. In Whitestone, John McDermott is reputed to have been the first teacher, about the beginning of the nineteenth century. In 1818 a lot was leased for \$3, and a schoolhouse put up at a cost of \$250. This was used for twenty years, but, being found too small, was replaced in 1838 by one costing \$800, located in what was then the central part of the town.

The year 1656 marks the beginning of the settlement of Jamaica, and the first record of a school in the town is found just twenty years later. In that year Richard Jones was allowed to use the little stone church "for to teach scole in for y^e yere ensuing, provided he keep y^e windowes from breaking and keep it deasent and cleane on Saturday nights against y^e Lord's Day and seats to be placed in order." Mention is made of a school kept by one "Goody" Davis some years afterward. In 1705 Henry Lindley received from Governor Cornbury a license to teach school in Jamaica, and about the same time a similar privilege was granted to Thomas Huddleston. The Rev. Thomas Poyer, in 1724, complainingly referred to the fact that the schools in Jamaica, Newtown, and Flushing were taught by Quakers or Presbyterians. Two years later a public meeting was held to consider the question of establishing a free school, but nothing was accomplished in that direction.

New York for many years. Mandeville says that previous to the opening of this school there were only 213 children attending all the schools in the village. He remarks that "an evening school was started in the winter of 1859" (p. 130).

“Still the educational facilities of Jamaica seem to have been ample at all times, and several of the teachers, such as James Lockhart, Thomas Temple and John Moore, all pre-Revolutionary schoolmasters, were men of more than ordinary education. In 1777 Andrew Wilson opened a grammar school, and in 1784 the Rev. Matthias Burnet, the Presbyterian minister, opened a private school, in which he proposed to teach Latin and Greek, and for which he had engaged ‘a person’ to teach the common branches, writing, bookkeeping, vulgar arithmetic and the like. The opening, in 1791, of Union Hall Academy led the way to other schemes of higher education. . . . In 1812 the common-school system of the state superseded all private enterprises to a great extent and put all the primary schools in the commonwealth within a short time on a standard basis.”¹

One of the historians records that in 1813 Jamaica voted to receive its quota of the State school fund and to raise \$125 the next year, while in the following year it was “voted that the town do not receive their quota of money from the State as regards common schools, and agreed that the town give the money to the poor that was raised as the quota for common schools.”

There were twenty-three schools in the town of Jamaica at the time of consolidation, in 1898, including two high school departments, one in Jamaica village and one in Richmond Hill.

The part of the town of Hempstead which came into Greater New York upon consolidation contained three school districts and six schools: in the school at Far Rockaway there was a high school department.

¹ *A History of Long Island*, Ross, Vol. I, p. 563. The above-mentioned school of Andrew Wilson was advertised on January 13, 1777, thus: “Andrew Wilson is now opening a grammar school. Board may be procured at Jamaica.”

CHAPTER XXXI

THE BOROUGH OF THE BRONX

FOUR former towns of Westchester County and parts of two others make up the Borough of The Bronx. Only two of the towns, Westchester and Eastchester, antedate the Revolution; the others were created by division and separation. Pelham came into existence in 1788 (at the time when, under the State government, Westchester and Eastchester were constituted towns of Westchester County); West Farms dates from 1846, Morrisania from 1855, and Kingsbridge from 1872, the latter having been set off as a separate town only two years before its annexation to New York. Besides Kingsbridge, Morrisania and West Farms were taken into the city at the beginning of 1874; Westchester and parts of Eastchester and Pelham were annexed in 1895. Through the earlier annexation eight grammar and six primary schools, and through the later six grammar and three primary schools were added to the New York system.

Westchester and Eastchester were not settled by the Dutch, and, so far as the early records can be traced, there was not, in the former at least, the same zeal for the school and the schoolmaster in the early days as we have found in the Dutch settlements on Manhattan Island and Long Island. The early schools were church schools, and it is not easy to determine how deeply the idea of the free school had taken root. In one case it is stated that the schoolmaster received what the parents of the pupils paid; the probabilities are that the children of the poor received free instruction.

In Westchester the earliest reference to a school is found after the year 1700. In Eastchester there was an earlier begin-

ning. The "agreement" made by the settlers of that town soon after they took up their abode there, in 1664, contained an article to the effect "That provision be endeavored for education of children, and then encouragement be given unto any that shall take pains according to our former way of rating." According to Scharf's *History of Westchester County*,¹ the reference in the last clause quoted was to the collective education of children to which they had been accustomed in Connecticut.

Bolton states, in his *History of the County of Westchester*, that "The first school-house [in Eastchester] was erected in 1683, for at a public meeting of the inhabitants, held on the 15th of October of that year, it was ordered 'that a school-house be erected upon a site between the property of Richard Shute and William Haiden, and encouragement given to Mr. Morgan Jones to become the school-master.'" He adds that "the building occupied the site of the present village school-house."² Mr. Jones, who in 1680 was officiating as minister in the village of Westchester, does not appear to have yielded to the "encouragement." On this point Scharf says: "The encouragement then given to Mr. Morgan to be their school-master did not, it would seem, add any more to his haste to comply with their wishes than the call, three years previous, to be their minister." This historian states that the erection of a schoolhouse was not determined upon until 1683, and intimates a doubt as to whether it had actually been built in 1697. However that may be, in 1696 Benjamin Collier is recorded as serving in the office of schoolmaster.

A few years later a schoolhouse must have been provided, for in 1713 "two overseers of y^e school in y^e town" were appointed. That it did not meet the wants of the town indefinitely is evident from action taken in 1726, when it was agreed to vote at a public town meeting that a lot of land be laid out "for to build a school-house thereon," "out of the comon," and that the schoolhouse be built "twenty foot long and fourteen foot wide,

¹ Vol. II, p. 730.

² Vol. I, p. 214.

and seven foot between joynnts in height." In this spacious edifice Mr. Delpesch was carrying on the work of a teacher in 1728, and he was spoken of by the minister as "very well adapted and fitted for that business, and as well spoken of as being diligent in it." His income was "what the parents of the children taught do give."

From this time until after the Revolutionary period the records are missing. In 1797 there were four schools in the entire town.

In Westchester, where the first settlement was made in 1654, the establishment of a school appears to have been due to the famous British Society for the Propagation of the Gospel in Foreign Parts. In 1702 the Rev. John Bartow was sent by this Society as a missionary to Westchester, and on October 30, 1709, we find him writing to the Society, "We want very much a fixed school at Westchester," and recommending Daniel Clark as a person worthy of employment, "being of good report, a constant communicant, and being a clergyman's son, has had a pious and learned education." Clark (the name is also spelled Clarke) was engaged, and was the teacher from 1710 to 1713. He was preceded, in 1709, by Edward Fitzgerald, and followed by Charles Glover. Each of these three schoolmasters received a salary of £18 per annum.

The Society's abstracts for 1713 contain the following with reference to the last-named: "Mr. Charles Glover is appointed schoolmaster at Westchester, with a salary of £18 per annum, as he is recommended under the character of a person sober and diligent, well affected toward the Church of England, and competently skilled in reading, writing, arithmetic, psalmody and the Latin tongue." Glover remained until 1719, when he was succeeded by William Forster, who is mentioned repeatedly in the records of the Society. The first reference to him, in 1719, is as follows: "To Mr. William Forster, schoolmaster at Westchester, who has been recommended as a person very well qualified to instruct the youth in the principles of religion

and virtue, ten pounds per annum is allowed; and a gratuity of £10 has been given him, in consideration of his past services and his present circumstances.”¹

As might be expected, a schoolmaster in the employ of the venerable Society above mentioned had many religious duties to perform, though he does not appear to have been undertaker, sexton, and gravedigger, as was the schoolmaster in the Dutch communities. For instance, in 1719, Mr. Forster reported that “he has at present thirty-five scholars, whom he catechises every Saturday, and also every Sunday that Mr. Bartow goes to another part of the parish, together with all others who will attend, and has good success; which is also attested by the minister and chief inhabitants of Westchester.” A later entry is to the effect that Mr. Forster “takes all the care he can of the children which are sent to him, and has upwards of thirty scholars, which he instructs in the Church Catechism.”

An entry somewhat more interesting is found in the year 1723, when Mr. Forster announces that “the number of his scholars is as usual, and that he has very good success in his teaching, and that they are this summer building a new school-house; and he is raising an annual subscription for repairing and furnishing the church.”

No other schoolmaster's name is found until 1743.² Beginning with that year, they were as follows: 1743, Basil Bartow; 1764, Nathaniel Seabury; 1768, George Youngs; 1774, Mr. Gott. The salary is put down as £10 in each case.

Under the State government, after the Revolutionary War, the towns of Westchester County, as a whole, manifested a good degree of interest in educational matters. By the “Act for the encouragement of schools,” adopted in 1795, as stated in an

¹ In *Holland Documents* (Vol. V, p. 978), a note states that “William Forster was schoolmaster in the town of Westchester, under the Society for the Propagation of the Gospel in Foreign Parts, as early as 1719.”

² Bolton (Vol. II, p. 399) gives a list of the schoolmasters at Westchester from 1709 to 1774. If complete, it would indicate that Mr. Forster's term of service extended from 1719 to 1743.

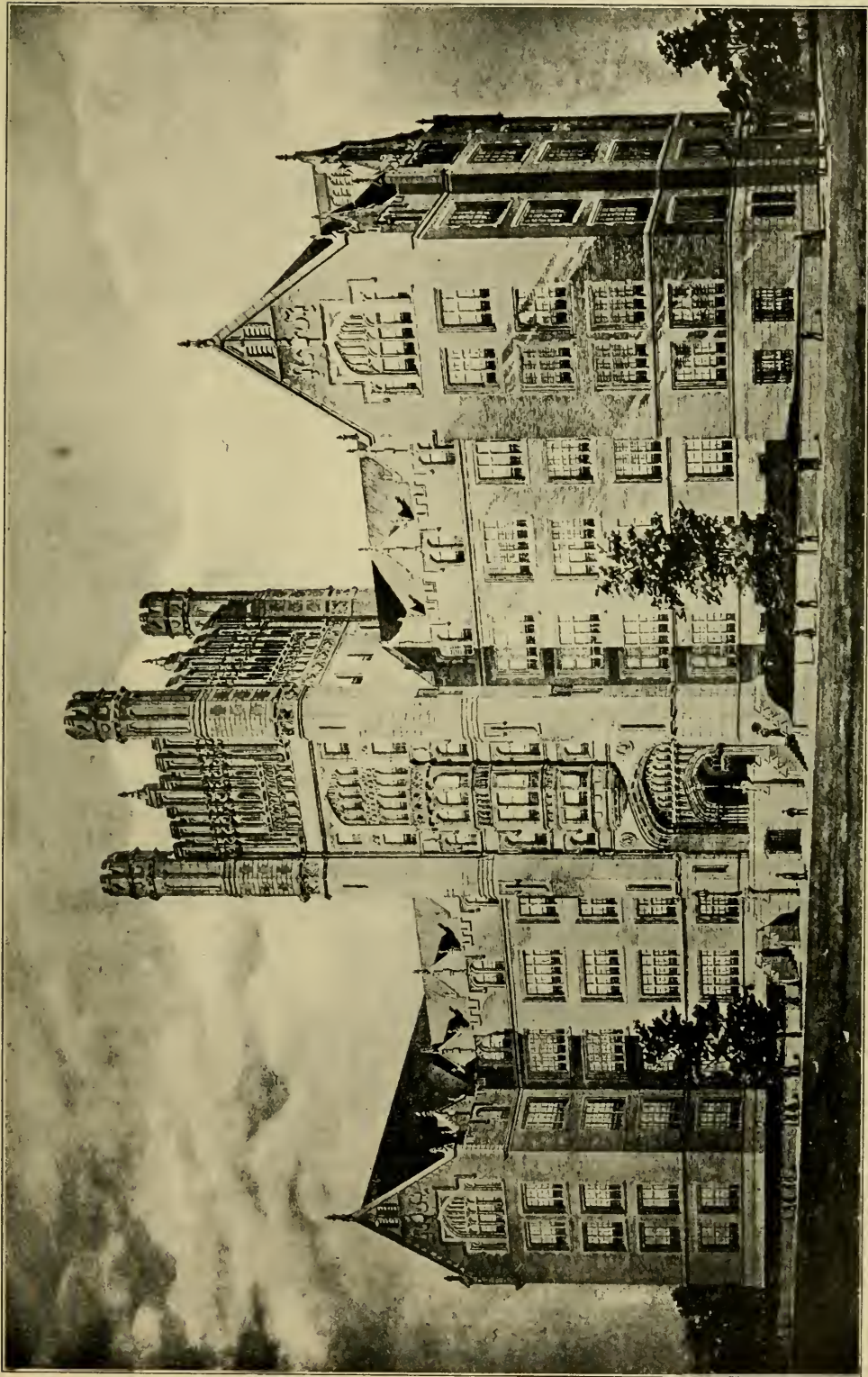
earlier chapter, the State appropriated £20,000 each year for five years for school purposes, and Westchester County received as its quota £1192. The several towns promptly voted an appropriation equal to one-half of the amount received from the State, and School Commissioners were appointed to look after the details. An interesting paper formerly on file in the office of the Town Clerk of Eastchester had reference to this money. It bore the date June 19, 1795, and read: "We the Supervisors of the County of Westchester, . . . do certify to the Town of Eastchester that the apportionment of money by us allotted to the said Town by virtue of the act aforesaid [the act of 1795], is thirty-seven pounds twelve shillings and seven pence."¹

"Just as readily, in 1812, when an equal sum to the appropriation by the State was in a new Act asked of each town, the vote was readily given, and the proper officials named. During this period, throughout the county, school-houses were being restored or re-erected."²

The territory annexed to the former city of New York in 1874 became the Twenty-third and Twenty-fourth Wards, and was long known as the Annexed District. Its schools passed directly under the control of the Board of Education, without any change in the membership of that body; the new wards formed an additional school district, for which Inspectors were appointed by the Mayor, and Trustees by the Board of Education. Before the annexation there were four local Boards of Education in what became the Annexed District: one for Morrisania and one for Kingsbridge, while in West Farms there were two Boards, one for each of the school districts. The annexation in 1895 caused no change in the school officers of the Twenty-fourth Ward.

¹ A *facsimile* of this document is given by Scharf (Vol. I, p. 474).

² Scharf, Vol. I, p. 474.



MORRIS HIGH SCHOOL — BOROUGH OF THE BRONX



CHAPTER XXXII

THE BOROUGH OF RICHMOND

THE early records of Staten Island are very meagre in the matter of schools and schoolmasters. According to tradition, the first school was located at or near Stony Brook, "and was probably in the same little structure that stood near the Moravian Church—that location being considered in the Stony Brook neighborhood at that time. It is perfectly natural that it should have been located near the Court House and Church."¹ To the Waldenses and Huguenots must be given the credit of founding the first school in what is now the Borough of Richmond. The number of inhabitants at that time is believed not to have exceeded three hundred.

The first school of which there is any authentic history was established at what is now called New Springville, between 1690 and 1700. This schoolhouse was enlarged in the early part of the nineteenth century, but the walls of the original building stood until 1888, when the whole structure was razed to the ground in order to make room for a new building.

"The writer attended the meeting when it was decided to demolish the old building. There were the great, thick stone walls, crumbling and damp and mouldy. There were the rude desks, where time and the boys had evidently carried on a spirited competition in their efforts at destruction. Great holes were in the floor; the plaster had fallen from the ceiling; the little, old-fashioned stove was almost devoured by rust; the well-worn black-board resembled a mutilated target, and in every nook and corner there was devastation and ruin. And yet, there were those present who declared that the old

¹ *Memorial History of Staten Island*, Morris, Vol. II, p. 361. In the preparation of this chapter Mr. Morris's work has been freely drawn upon. He gives no date for the establishment of the above-mentioned school.

school-house was good enough! It was not until after the Commissioner had told his audience what power he had in the premises, that the fate of the oldest school-house on the Island was sealed. All that remains to-day of the venerable structure is the foundation of a modern building which is composed of the material taken from the time-honored walls."¹

In the early years of the eighteenth century not a little was done in the direction of education by the Society for the Propagation of the Gospel in Foreign Parts, which has already been mentioned more than once in these pages. The missionary of this Society in Staten Island, Mr. Mackenzy, in 1710 called the Society's attention to the importance of having schoolmasters to instruct the children in English, Dutch, and French, and recommended as teachers Adam Brown and Benjamin Drewit, who were selected for the purpose. In 1712 Francis Williamson and John DuPuy were employed by the Society in a similar capacity, each at a salary of £10 a year; and apparently Mr. Brown was retained in the Society's employ. A report made by Mr. Brown, of Richmond, dated April 10, 1713, is still preserved.² It states that he had continued to keep school in the south precinct of the county; that he had taught during the preceding year thirty-five children to "read, write, and cypher," and the catechism of the church, with the explanations thereof, to such as were capable; that twenty-four of his scholars had been publicly catechized in the church, and the readiness with which they answered all the questions asked was admired by all who heard them; that he taught them the use of the "common prayer," so that the children could join with the congregation in divine ser-

¹ Morris, Vol. II, p. 363.

² Mr. Morris's narrative is not entirely clear on this point. After mentioning Brown and Drewit as having been appointed in 1710, he says that they "seem to have been continued during the two following years," and notes the appointment of Williamson and DuPuy in 1712; then he proceeds: "So beneficial to the people did the work of these early schoolmasters appear to be, that the Society determined, in 1713, to employ three more. The report of Mr. Brown, of Richmond, one of these teachers, is preserved." In the report mentioned, however, Mr. Brown speaks of having *continued* to keep school; which would make it appear probable that he was one of those appointed in 1710.

vice. Mr. Brown's report was certified by the minister and the Board of Justices of the county.

In 1717 Charles Taylor is recorded as the schoolmaster of the Society, his salary being £15 per annum, and he carried on the work for many years. In 1722 and 1723 he was teaching forty-three and forty-two pupils, respectively, at Richmond. In addition to the regular day school which he conducted, he also carried on a night school for the instruction of negroes and of white children who were obliged to work in the daytime. He remained in the service until his death, in 1742, when he was succeeded by Andrew Wright, who was certified as "a Person of Good Morals, and a constant Communicant, and well qualified to teach," and who was appointed as schoolmaster "to instruct the poor white, and Black Children also, if any such are brought to him, gratis, in the Principles of Christianity, and to read the Bible and the Common-prayer Book."

A certificate to be found among the county records shows that in 1769 James Forest had been acting as schoolteacher in the western part of Staten Island for two years and a half. It was signed by twenty-four persons, who stated that "we know nothing of him but what is Just and honest, Teaching and Instructing of Pupils in such parts of Literature as their Capacity Could Contain; with great Fidelity and Justice, Giving due and Regular Attendance in said school to our Mutual & Intire Satisfaction and likewise Instructed them in their Parts and Honours to our great Fidelity, and now to part at his own Request."

There is ground for believing that there was, in 1784, a traditional "old red schoolhouse" near the site of the one now in use at Castleton Corners, located on what was then known as the Dawson estate.

As Governor Daniel D. Tompkins was instrumental in securing the passage of the law of 1812, providing for the distribution of the Common School Fund, it was natural that Tompkinsville (which received its name from him) should organize a school

under the new law at an early date. The school established there was in a flourishing condition in 1815. "It is said," writes Mr. Morris, "that Governor Tompkins used to visit the school at least once a week, and not only gave prizes to the bright scholars, but paid a part of the teacher's salary out of his own pocket."

Mr. Morris is authority for the following statement:¹

"It is an interesting fact, although a sad commentary upon our forefathers, that not only on Staten Island but throughout America the public schools were not open to girls until 1790, and then for only two or three hours a day during the summer months, when there were not enough boys in attendance to keep the school going. They were regularly admitted by law in New York State in 1822."

The present writer, in his researches, has found no evidence justifying Mr. Morris's assertion that girls were excluded from "the public schools" before 1790; in point of fact, there were no public schools, in the modern meaning of the words, until after that date.

"The law which created separate districts and elected three trustees — one of whom was elected each year — vesting them with almost absolute power, worked to the serious detriment of the public schools. While in some of the districts fair-minded and intelligent men were selected, it often happened that illiterate and narrow-minded individuals were given the power to rule, and often to ruin. We have witnessed the engagement of teachers solely because they would accept meagre salaries — the question of ability not being taken into consideration. A miserly policy, too, was manifested in the shabby structures that served as school-houses. Some of them were unfit for barns or cattle-sheds, much less for the day homes of the boys and girls who were seeking an education.

"About twenty years ago [this was written about 1900] one of the local newspapers took the matter in hand. The disgrace to the Island which such school-houses caused, was plainly

¹ Vol. II, p. 366.

portrayed, and finally public opinion was moulded in favor of better buildings. One by one the districts began to wake up to the necessities of the hour, and soon modern structures stood where the antiquated barracks had formerly disgraced the ground.”¹

At the date of consolidation the number of schools on Staten Island was twenty-nine, of which seven were union free schools and the remainder common schools. There were three high school departments, located in the schools at Tottenville, Stapleton, and Port Richmond.

¹ Morris, Vol. II, p. 367.

CHAPTER XXXIII

THE CONSOLIDATION OF 1898

THE Greater New York Charter (Chapter 387 of the laws of 1897), providing for the consolidation of the city of New York, the city of Brooklyn, a part of Queens County (as it then existed), and the whole of Richmond County, effected important changes in the management of the schools in the consolidated territory as a whole, although as respects the greater part of the enlarged city the existing systems were retained, with only such modifications as were made necessary by the new order of things.

For school purposes the Borough of Manhattan and the Borough of The Bronx were treated as a unit, and the Board of Education of the former city of New York (without change in membership) became the School Board for the Boroughs of Manhattan and The Bronx. The Board of Education of the city of Brooklyn, likewise, became the School Board for the Borough of Brooklyn. In the Boroughs of Queens and Richmond, where a large number of independent school organizations, mostly limited by district lines, existed at the time of consolidation, provision was made in the Charter for the appointment by the Mayor of School Boards, consisting of nine members for each Borough.

The members of the two Boards of Education mentioned above were, by the provisions of the Charter, to serve out the terms for which they had been appointed, and their successors were to be appointed by the Mayor for terms of three years. The titles of the City Superintendent of Schools in New York and the Superintendent of Public Instruction in Brooklyn were changed to that of Borough Superintendent, and all the Assistant Super-

intendents became Associate Borough Superintendents. In Queens, and also in Richmond, it was provided that the School Board should appoint a Borough Superintendent and at least two Associate Borough Superintendents. In each Borough the Borough Superintendent and the Associate Borough Superintendents constituted the Borough Board of Superintendents.

A Board of Education for the consolidated city was also provided for, made up of delegates or representatives from the several School Boards. This Board (which soon came to be known in common speech as the "Central Board") was composed of eleven delegates from the School Board for Manhattan and The Bronx (including the President); six delegates from the School Board for the Borough of Brooklyn (including the President), and the Presidents of the School Boards for Queens and Richmond — nineteen members in all. The Central Board was authorized to appoint a Secretary, a Superintendent of School Buildings, a Superintendent of School Supplies, a City Superintendent of Schools, one or more Auditors, a Chief Clerk, four Examiners, and other officers; and each of the School Boards was authorized to appoint a Secretary, an Assistant Secretary (or Chief Clerk), a Borough Superintendent of Schools, and sundry Associate Borough Superintendents. Terms of six years were fixed for the Superintendent of School Buildings, the Superintendent of School Supplies, the City Superintendent of Schools, the several Borough Superintendents, and all Associate Superintendents, and terms of four years for the Examiners.

A novel feature of the new system was the creation of a Board of Examiners, consisting of the City Superintendent and the four Examiners just referred to, the latter being appointed by the Board of Education on the nomination of the City Superintendent. The Board of Examiners was entrusted with the duty of examining all candidates for teacherships in the city and the preparation of eligible lists of those passing examinations, and the City Superintendent was required to transmit to each

School Board the lists available within its jurisdiction. All licenses were issued in the name of the City Superintendent. It was made the duty of the Board of Education, on the recommendation of the City Superintendent, to designate the "minimum requirements to prevail throughout the city for all officers to be appointed to any supervising or teaching position under any school board"; and each School Board was authorized, on the recommendation of the Borough Board of Superintendents, to designate "the kinds or grades of licenses to teach which may or shall be used in the borough or boroughs under its charge," and also the "academical and professional qualifications required for service in the boroughs under its charge of principals, branch principals, supervisors, heads of departments, assistants and all other members of the teaching staff."

The Charter provided that, "except as superintendent or associate superintendent, as supervisor or director of a special branch, as principal of or teacher in a training school or high school, no person shall be appointed to any educational position whose name does not appear upon the proper list"; that no person without a license should teach in the schools of the city; and that no unlicensed teacher should have any claim for salary. All licenses were required to be issued for one year only, and were renewable by the City Superintendent for two successive years: at the end of three years of continuous successful service that official might make them permanent.

As licenses were granted by the Board of Examiners and appointments made by the Borough School Boards, a complete separation was made between the examining power and the appointing power.

The City Superintendent, under the Charter of 1897, had the right of visitation and inquiry in all the schools of the city, and the right to report to the Board of Education on the educational system; but it was distinctly provided that "he shall have no right of interference with the actual conduct of any school in the city of New York." He was given a seat in the Board of

Education, with the right to speak on all matters before the Board, but not to vote. In like manner, the Borough Superintendents had seats in the School Boards, and could speak but not vote. The City Superintendent was empowered to visit the schools and inquire into their courses of instruction, management, and discipline; to call together the Borough Superintendents and Associate Superintendents for consultation; to report any case of gross misconduct, insubordination, neglect of duty, or general inefficiency on the part of any Borough Superintendent or Associate Superintendent; and to make an annual report to the Board of Education. The Borough Boards of Superintendents were charged with the duty of nominating to the School Boards principals and teachers for appointment, transfer, and promotion (except in the Borough of Brooklyn); of recommending courses of study and modifications of the same; of recommending text-books, etc.

While all appointments of members of the teaching staff, except as noted above, were required to be made from eligible lists prepared by the Board of Examiners, there was no provision of law that the names should be taken in any particular order from such lists; hence the appointing power was at liberty to select for appointment a person standing anywhere on the appropriate list. The Charter provided that principals and all other members of the teaching staff should be appointed by the School Board, on the nomination of the Borough Board of Superintendents, and that "for all purposes affecting the appointment, promotion, or transfer of the teachers in any school, the principal of such school shall have a seat in the borough board of superintendents, with a vote on all propositions affecting his school." But in the matter of appointments an exception was made in favor of Brooklyn by the following provision, found in Section 1103:

"The system or mode of nomination in this section provided for shall not be held to deprive any school board that has been a board of education, of the right to appoint, to promote, and to transfer principals, teachers and other

members of the teaching staff without such nomination [*i.e.*, by the Borough Board of Superintendents], in any borough in which, at the time this act takes effect, said board of education enjoys such right of appointment without nomination by superintendents, until the same shall have been adopted by the school board of such borough."

This provision permitted the local committee system (which has been described in Chapter XXIX) to be continued in Brooklyn.

The School Boards were authorized to choose and determine sites for school buildings; whatever action was necessary for the acquisition of the same was then taken by the Board of Education. The erection and repairing of school buildings, etc., were entrusted to the latter Board. The Superintendent of School Buildings was the official in immediate charge of this branch of work, the preparation of plans, supervision of construction, and the like.

A new officer created by the Charter was the Superintendent of School Supplies, whose duty it was to look after the purchase of school books, fuel, and all other supplies, and the distribution of the same to the schools in all parts of the city. It was provided that all supplies, as far as possible, should be procured by contract.

The provision of the Charter in reference to the salaries of teachers was as follows :

"Each school board shall have power to adopt by-laws fixing the salaries of the borough and associate superintendents, of principals and branch principals, and of all other members of the supervising and teaching staff, and such salaries shall be regulated by merit, by the grade of class taught, by the length of service, or by the experience in teaching of the incumbent in charge, or by such a combination of these considerations as the school board may deem proper. Said salaries need not be uniform throughout all the several boroughs, nor in any two of them, nor throughout any one borough."

The School Boards were empowered to establish kindergartens, manual training schools, trades schools, truant schools, evening schools and schools for colored pupils, high schools and

training schools, and special classes for instruction in the English language; and also to maintain free lectures for working men and working women.

The Charter provided for two educational funds: the Special School Fund, to consist of all moneys raised for the purchase of school sites, for the erection and repair of buildings, for the purchase and leasing of educational and school buildings, for the purchase of all school supplies, for the maintenance of the Nautical School, and for the administrative purposes of the Board of Education; and the General School Fund, to contain and embrace all items not comprised in the Special School Fund. The Special School Fund was administered by the Board of Education. The General School Fund was administered by the School Boards, and was apportioned among them by the Board of Education on the basis (1) of one hundred dollars for every qualified teacher engaged in teaching and (2) of the number of teachers employed and the aggregate number of days of attendance of pupils. The Charter thus gave the School Boards control over the General School Fund, but this control was hardly more than nominal, as another section provided that charges against both funds should be paid only on the certificate of the Auditor of the Board of Education. The Board of Education also had power to revise the estimates of moneys required for school purposes, as prepared by the School Boards, and made up the departmental estimate to be submitted to the Board of Estimate and Apportionment.

The power of removing teachers on charges, and after trial, was lodged with the School Boards. The Borough Superintendents were authorized to enforce the Compulsory Education Law, and to nominate attendance officers to the respective School Boards.

Power was given to the School Boards to create school inspection districts, for each of which the Mayor was authorized to appoint five Inspectors, who were charged with the duty of visiting and inspecting schools and reporting thereon to the

School Board. This power was exercised only by the School Board for Manhattan and The Bronx: the Inspectors proved to have little actual authority, as they could only make recommendations, but had no power to enforce them.

The law in reference to the retirement of teachers in force in the former city of New York was re-enacted by the Charter, and extended to the Boroughs of Queens and Richmond, while the Retirement Fund in Brooklyn, created by Chapter 656 of the laws of 1895 (see Chapter XXVII), was continued under the control of the Brooklyn School Board. The Nautical School was placed in charge of the Board of Education, and was the only school in the city under its immediate jurisdiction. The provisions of various statutes in reference to the corporate schools were re-enacted. The Board of Education was given control over the College of The City of New York and the Normal College, and was made a Board of Trustees for each, in conjunction with the President of the college in each case.

The purpose of the framers of the Charter in planning their educational scheme can be best set forth in their own words: "In the matter of education, the Committee have adopted a plan which centralizes in a Board of Education, representing the whole city, the physical conduct of the schools, and which devolves upon School Boards appointed by the Mayor in every Borough the educational conduct of the schools. This will enable each Borough to express in the conduct of its schools what is natural and best in its own life, while it secures for the city as a whole the benefits of administration from the centre as to all work which can be best done in that way. Powers are given to the Board of Education which are believed to be sufficient to secure a uniform financial system throughout the Boroughs and a system of efficient educational oversight. In the mean while, both the central Board of Education and the School Boards of the Boroughs are each supreme in the field actually committed to their care."

Several important amendments were made to the Charter

in 1898, 1899, and 1900. During the first year it was in operation two amendatory acts were passed. The first (Chapter 91 of the laws of 1898) provided that five per cent. of the excise moneys collected in the city should be paid into the Teachers' Retirement Fund, and apportioned by the Board of Education among the Boroughs in proportion to the number of teachers employed in each and the amount of salaries paid to them. The Retirement Fund theretofore had been made up exclusively of sums deducted from teachers' salaries (except in Brooklyn); this enactment increased the fund very largely,¹ and permitted the retirement of many incapacitated teachers in that and following years.

The second of the amendments just mentioned was contained in Chapter 652 of the laws of 1898; it provided that school buildings in the city might be used not only for educational purposes, but also for "recreation and other public uses." This opened the way for the vacation schools, etc., which soon became a notable feature of the educational work.

The Legislature of 1899 enacted a law (Chapter 417), known as the Ahearn Law, in reference to the salaries of teachers, which is noteworthy as the first attempt to regulate teachers' salaries in New York City by statute. While retaining in the School Boards the power to fix salaries, it provided that no regular teacher should receive less than \$600 per annum; that no teacher after ten years' service should receive less than \$900, nor after fifteen years' service less than \$1200; that no vice-principal, head of department, or first assistant should receive less than \$1400; and that no male teacher after twelve years of service should receive less than \$2160. These salaries were made conditional upon the approval of the service of the teacher as "fit and meritorious" by a majority of the appropriate Borough Board of School Superintendents. It was also provided that the salaries of principals should be increased \$250 each year until a maximum of \$2500

¹ The excise moneys for 1898 amounted to \$269,094.83; for 1899 to \$266,859.37; for 1900 to \$265,853.17.

was reached in the case of women, and of \$3500 in the case of men, and that a woman principal after ten years' service should receive not less than \$2500, and a male principal after like service not less than \$3500: these provisions were not to apply to principals of schools containing less than twelve classes. The Ahearn Law was passed April 25, 1899, and took effect at once, the Board of Estimate and Apportionment being authorized and required to issue special revenue bonds to provide for the increased salaries.

The Ahearn Law paved the way for a more important enactment in the following year, when the Davis Law (Chapter 751 of the laws of 1900) was passed. This law authorized the Board of Education to adopt by-laws providing for uniform schedules of salaries for all members of the teaching and supervising staff throughout all Boroughs; fixed the minimum rates to be paid to teachers in elementary, high, and training schools at various stages of experience, and provided for the ascertainment of the fitness and merit of teachers at specified intervals of time.¹ It provided a more equitable plan for distributing the General School Fund among the Boroughs than was contained in the original Charter, the quota for each qualified teacher being made \$600 instead of \$100. It further provided that the Board of Estimate and Apportionment should appropriate annually for the General School Fund (consisting "of all moneys raised for the payment of salaries of the borough and associate superintendents and all members of the supervising and teaching staff, throughout all boroughs") "an amount equivalent to not less than four mills on every dollar of assessed valuation of the real and personal estate in The City of New York, liable to taxation, inclusive of so much of the state school moneys apportioned by the superintendent of public instruction for the payment of teachers' wages as is actually paid into the said general school fund." The Davis

¹ The salary provisions of the Davis Law were embodied in the Revised Charter passed in 1901. The salary schedules adopted in pursuance thereof, as since amended and now in force, will be found in Appendix V.



DE WITT CLINTON HIGH SCHOOL — BOROUGH OF MANHATTAN



PUBLIC SCHOOL 62 — BOROUGH OF MANHATTAN
Cost (including site), nearly \$1,300,000



Law made another radical change in the Charter, giving the Board of Education full control over its own finances, by the following provision, the words italicized being added :

“The board of education shall have power to take and receive, and shall take and receive, all moneys appropriated or available for educational purposes in The City of New York, *which moneys shall be paid over to said board by the comptroller on the request of said board from time to time in such sums as shall be required, and the auditor of said board shall transmit to the department of finance each month duplicate vouchers for the payment of all sums of money made on account of the department of education each month.*”

The so-called Davis Bill was opposed by the Board of Education, while pending in the Legislature and when the statutory hearing was given by the Mayor (Robert A. Van Wyck). It was vetoed by him, but, nevertheless, became a law, thus imposing a large burden of responsibility upon the Board of Education in the disbursement of moneys amounting to upwards of twenty million dollars annually. The bill was signed by the Governor May 3d (1900), and it became the duty of the Board immediately to establish a treasurer's office, in order that teachers' salaries and other claims might be promptly paid. A Treasurer was elected and a disbursing bureau opened on the 12th of May, and little delay in payments occurred. As quickly as possible, salary schedules based on the new law were adopted by the Board of Education. The law required that the Board of Estimate and Apportionment should provide, by means of special revenue bonds, the money necessary for the payment of the increased salaries.

“No measure regarding teachers' salaries, so sweeping and so liberal in its provisions, was ever before passed by any Legislature. Not unnaturally, therefore, it may be inferred that there must have been something extraordinary in the local conditions to call for the enactment of this statute by the Legislature and the Governor—in spite of the veto of the Mayor and the strenuous opposition of the Comptroller, and in opposition to the majority of the members of the School Boards of Manhattan and The Bronx, and of Brooklyn. Such indeed was the case. Stated briefly, the most obvious reason why the teachers had the support of the press and the public and the sympa-

thy and co-operation of the Governor was that the Board of Estimate and Apportionment had failed to provide the funds necessary to carry into full effect a comparatively mild measure regarding teachers' salaries which the Legislature had passed in 1899 [the Ahearn Law]. This statement is the exact truth, and it was this truth that appealed so strongly to the press, the public, and the legislative authorities. But there was much more than this immediate cause that had a profound influence in urging the teachers to action and in determining the trend of public opinion. A brief history of teachers' salaries in the several boroughs will not, therefore, be out of place.

"In the City of New York, prior to consolidation, a schedule of salaries, complex in its arrangements almost beyond description, had been in force. Under this schedule, a teacher's salary depended partly on the grade of the school, partly on the grade of class taught, and partly on order of appointment. The following statement presents a general view of the extremes of salaries paid to women in various grades of schools :

	LOWEST CLASS		HIGHEST CLASS
Male grammar schools, from	\$633	to	\$1116
Mixed " " "	603	"	1086
Female " " "	573	"	1056
Primary schools and Departments from	504	"	900

"As a general rule it may be said that a teacher, no matter what the character of her work, could obtain an advance in salary only in two ways — by transfer from a primary school to a grammar school, or through the death, resignation, or transfer of a teacher who had been appointed at an earlier date. . . .

"In 1897 the New York Board of Education came to realize the absurdities and injustices of the system of paying teachers, and made many honest and strenuous efforts to remedy abuses by adopting new salary schedules. Every one of these efforts was rendered abortive by the failure of the Board of Estimate and Apportionment to provide the funds necessary to carry the revised schedules into effect. Even the attempt of the Legislature in 1899, known as the Ahearn Law, to cut the Gordian knot was nullified in the same way — the Board of Estimate and Apportionment did not supply sufficient money. Indeed, that statute rather aggravated than allayed the unrest among the teachers, because, while it gave increased salaries to a few teachers, that very fact prevented any increase in the case of the majority, while in hundreds of instances it was the direct cause of reducing salaries.

"In Queens and Richmond, the salary question at the time of consolidation appeared to be in an almost hopeless muddle. In the territory now embraced in the Borough of Queens there were before consolidation as many as sixty-seven separate and independent school boards or boards of trustees. In

the Borough of Richmond there were nineteen. All of these different boards paid different rates of salary to their teachers. . . . Even after consolidation no attempt was immediately made to adopt uniform salary schedules in these two boroughs, except to raise the minimum salary to \$600 *per annum* and to correct some of the more flagrant cases of inequality. Then came the Ahearn Law in 1899, . . . To the great body of the teachers in Queens and Richmond this measure was most disastrous, because, with the limited amount of money at the disposal of the school boards, they were obliged to cut down the salaries of those teachers who were not protected by law in order to pay the salaries of those teachers who were so protected. . . .

“In Brooklyn the situation was somewhat different from that found in the other boroughs, but the feeling of discontent among the teachers, arising from similar causes, was equally profound.

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“For many years prior to the agitation that commenced in 1897 for a revision of the salary schedules, there had been gradually taking shape in the minds of the teachers certain notions that were the direct result of the conditions and events just described.

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“In a word, the teachers felt that the old salary system was one under which they could not do their best work, that it was retarding the progress of the school system, and that the first condition of a genuine educational revival is to place salaries not merely on a liberal, but on a rational basis.”¹

¹ Annual Report of City Superintendent of Schools, 1900, pp. 59-66.

CHAPTER XXXIV

THE CITY OF NEW YORK — 1898 TO 1901

AT the date of consolidation, in 1898, the school organizations in the several Boroughs were as follows:

MANHATTAN AND THE BRONX: High schools, 3; grammar departments—for boys, 36; for girls, 38; for boys and girls, 11; fourteen-grade schools (grammar and primary grades)—with grammar grades for boys only, 13; for girls only, 11; for boys and girls, 16; primary departments, 66; primary schools (separate), 49—making a total of 243. There was also a truant school. Thirty-four evening schools (including four evening high schools) were maintained. There were forty-eight so-called corporate schools (industrial schools, reformatories, orphan asylums, and the like), receiving a share of the public school funds and subject to the supervision of the public school authorities. The number of school buildings was 170, there being in many cases two or even three distinct school organizations, or departments, each having its own principal, in one building.

BROOKLYN: Training school for teachers, 1; high schools, 4 (including one Manual Training High School); grammar schools, 43; independent intermediate schools, 22; independent primary schools, 2; branch intermediate schools, 16; branch primary schools, 27; annexes, 4—a total of 119, besides a truant school. Each of the schools enumerated had a separate building. An intermediate school covered six years of the elementary course of eight years. A branch school was under the supervision of the principal of a neighboring grammar school. In this Borough there were eleven corporate schools.

QUEENS: In Long Island City there were ten schools, including one high school; in the town of Newtown fourteen school districts, with seventeen schools, in two of which high school departments were conducted; in the town of Flushing seven school districts and thirteen schools, with one high school department; in the town of Jamaica eleven school districts and twenty-three schools, with two high school departments; in the town of Hempstead three school districts and six schools, with one high school department.

RICHMOND: In the Borough of Richmond there were twenty-nine school districts, each containing one school, eighteen of the schools being graded and eleven ungraded. There were three high school departments—one at Tottenville, in the town of Westfield; one at Stapleton, in the town of Middletown; and one at Port Richmond, in the town of Northfield.

The Boards of Education for New York and Brooklyn, as such, ceased to exist, in accordance with the provisions of the Charter, on February 1, 1898, and became, respectively, the School Board for the Boroughs of Manhattan and The Bronx and the School Board for the Borough of Brooklyn. In the month of January School Boards for Queens and Richmond, each consisting of nine members, were appointed by the Mayor. Delegates to the Board of Education were elected on February 9th by the School Boards for Manhattan and The Bronx and Brooklyn, and on February 21st the new "Central Board," consisting of nineteen members (eleven for Manhattan and The Bronx, six for Brooklyn, and one each for the two remaining Boroughs), was organized. Some confusion was caused at the outset by a provision of the Charter that the "new system for the administration of the public schools of the city" should "go into full effect on July first, 1898." However, a reasonable construction of this provision was allowed, and the new Board entered on its work promptly, electing its staff of officials, making necessary financial arrangements, etc.

Owing to the straitened condition of the city treasury immediately after consolidation, no funds were available for school sites and new buildings, and work in this direction was at a standstill for more than a year, except such as was required in connection with contracts entered into before February 1, 1898. In some parts of the Borough of Queens contracts for school buildings had been freely, not to say recklessly, made by the school officials shortly before the local governments came to an end, and the Board of Education was involved in serious trouble, extending through two or three years, in securing the completion of these contracts. Some of the schoolhouses built in this way were unnecessary, and were not used for several years.

The first contract for a new school building after consolidation was awarded on the 20th of February, 1899. During that year bonds to the amount of \$7,673,640 were authorized for school buildings and sites; for 1900 the bond issues amounted to \$3,500,000, and for 1901 to \$3,700,000, making a total for four years (counting 1898, in which no bonds were authorized) of \$14,873,640. This amount, it may be noted, was much smaller than the sums asked for by the Board of Education during this period.

With the resources provided, the work of increasing school accommodations proceeded as rapidly as possible. During the school year ended July 31, 1899, nineteen new schoolhouses were opened, containing 388 classrooms and seats for 18,077 pupils. In the following school year fifteen new buildings and a number of additions were made ready for use, adding 456 classrooms and 20,220 sittings. In 1900-1901 nineteen new buildings and eight additions furnished 596 classrooms, containing 27,491 seats. Nevertheless, the accommodations provided by no means kept abreast of the demand, and in the most crowded neighborhoods in Manhattan and Brooklyn, and to some extent in Queens, resort was had to part-time and half-time classes. In 1899-1900 the number of children on part-time was: Manhattan, 12,852; Brooklyn, 32,116; Queens,

3312. In 1900-1901: Manhattan, 13,749; Brooklyn, 36,216; Queens, 2356. In Brooklyn it became necessary to employ the part-time plan in the high schools, and 1150 children were so instructed in the school year 1900-1901.

A step of unusual importance was taken in 1898, when the Manhattan-Bronx School Board decided to establish the New York Training School for Teachers. It was opened in September of that year, in Public School 159, with a course of study covering two years.

While there was no increase in the number of high schools in Manhattan and The Bronx from 1898 to 1901, the high school attendance increased very rapidly, and provision had to be made for each of the schools in several different buildings. Contracts were entered into for buildings for the Wadleigh and Morris High Schools (the latter called the Peter Cooper up to 1902) on sites selected in 1897; they were not completed until after the change in the educational system which occurred early in 1902. A building was also begun in West Sixty-fifth street for a High School of Commerce, but this school was not organized until September, 1902. In Brooklyn two additional high schools were established in 1899: the commercial department of the Boys' High School was converted into the Commercial High School, which was housed in the old building of Public School 3; and the Eastern District High School was organized in the building long used for the Eastern District Library.

A most interesting feature of the period we are now considering was the enlarged use of school buildings which began under the direction of the school authorities with the establishment of vacation schools and vacation playgrounds in 1898. For four years preceding the New York Association for Improving the Condition of the Poor had maintained a number of vacation schools in public school buildings. The establishment of such schools as a part of the city's educational system was brought to the attention of the Board of Education of the former city of New York in May, 1897, by the Board of

Superintendents, but no funds were available for the purpose until the following year. In July, 1898, ten vacation schools and twenty-four vacation playgrounds were opened, the former remaining in operation for six weeks and some of the latter for eight weeks. In the vacation schools kindergarten classes were conducted for the little ones, and older children were taught nature study, drawing, painting, music, toy-making, joinery, wood-carving, cane-weaving, bent-iron work, cooking, millinery, knitting, crocheting, sewing, woodwork, etc., etc. Each of the playgrounds was provided with a kindergartner to direct the play of the smaller children, and with gymnasium and other instructors for the older. Open-air and roof playgrounds were also established, and similar work was carried on at recreation piers and swimming baths. In connection with the summer work the pupils were taken on a number of excursions by land and water.

The vacation schools and playgrounds were followed the next year by the recreation centres (at first called play centres), which were maintained throughout the year, from 7 to 10 P.M., the principal object being play and healthful recreation for boys and girls obliged to work during the day. The general plan was to divide the playground floor of a school building by sliding doors, setting aside one part for gymnasium work, basket ball, and other games of that character, and reserving a room for quiet games, reading, etc. The formation of boys' and girls' clubs was encouraged, and also clubs composed of adults, mothers' clubs, and the like.

The success of these new educational activities was at once assured. The total average attendance at the vacation schools in 1898 was 4072, and it was estimated that at least 30,000 children made use of the playgrounds. The cost of the work in 1898 was \$27,598.68; in 1899, \$47,110.70. In 1899 vacation schools and playgrounds were established in Brooklyn. The following table gives statistics of the vacation schools for three years:

MANHATTAN

	NUMBER OF SCHOOLS	TOTAL ENROLLMENT	AVERAGE ATTENDANCE
1899	10	9243	4434
1900	10	11,120	4921
1901	16	15,413	5884

BROOKLYN

1899	5	4406	1609
1900	11	6712	3210
1901	12	7892	4180

The City Superintendent's report for 1901 showed that there were in operation in Manhattan twenty-seven all-day playgrounds in school buildings, fifteen afternoon playgrounds in buildings occupied by vacation schools in the forenoon, eight evening play centres, four outdoor gymnasiums, eight open-air playgrounds, six recreation piers, three Central Park playgrounds, two roof kindergartens, and thirteen swimming baths. The average attendance was as follows:

All-day playgrounds	20,350
Afternoon playgrounds	12,150
Evening play centres	675
Outdoor gymnasiums	3,600
Recreation piers	1,315
Open-air playgrounds	2,605
Roof kindergartens	2,565
Swimming baths	880
	<u>44,140</u>

In Brooklyn the average attendance at eighteen playgrounds for the same season was 10,367.

The free lectures instituted by the New York Board of Education in 1889 were continued with a constantly increasing attendance, a larger number of lectures, and more lecture centres from year to year. Under the new régime the system was extended to Queens and Richmond in 1899; and finally, in January, 1901, lectures were given in Brooklyn for the first time.

FREE LECTURES, 1900-1901

	NUMBER OF CENTRES	NUMBER OF LECTURES	TOTAL ATTENDANCE
Manhattan and The Bronx	52	1963	553,558
Brooklyn	16	222	112,444
Queens	17	121	37,272
Richmond	3	—	10,681

Evening schools were conducted by all the Borough School Boards for terms of varying length. By 1901 the number of evening high schools in Manhattan and The Bronx had risen to six; in Brooklyn the two previously mentioned were continued. The number of evening schools and the average attendance (including evening high schools) for 1900-1901 was as follows:

	SCHOOLS	TOTAL ENROLLMENT	AVERAGE ATTENDANCE
Manhattan and The Bronx . .	39 (6 high)	50,747	16,380
Brooklyn	16 (2 high)	12,936	4291
Queens	13	1599	659
Richmond	3	239	109

Kindergarten classes, which had been started in a tentative way in New York and Brooklyn a few years before consolidation, had now become a recognized and indispensable part of the educational work, and were carried on in all the Boroughs from the time Greater New York came into existence. Special supervisors or directors of kindergarten work were employed by all the Borough School Boards, except in Richmond. In 1901 the number of kindergarten classes in the city was 169.

Immediately after the new educational system was established it became necessary for the School Boards in Queens and Richmond to adopt uniform courses of study for the schools under their care. In doing so they both took as their pattern the course prevailing in Brooklyn, covering eight years. The course

of study in Manhattan and The Bronx, embracing seven years of work, was continued in those Boroughs.

The Charter empowered the School Boards to appoint one Associate Borough Superintendent for the first seven hundred teachers in the schools under their charge, and one additional Associate for every additional three hundred and fifty teachers. In Manhattan and The Bronx there were already fifteen Associate Superintendents; this number was increased by one in 1899. In Brooklyn, where there were only two Associates in 1897, a very great increase occurred, there being no less than ten by 1901. In Queens, and also in Richmond, two Associate Superintendents were appointed, as provided by the Charter.

In 1899 an important by-law was passed by the Manhattan-Bronx School Board, requiring the Borough Board of Superintendents to nominate teachers in the order of their standing on the eligible lists, and to exhaust one eligible list before proceeding to the next in chronological order. This was hailed by the City Superintendent in his annual report for 1900 as having taken the appointment and promotion of teachers "out of politics," placing them "on a merit basis."

The Nautical School, which, as has been told, was the only school under the immediate control of the Board of Education, was continued in the usual manner, with the exception that in 1898 the customary summer cruise to European ports was omitted. In that year the naval officers assigned to duty as Superintendent and instructors were detached, owing to the war with Spain, and other arrangements were made by the Board of Education to meet the emergency.

The year 1900 witnessed the completion of the commodious new Hall of the Board of Education, at the southwest corner of Park avenue and Fifty-ninth street. This replaced the old Hall, erected by the Public School Society in 1839-1840, which had long been inadequate for the purposes of the Department. Means for the building of the new Hall were provided by Chapter 252 of the laws of 1889. The site was purchased in 1890, and

plans for the building were accepted in 1892. Then a prolonged delay occurred, owing to lack of funds. The contract for the building was at length awarded in 1897, in the sum of \$244,900, and a contract for the completion and fitting up of the building was awarded in 1899, in the amount of \$153,302.50. The Grand street building was abandoned in February, 1900, and on the 22d of that month formal opening exercises were held in the assembly room in the new Hall. Addresses were delivered by Dr. William T. Harris, United States Commissioner of Education; Mr. Charles R. Skinner, State Superintendent of Public Instruction; Mr. Charles H. Knox, a former President of the Board of Education; and City Superintendent William H. Maxwell. The building was transferred to the Board of Education by Mr. Richard H. Adams, Chairman of the Committee on Buildings, and accepted, on behalf of the Board, by President Joseph J. Little. It was accepted on behalf of the City by Mr. Randolph Guggenheimer, President of the Municipal Council.

An incident of interest in connection with schools for colored children occurred in 1898 and 1899 in the Borough of Queens. When the School Board for that Borough was established, two colored schools were in existence, one in Flushing and one in Jamaica. In the latter village there had been trouble for some time, a man named Cisco having refused to send his children to the colored school. Other colored men followed his example, and it became impossible to enforce the Compulsory Education Law in the case of fifteen or sixteen colored children. Mrs. Cisco then sought a writ of mandamus compelling the school authorities to admit her children to one of the schools for white children. All the courts, including the Court of Appeals, upheld the establishment of colored schools and sustained the school officials in assigning the children mentioned to such a school. The controversy at Jamaica led, in 1900, to the passage of a law, upon the initiative of Governor Roosevelt, amending the Consolidated School Law of the State and abolishing colored schools. The two schools here referred to, it is believed, were the last colored

schools maintained in the State, with the exception of one at Hempstead, L. I.

COMPARISON, SCHOOL YEAR 1898-1899¹—SCHOOL YEAR 1900-1901

	MANHATTAN AND THE BRONX		BROOKLYN	
	1899	1901	1899	1901
No. of schools	251	259	128	131
No. of school buildings . .	181	200	131	142
No. of teachers	5162	6077	3215	3684
No. of sittings	232,931	264,563	140,520	149,678
Average register	225,189	251,548	141,901	152,787
Average attendance	207,470	230,800	124,200	135,668
Value of school sites and buildings	\$29,100,000	\$36,304,769	\$11,592,973	\$13,838,024
	QUEENS		RICHMOND	
No. of schools	78	86	31	32
No. of school buildings . .	84	92	29	32
No. of teachers	698	734	230	240
No. of sittings	24,654	27,963	9318	10,686
Average register	22,413	25,880	8730	9596
Average attendance	19,895	23,004	7332	8456
Value of school sites and buildings	\$2,894,400	\$2,646,750	\$754,775	\$945,629
	TOTAL			
No. of schools			488	508
No. of school buildings			425	466
No. of teachers			9305	10,735
No. of sittings			407,423	452,890
Average register			398,233	439,811
Average attendance			358,897	397,928
Value of school sites and buildings			\$44,342,148	\$53,735,172
			1899	1901
Teachers' salaries			\$ 8,127,066.69	\$12,587,011.50
Total expenditures			15,316,865.48	22,845,358.66

¹ No complete statistics for the school year 1897-1898 were available, for obvious reasons.

OFFICERS OF THE BOARD OF EDUCATION — 1898 TO 1902

President

Charles Bulkley Hubbell	1898 (from February 21st to December 31st)
J. Edward Swanstrom	1899 (from January 11th to February 20th)
Joseph J. Little	1899 (from February 20th), 1900 (to May 17th)
Miles M. O'Brien	1900 (from May 23d)—1902

Vice-President

J. Edward Swanstrom	1898
Horace E. Dresser	1899
Charles E. Robertson	1900—1902

Secretary

A. Emerson Palmer	1898 (from February 21st)—1902
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City Superintendent of Schools

William H. Maxwell	1898 (from March 15th)—1902
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Superintendent of School Buildings

C. B. J. Snyder	1898 (from February 21st)—1902
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Superintendent of School Supplies

Parker P. Simmons	1898 (from March 7th)—1902
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Auditor

Henry R. M. Cook	1898 (from March 7th)—1902
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Chief Clerk

John Wallace	1898—1900
Thomas A. Dillon	1900—1902

Examiners

James C. Byrnes	1898 (from September 28th)—1902
Walter L. Hervey	1898 (from September 28th)—1902
Jerome A. O'Connell	1898 (from September 28th)—1902
George J. Smith	1898 (from September 28th)—1902

OFFICERS OF THE SCHOOL BOARDS — 1898 TO 1902

MANHATTAN AND THE BRONX

President

Charles Bulkley Hubbell	1898
Joseph J. Little	1899, 1900
Miles M. O'Brien	1900-1902

Secretary

Arthur McMullin	1898, 1899 (to July 1st)
William J. Ellis	1900 (from February 14th)-1902

Borough Superintendent of Schools

John Jasper	1898-1902
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Associate Superintendents

George S. Davis	1898-1902
Andrew W. Edson	1898-1902
Matthew J. Elgas	1898-1902
Edward D. Farrell	1898-1902
James Godwin	1898-1902
John L. N. Hunt	1898-1902
Henry W. Jameson	1898-1902
James Lee	1898-1902
Arthur McMullin	1899 (from July 1st)-1902
Albert P. Marble	1898-1902
Clarence E. Meleney	1898-1902
Thomas S. O'Brien	1898-1902
Alfred T. Schauffler	1898-1902
Edgar Dubs Shimer	1898-1902
Seth T. Stewart	1898-1902
Gustave Straubenmüller	1898-1902

Supervisors of Special Branches

Free Lectures — Henry M. Leipziger	1898-1902
Music — Frank Damrosch	1898-1902
Manual Training — James P. Haney	1898-1902
Physical Education — Miss M. Augusta Requa	1898-1902
Physical Education — Miss Sophie J. Nicolai	1898-1900
Cooking — Mrs. Mary E. Williams	1898-1902
Sewing — Mrs. Annie L. Jessup	1898-1902
Kindergartens — Miss Jenny B. Merrill	1898-1902

BROOKLYN

President

J. Edward Swanstrom	1898, 1899
Charles E. Robertson	1899-1902

Vice-President

George H. Fisher	1898, 1899
James F. Bendernagel	1899-1902

Secretary

George G. Brown	1898-1902
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Borough Superintendent of Schools

William H. Maxwell	1898 (to March 15th)
Edward G. Ward ¹	1898 (from April 5th)-1901 (to September 14th)
John H. Walsh	1901 (from October 1st), 1902

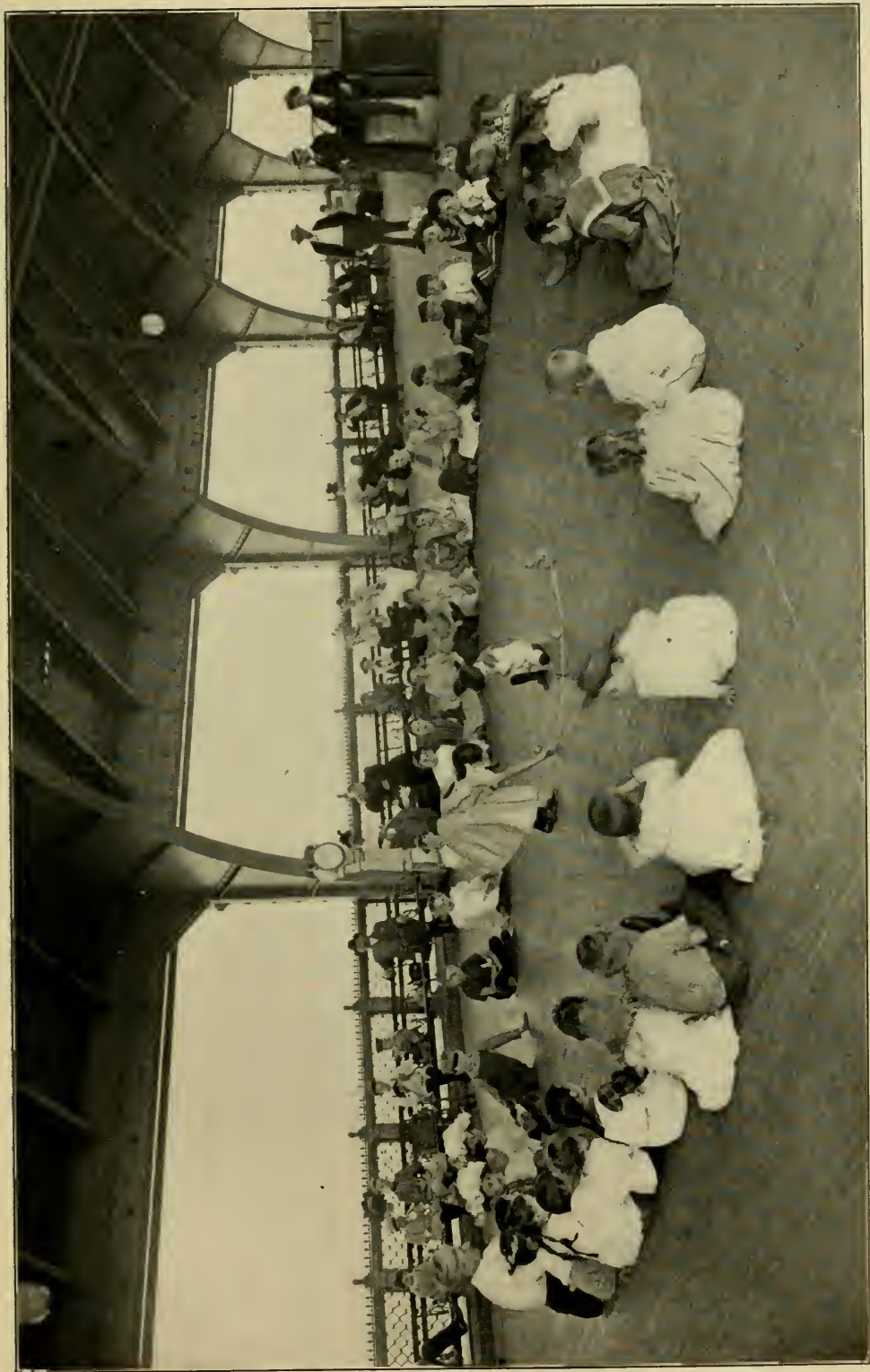
Associate Superintendents

William A. Campbell	1898 (from June 7th)-1902
James M. Edsall	1901 (from February 15th), 1902
William L. Felter	1898 (from February 9th), 1901 (to February 15th)
John Griffin, M.D.	1900 (from September 1st)-1902
John H. Haaren	1899 (from January 1st)-1902
A. S. Higgins	1899 (from January 1st)-1902
Charles W. Lyon, Jr.	1900 (from September 1st)-1902
James J. McCabe	1901 (from December 3d), 1902
Edward B. Shallow	1899 (from January 1st)-1902
Miss Grace C. Strachan	1900 (from July 3d)-1902
William T. Vlymen	1898 (from April 5th)-1900 (to July)
John H. Walsh	1898-1901 (to October 1st)
Edward G. Ward ¹	1898 (to April 5th)
Miss Evangeline E. Whitney	1898 (from June 7th)-1902

Directors of Special Branches

Music — Albert S. Caswell	1898-1902
Drawing — Walter S. Goodnough	1898-1902
Physical Culture — Miss Jessie H. Bancroft	1898-1902
Sewing — Miss Minnie L. Hutchinson	1898-1902
Kindergartens — Miss Fanniebelle Curtis	1898-1902

¹ Deceased.



VACATION SCHOOLS — KINDERGARTEN ON A RECREATION PIER



QUEENS

President

G. Howland Leavitt	1898
F. De Haas Simonson	1899
Patrick J. White	1900-1902

Secretary

Wilson Palmer	1898 (to May 9th)
Joseph H. Fitzpatrick	1898 (from May 19th)-1902

Borough Superintendent of Schools

Edward L. Stevens	1898-1902
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Associate Borough Superintendents

John Jameson Chickering	1898-1902
Edward F. Fagan ¹	1898-1901 (to December 7th)
Cornelius E. Franklin	1901 (from December 24th), 1902

Supervisors of Special Branches

Physical Culture — W. J. Ballard	1898 (from June 30th)-1902
Drawing — Frank H. Collins	1898 (from October 26th)-1902
Kindergartens — Miss Frances C. Hayes	1898 (from June 30th)-1902
Music — Frank R. Rix	1898-1902

RICHMOND

President

Frank Perlet	1898
John T. Burke	1899
William J. Cole	1900-1902

Secretary

Franklin C. Vitt	1898-1900 (to December 31st)
Robert Brown	1901 (from January 8th), 1902

Borough Superintendent of Schools

Hubbard R. Yetman	1898-1902
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Associate Borough Superintendents

Mrs. Anna M. Gordon ¹	1898-1902
George Hogan	1898-1902

Supervisor of Drawing

Alexander J. Driscoll	1898 (from August 1st)-1900 (to January 1st)
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¹ Deceased.

CHAPTER XXXV

THE REVISED CHARTER OF 1901

THE method of school administration with four Borough School Boards and a Central Board of Education was on trial almost exactly four years. While certain merits were claimed for it, they were unquestionably outweighed by its disadvantages. The four school systems had a number of features in common, but there was no requirement of uniformity. A general scheme was provided for the city at large in financial matters, in the holding of examinations for would-be teachers and the making of eligible lists, in selecting sites and erecting buildings, in repairing schoolhouses, and in the purchase and distribution of supplies. In educational matters each School Board was, within the limitations of the statute, a law unto itself. The School Boards appointed and promoted teachers (in accordance, of course, with the licenses issued by the Board of Examiners), determined courses of study, selected text-books. Nominally, the School Boards administered the General School Fund as apportioned to them by the Board of Education, but in practice such administration was a nullity. After May 3, 1900, teachers' salaries were fixed by the Board of Education, and from that date until the close of 1901 the moneys of the Department were handled and paid out by the Treasurer appointed by the same Board.

The system adopted in 1898 was a compromise, and, like many compromises, failed to work satisfactorily. Under it there was difficulty in fixing responsibility; there was more or less duplication of labor; there was a lack of uniformity in educational work; conflicts of authority between the Central Board

and the School Boards occurred. Especially was there a lack of harmony between the Brooklyn School Board and the Board of Education, which the Manhattan-Bronx School Board, by virtue of selecting eleven of the nineteen members, practically controlled. The peculiar "Brooklyn idea,"—the local committee system,—which differentiated that Borough absolutely from the rest of the City in the appointment and promotion of teachers, was a potent cause of friction. The strong demand for unity in educational administration was heeded by the Commission appointed to revise the Charter; and the amended Charter passed by the Legislature in 1901 radically changed the administrative machinery and introduced a new system.

The Borough School Boards were abolished, and a Board of Education established for the entire city, consisting of forty-six members, appointed by the Mayor—twenty-two for the Borough of Manhattan, fourteen for the Borough of Brooklyn, four for the Borough of The Bronx, four for the Borough of Queens, and two for the Borough of Richmond.¹ The office of Inspector of Common Schools (which existed only in the Boroughs of Manhattan and The Bronx, the other Boroughs not having chosen to provide for Inspectors under the permissive clause of the first Charter) was abolished, and the Board of Education was required to divide the City into forty-six Local School Board Districts—twenty-two in Manhattan, fourteen in Brooklyn, four in The Bronx, four in Queens, and two in Richmond; and for each of these districts the Revised Charter provided a Local School Board consisting of seven members: five appointed by the President of the Borough, a member of the Board of Education designated by the President of that Board, and the District Superintendent assigned to the district by the City Superintendent of Schools. To the Local School Boards were given powers more considerable than the Inspectors had enjoyed; but this

¹ It will be observed that The Bronx was no longer associated with Manhattan in school affairs, and that the number of Manhattan members was two less than a majority of the Board.

feature was in no sense a return to the trustee system expunged in 1896 in the former city of New York.

These Boards have nothing to do with the appointment of teachers. They have power to transfer teachers within their own districts, subject, however, to the approval of the Board of Superintendents. Their other duties are to inspect and report upon schools and school work; to recommend additional school accommodations when needed; to select premises suitable to be hired for school purposes; to report any dereliction of duty on the part of officials of the Board of Education; to try and determine matters relating to discipline, corporal punishment, etc.; to try charges against teachers, subject to action by the Board of Education; to look after janitors and prefer charges against delinquent ones; to report all vacancies in the teaching staff as they occur; and to procure the enforcement of the law and the by-laws relating to the sanitary condition of the schools and the health of the pupils. The Local School Boards are also authorized to excuse the absences of teachers, subject to the approval of the Board of Superintendents where teachers are excused with pay. Each of these Boards is empowered to adopt by-laws, and presents a semi-annual report to the Board of Education. Members of Local School Boards are required to reside in the districts for which they are appointed. By the assignment of members of the Board of Education to the several Local School Boards, each of the latter is given a direct voice in the central body governing the schools.

Lest a Board of Education of forty-six members should prove unwieldy, provision was made for an Executive Committee of fifteen "for the care, government and management of the public school system of the city," in which each Borough should be represented. To this Committee the Board was authorized to depute any of its administrative powers.

The office of City Superintendent of Schools was retained, but with greatly enlarged powers. The provision of the earlier Charter that he should "have no right of interference with the

actual conduct of any school" was unconditionally repealed, and the City Superintendent became the real rather than the nominal head of the school system. The offices of Borough Superintendent and Associate Borough Superintendent were abolished. A Board of Superintendents was provided for, consisting of the City Superintendent and eight Associate City Superintendents. To this Board extensive powers were given. The practical initiative in all matters purely educational was committed to it. It was authorized to recommend to the Board of Education grades and kinds of licenses and the qualifications therefor; to establish, subject to the approval of the Board of Education, rules for the graduation, promotion, and transfer of pupils; to recommend text-books, apparatus, and other scholastic supplies; to recommend courses of study; to prescribe regulations relative to methods of teaching and make syllabuses of topics in the various subjects taught; and to nominate to the Board of Education persons to fill all vacancies in the teaching force. Nominations were required to be made from eligible lists (except principals of high schools and principals and teachers of training schools), the Board of Superintendents having liberty to select from the three highest names on the list. Teachers were to be appointed, as far as practicable, for districts within the Boroughs in which they reside.

All the Borough and Associate Borough Superintendents were continued in office, either as Associate City Superintendents or District Superintendents, there being twenty-six of the latter. The Charter provided that successors to the District Superintendents should be appointed by the Board of Education, on the nomination of the Board of Superintendents.

The Board of Examiners was retained, the terms of the members being extended to six years, and the other officers of the Board of Education were continued without change.

Provision was made for unifying the lecture system by giving the Board of Education power to appoint a Supervisor of Lectures for the city at large, for a term of six years.

The provisions of Chapter 751 of the laws of 1900 (commonly known as the Davis Law) in reference to the salaries of members of the teaching and supervising staff were made a part of the Revised Charter, and the four-mill clause was also retained. The provision of the Davis Law under which the Board of Education appointed a Treasurer and disbursed its own funds was repealed, and after January 1, 1902, all payments were made through the Department of Finance.

Important changes were made in the Teachers' Retirement Fund. The separate Retirement Fund for Brooklyn was done away with, and also the requirement for the retention of one per cent. from the salaries of teachers in that Borough. All pension moneys were combined in one fund, and the benefits of the same were extended to members of the supervising staff¹ and members of the Board of Examiners. The amended law provided that the annuity should not exceed in the case of a teacher \$1000 per annum, in the case of a principal \$1500, and in the case of a supervising official \$2000. The annuity of any teacher retired or to be retired, it was prescribed, should be not less than \$600.

A change of no little significance was the provision that children under six years of age should not be admitted to the schools of the city except in kindergarten classes.

Another section provided for uniform requirements for teachers' licenses in all parts of the city, thus eliminating the confusion which arose under the Borough system, whereby a license valid in one Borough was not necessarily so in another.

The administration of the Compulsory Education Law was placed in the hands of the City Superintendent of Schools, and he was empowered to nominate attendance officers.

In general, the powers, duties, and functions of the Borough School Boards were devolved upon the Board of Education.

¹ Under this provision District Superintendent James Godwin and Associate City Superintendent John Jasper were retired in 1902.

CHAPTER XXXVI

THE CITY OF NEW YORK — 1902 TO 1904

THE forty-six members of the Board of Education were appointed in January, 1902 (by Mayor Seth Low), and the Board entered upon its work on the 3d of February. The Executive Committee was elected, consisting of fifteen members besides the President of the Board, and to it was given power to take final action on numerous administrative matters, such as the awarding of contracts for buildings, supplies, etc., leases, the appointment and promotion of clerks and other subordinates, lectures, evening schools, vacation schools, libraries, plans for buildings, and the like. By this arrangement the Board itself was relieved of the necessity of passing upon many matters of a more or less routine nature. The Board of Superintendents was promptly completed,¹ and, as the heads of the various bureaus were continued in office under the Revised Charter, the entire system was quickly put in running order.

One of the first duties of the Board of Education was to divide the city into forty-six Local School Board Districts. As soon as this was done (care being taken to make the districts "compact in form, and, as near as may be, of equal school attendance in the public schools therein"), the maps of the districts were filed, after which the members of the Local School Boards were appointed by the Borough Presidents—one hundred and ten for Manhattan, seventy for Brooklyn, twenty for The Bronx, twenty for Queens, and ten for Rich-

¹ It was composed of the City Superintendent, the four former Borough Superintendents, and four persons selected by the Board of Education from the former Associate Borough Superintendents.

mond. The Charter required that members of these boards should be residents of the districts for which they were appointed. In all the Boroughs except The Bronx and Queens a number of women were selected as members of the Local Boards.

As soon as possible after its organization, the Board of Education entered most energetically upon the work of providing for the ever-increasing demand for more schools. There were some unavoidable delays at the outset, on account of changes in the form of contract for school buildings. In the important work mentioned the Board was aided by the hearty co-operation of the Board of Estimate and Apportionment, which in the three following years authorized bond issues for school sites and school buildings on a scale quite unprecedented. The figures for the three years are as follows :

		BONDS AUTHORIZED
1902	. . . . .	\$8,000,000
1903	. . . . .	9,788,430
1904	. . . . .	8,500,000
	Total	<u>\$26,288,430</u>

During the first year of the new Board's administration (covering a trifle less than eleven months) contracts were awarded for new buildings and additions to old ones providing accommodations for 48,875 children; in the year 1903, 26,203 sittings were contracted for, and in 1904 (to December 1st), 49,550 sittings. The new buildings, etc., actually opened in these years were as follows :

	BUILDINGS	ADDITIONS	NO. OF CLASSROOMS	NO. OF SITTINGS
1902	11	6	337	20,789
1903	11	11	394	21,610
1904 ¹	27	13	1140	57,025

¹ Up to December 1st.

Yet, in spite of all endeavors, it was impossible to provide room for the children clamoring for instruction in the public schools. A large increase in the number of part-time pupils occurred in the autumn of 1902, as, under the new policy then adopted for the first time, all children over six who presented themselves at the schools were admitted. As a result of this policy, the number on part time on October 31st in that year was 69,063, as against 35,347 on the 30th of June preceding; whereas on June 30, 1901, the total number had been 52,321. In the ensuing year the conditions did not improve materially. While the number of part-time pupils fell to 55,809 on June 30, 1903, it rose to 91,365 on October 31st. During the next year some progress was made: on June 30, 1904, the number on part time was 66,579, and on October 31st following, 72,187.¹

As one means of aiding in the solution of the problem of overcrowding, the Board of Education, in the autumn of 1904, decided to establish two schools in the Borough of Manhattan for the higher grades only,² transferring thereto from elementary schools in the vicinity the classes of the last two years of the course.

On the scholastic side, the most important work of the period 1902-1904 was the adoption of a new and uniform course of study for the elementary schools, which went into effect in September, 1903. Previously the course had embraced seven years of work in Manhattan and The Bronx and eight years in the other Boroughs. The new course was made eight years in length for all schools throughout the city. The chief problem

¹ The half-time arrangement, under which one teacher took charge of one class in the forenoon and of another class in the same room in the afternoon, has been done away with. By the part-time plan one set of pupils is in school from 8.30 A.M. to 12.15 P.M., and another set in the same room, under another teacher, from 12.30 to 4.15 P.M. The morning teacher assists in the afternoon for an hour and a quarter, and the afternoon teacher assists in the forenoon for a like period.

² No special name for these schools has been adopted: the designation "pre-academic" or "intermediate" has been suggested.

was to harmonize the Manhattan-Bronx course with that of Brooklyn (after which those in Queens and Richmond had been modelled), and this was solved by the extension of the seven years' course, which had long prevailed in the former city of New York, by one year. It was claimed, according to the annual report of the City Superintendent for 1903, that there was too much pressure on children in Manhattan and The Bronx; that the graduates of high schools in those Boroughs were at a disadvantage as compared with graduates of high schools in other Boroughs and of other cities and villages in the State; that, as the age of children required to attend school had been extended to fourteen years by the Compulsory Education Law, as amended, a child entering the first-year grade at six would, if of average ability, in eight years just complete the course at the time he left school to go to work; and that the change could be made "without shutting out children from the first year and without serious derangement of the work of the schools." The report added, by way of explanation:

"The reason is that while the course [in Manhattan and The Bronx] was nominally one of seven years it was really a course of eight years. In other words it took the majority of the children eight or even nine years to do the work laid down for seven years. The proof of this statement lies in the facts, first, that the children completing the seven-year course in Manhattan and The Bronx were as old as the children completing the eight-year course in Brooklyn and older than those completing the courses of that length in Queens and Richmond; and, second, that in nearly every school duplicate grades existed in some part of the school by which the majority of the children were required to spend a year in doing the work laid down for half a year" (p. 64).

In Manhattan and The Bronx cooking had been taught to girls and workshop practice (carpentry) to boys of the upper grades; in Brooklyn these subjects were not taught. The new course provided that cooking might be taught to all girls in the last two years and workshop practice to all boys throughout the city. In the two Boroughs first mentioned pupils were allowed in certain grades to take up the study of German or French,

but this was not done in Brooklyn and the other Boroughs. To solve that difficulty, it was decided to introduce German, French, Latin, and stenography as elective studies in the last year of the course. Another point of difference was that involutional geometry and elementary algebra had been taught to some extent in the higher grades in Brooklyn, but were not included in the Manhattan-Bronx course. This difference was adjusted by adopting the Brooklyn plan of introducing involutional geometry in the seventh year and using algebra as an aid to arithmetic.¹

A new course of study for all high schools except manual training, commercial, and technical high schools was adopted in 1902.

“This was a task of no little difficulty owing, first, to the very marked differences that have existed in the several boroughs, and, second, to the great difference of opinion that now prevails among educators as to the respective advantages of fixed courses and elective courses. Both of these difficulties have, I believe, been successfully met by the adoption of a course which provides twenty periods of required work the first year ; fifteen periods the second year ; eighteen periods the third year ; and fifteen periods the fourth year. After this required work is accomplished, the student is allowed to select from a large number of electives, but in no case is he permitted to take more than twenty-one periods per week of work requiring preparation. These periods are in addition to periods devoted to work that does not require preparation, such as drawing, physical training and vocal music.”²

From 1902 to 1904 there was a marked expansion of high school activity in New York City. The High School of Commerce, in Manhattan, was organized in September, 1902 ; and one year later the school took possession of its new building. In September, 1902, also, the Girls' Technical High School, in Manhattan (having, in addition to the regular high school course, a two-year course to prepare pupils for occupations in which

¹ The new course of study is given in full in Appendix II.

² Annual report of City Superintendent, 1902, p. 69. The courses of study for high schools will be found in Appendix III.

women easily secure employment), was opened in the building formerly used as the headquarters of the Wadleigh High School, which in that month moved into its fine new building, having accommodations for 2500 pupils.¹ In September, 1904, the Stuyvesant High School (the long-desired manual training school) was organized in Manhattan, and quartered temporarily in a building in East Twenty-third street previously used for one of the numerous branches of the De Witt Clinton High School. Definite action in reference to the latter was taken in 1903, when a contract was made for a building at Tenth avenue, Fifty-eighth and Fifty-ninth streets, on the site selected for the purpose in 1897.² The exceptionally handsome and imposing new building for the Morris High School, in The Bronx, was completed and occupied in 1904. In that year new buildings were completed for the Manual Training High School in Brooklyn and the Long Island City High School (now called the Bryant); the first high school building in Richmond, known as the Curtis High School, was also finished and occupied. Contracts were made in 1904 for new buildings for the Stuyvesant High School, the Commercial High School (Brooklyn), and Erasmus Hall High School; and a site was secured for a commodious building for the Eastern District High School. Upon the completion of the Curtis School, the remaining high school departments in Richmond were abolished, and the similar department in Public School 11, Queens, was terminated after the Bryant School entered its new building.

Truly, the development of high schools in the territory of Greater New York within a period covering little more than seven years has been extraordinary.

The Brooklyn Training School took possession of its new

¹ It was found necessary to open an annex to the Wadleigh High School in Public School 186 in September, 1903.

² In 1901 it had been decided by the Manhattan-Bronx School Board to place the De Witt Clinton School on the site in East Fifteenth and East Sixteenth streets, which was chosen in 1897 for the manual training high school then held in contemplation.

building (Public School 138) in 1903. In 1902 a new era in the history of the institution was marked by the extension of the course of study to two years, making it uniform with that of the New York Training School.¹

By reason of the requirement of the Revised Charter that children under six should be admitted only to kindergarten classes, there was a decided increase in the number of kindergartens beginning with 1902. The number of kindergarten classes in June, 1901, was 144; in December, 1902, it was 326 (with 11,344 pupils); in October, 1903, there were 420 classes, and 14,357 pupils; in October, 1904, the number of classes was 478, containing 16,008 children. In order to establish kindergartens, many rooms were rented by the Board of Education.

The vacation schools (begun in 1898) and similar activities were continued with increasing success and enlarged usefulness. In 1902 this work was placed in charge of one District Superintendent. In that year a special sum of \$25,000 was allowed by the financial authorities of the city for the summer work. This enabled bands of music to be engaged for a number of roof playgrounds, which greatly increased the public interest. Another new feature introduced was the cultivation of small gardens by children in several of the open-air playgrounds. In connection with the vacation schools excursions were made, with profit and pleasure, to various points of interest in remoter parts of the city. The evening recreation centres, which after 1902 were not opened in July and August, furnished occupation and amusement to many thousands. In 1902, at twelve of these centres the aggregate attendance was 722,653; from September, 1902, to June 15, 1903, there were twenty-three centres and the aggregate attendance reached 1,154,829. The extent of these branches of work is shown by the following statement:

¹ The course of study for training schools may be found in Appendix IV.

VACATION SCHOOLS

	NUMBER	AVERAGE ATTENDANCE	COST
1902	32	12,916	\$ 42,751.44
1903	54	18,927	122,121.30
1904	39	17,446	73,847.77

VACATION PLAYGROUNDS, ETC.

1902	102	55,948	\$ 59,065.73
1903	110	68,598	106,830.32
1904	88	69,497	57,394.74

RECREATION CENTRES

1902	12	2657	\$25,607.69
1903	18	6154	56,834.00
1904	23	6191	54,763.08

The work of the evening schools was also made uniform by the appointment of one District Superintendent to oversee them. Several changes in administration were made in 1902-1903. The number of sessions in the elementary schools was reduced from five to four per week; in Brooklyn the sexes were segregated in different buildings, as had been done for many years on Manhattan Island; and an outline course of study for the teaching of English to foreigners was adopted by the Board of Superintendents. In that year there were eleven evening high schools and sixty-nine evening elementary schools. In the autumn of 1904 there were ten evening high schools (five for women) and seventy-two evening elementary schools.

Before the revision of the Charter in 1901 the educational authorities had power to "maintain free lectures for working men and working women." The amended Charter authorized the Board of Education to "maintain free lectures and courses

of instruction for the people of The City of New York." This change and the appointment of a Supervisor of Lectures for the city at large resulted not only in the unifying of the lecture work in all the Boroughs, but in the expansion of this educational activity by the establishment of courses of lectures by specialists on scientific and other subjects. The lecture system as it has been developed now forms an organized system of adult education. That it is appreciated by the people of New York City is attested by the popular interest, indicated not only by the attendance, but by the reading and study to which the auditors are incited after hearing the lecturers. It is further evidenced by the increase in good reading through co-operation with the public libraries, and by the circulation by the Board of Education of books relating to the subjects of the lectures. No further comment upon the usefulness of this work is called for. The figures of attendance have an eloquence of their own :

	NUMBER OF CENTRES	NUMBER OF LECTURES	ATTENDANCE
1901-02	100	3172	928,251
1902-03	128	4221	1,204,126
1903-04	137	4665	1,134,005

The magnitude of this branch of the work of the educational department is indicated by the fact that in the sixteen years since free lectures were established the aggregate attendance has been upwards of eight millions!

"Summing up the results of the free lectures, it may be said :

"*First* — That adult education is established as a permanent part of our educational scheme.

"*Second* — That reading and study have been encouraged, a deeper interest in school life developed, and a refining influence spread.

"*Third* — That co-operation has been brought about between the lecture, the library and the museum.

"*Fourth* — That the best teachers in our universities have come in contact with the people.

"*Fifth* — That the school is becoming the social centre of the community.

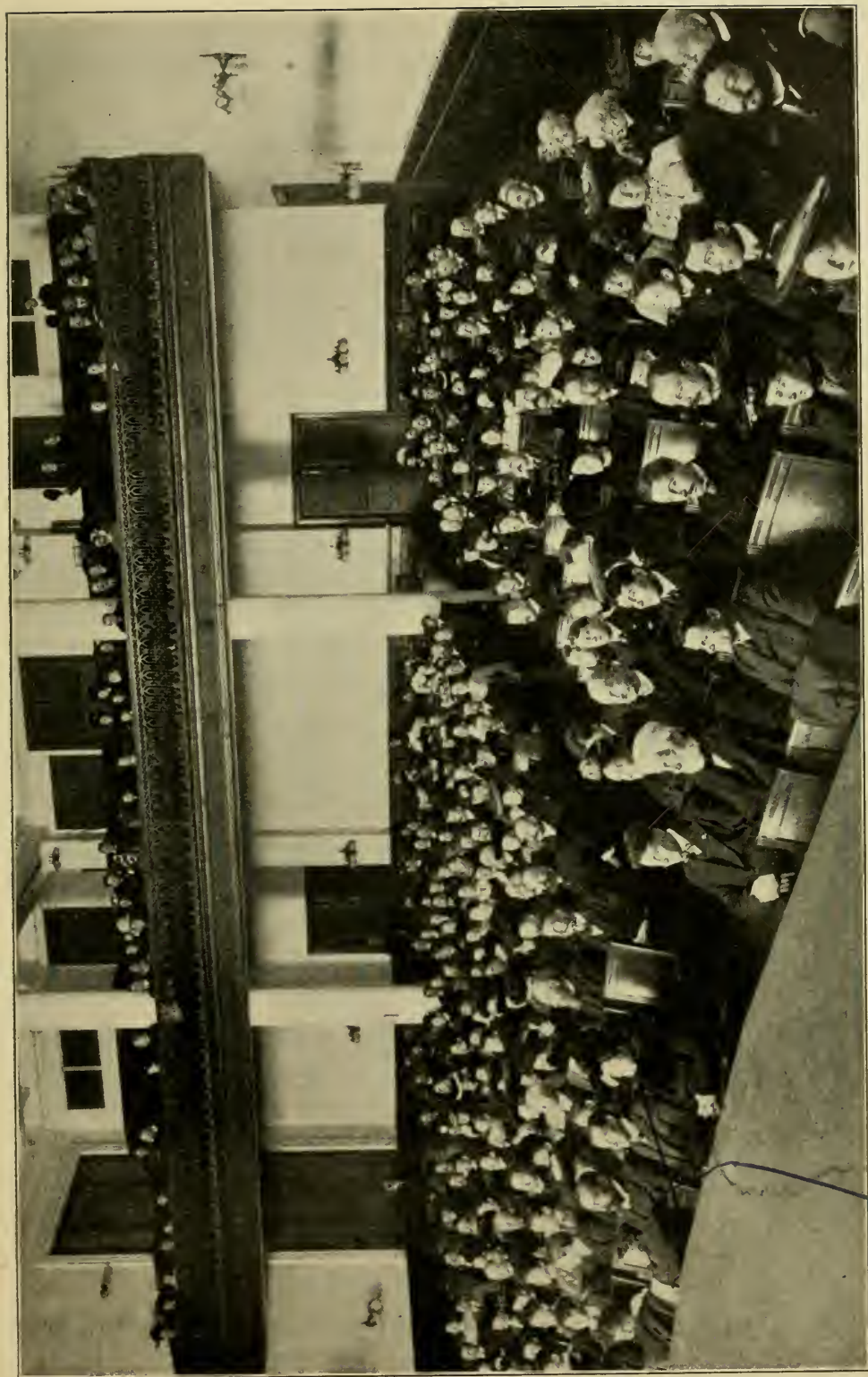
"*Sixth* — That the school of the future must be constructed with a view to its use for various educative influences, so that it may become not alone a nursery for children but a place of intelligent resort for men."¹

In 1902 a new license, known as the "License for Promotion," was established by the Board of Education, providing for the creation of an eligible list from which teachers might be nominated from the first six grades of the elementary schools to the two highest grades. By an amendment to the by-laws adopted in the following year it was provided that teachers in evening schools, vacation schools, etc., should be nominated from eligible lists prepared by the Board of Examiners.

With the change of administration, in 1902, the policy of consolidating departments in the Manhattan-Bronx schools, which had been adopted to some extent before 1898, was pressed more urgently, in the interest of economy and efficiency, and also to make as full use as possible of school accommodations, and to increase the safety of children, in the event of fire, by having one person in sole charge of a school building.

Amendments of considerable moment were made to the Compulsory Education Law by Chapter 459 of the laws of 1903. The amended law provided that no child under fourteen years of age should be employed, and that no child between fourteen and sixteen should be employed who had not obtained from the Board of Health an employment certificate based upon an actual school attendance of one hundred and thirty days after his thirteenth birthday. It was further provided that all boys between fourteen and sixteen who had not completed the course of study for the elementary schools should attend evening schools four evenings each week for a period of sixteen weeks in each year. Another provision of the law was that an habitual and incorrigible truant might be committed to a truant school for two years: the effect of this provision was to keep the truant

¹ From *The History of the Free Lecture System of The City of New York*, Leipziger, pp. 22-25.



AUDIENCE AT A FREE LECTURE
Assembly Room of the Hall of the Board of Education



schools open continuously, whereas they had previously been closed at the end of the school year. The changes in this law required the appointment of an increased number of attendance officers.

In 1904 a site for a truant school, comprising one hundred and seven acres, was purchased in the Borough of Queens, and plans are being prepared for an institution, to be conducted on the cottage plan, for the accommodation of one thousand truants.

Owing to the change adopted in 1903 in assessing real estate at its supposed actual value, and the consequent increase in the assessed valuation of property in the city, the Board of Education consented to a change in that section of the Charter providing that there should be appropriated annually for the General School Fund "an amount equivalent to not less than four mills on every dollar of assessed valuation of the real and personal estate in the city of New York, liable to taxation," and by Chapter 43 of the laws of 1903 the amount was reduced from four to three mills. The effect of this change was serious. Three mills did not produce a sufficient sum for the purposes of the General School Fund, and the Board of Estimate and Apportionment refused to appropriate for 1904 the amount deemed necessary by the Board of Education, the estimate of the latter Board for teachers' salaries and allied purposes being reduced by \$964,091.06. The Board of Education was accordingly obliged to introduce economies in sundry directions, and in the early part of 1904 it was doubtful for a time whether the vacation schools, etc., could be opened. Some additional means were provided, however, and these activities were continued, but not on so extensive a scale as had been hoped. The effect of the reduced appropriation was also felt on the evening schools and the lecture work.

A condition of affairs almost as serious existed near the close of 1904, in consequence of a reduction made by the Board of Estimate and Apportionment in the General School Fund

for 1905 from \$18,728,487.47 (the amount asked by the Board of Education) to \$17,783,868.74.

To promote efficiency in administration, the Board of Education in 1902 and 1903 provided for a Superintendent of Libraries, a general Director of Physical Culture, and a Supervisor of Janitors. The duties of these officials are indicated with sufficient clearness by their titles.

For purposes of organization and supervision the elementary schools were, in 1902, divided into five orders, as follows: First order, schools having forty-eight or more classes; second order, schools having from twenty-eight to forty-seven classes; third order, schools having from twelve to twenty-seven classes; fourth order, schools having from six to eleven classes; fifth order, schools having less than six classes.

In the month of December, 1904, the list of retired teachers contained six hundred and eighty-eight names, and the amount of the payroll for that month was \$43,329.85.

A number of court decisions have been rendered, having such a bearing upon the status, rights, and privileges of the Board of Education that the most important of them deserve to be summarized.

In the case of *Gunnison vs. the Board of Education*, the Court of Appeals held that "the policy of this State for more than half a century has been to separate public education from all other municipal functions, and entrust it to independent corporate agencies of its own creation, such as school districts and boards of education, with capacity to sue and be sued in all matters involved in the exercise of their corporate powers"; that the Board of Education of New York City is a separate and distinct corporation; that, while the city has the custody of the public money for the support and conduct of the schools, "the Board must administer and expend all school funds as the representative of the school system, and the financial officer of the city cannot pay out any part of those funds except upon the order and audit of the Board"; that the management of the schools

is not a city function like the care of the streets or the employment of the police; and that "the only relation that the city has to the subject of public education is as the custodian and depository of the school fund and its only duty with respect to that fund is to keep it safely and disburse the same according to the instructions of the Board of Education."

In the case of the People *ex rel.* Murphy *vs.* Maxwell, the same court passed upon the validity of a by-law adopted by the Brooklyn School Board providing that if a woman teacher should marry her place thereupon became vacant. The court held that the School Board "had no power either to pass a by-law on the subject or to provide for the compulsory termination of the employment of the teacher except in the manner pointed out by the statute"; that the by-law was in conflict with the section of the Charter providing for removal for cause and specifying gross misconduct, insubordination, neglect of duty, and general inefficiency as the grounds of removal. In view of this decision, the Board of Education in April, 1904, rescinded its by-law providing that if a woman teacher should marry charges might be preferred against her by reason of such marriage. A large number of women teachers were married in the next few months and continued to teach.

In the People *ex rel.* Callahan *vs.* Board of Education, the court held that a teacher who has been regularly appointed or promoted to a position having a definite rank and salary cannot be reduced in rank except in the manner provided by law for removals; that such a reduction is, in effect, a removal and an appointment to a lower position.

The decision in the "Goldey case" was to the effect that a permanent license formerly granted in any part of the consolidated city has the same validity and value as at the time it was granted, and that the holders of such licenses, if in the system, are eligible to appointment or promotion to the same ranks or grades of positions as at the time their licenses were granted.

COMPARISON, SCHOOL YEAR 1901-1902 — SCHOOL YEAR 1903-1904

	1901-1902	1903-1904
Number of schools	512	501
Number of school buildings	464	546
Number of teachers	11,776	13,131
Total registration	585,822	622,201
Average attendance	420,480	466,571
Salaries of teachers	\$13,876,752.18	\$15,509,767.60
Total expenditures	23,013,599.77	27,848,853.16

OFFICERS OF THE BOARD OF EDUCATION — 1902 TO 1904

President

Charles C. Burlingham . 1902 (from February 3d), 1903 (to February 2d)
 Henry A. Rogers¹ . . . 1903 (from February 2d), 1904 (to June 25th)
 Henry N. Tift 1904 (from November 23d)

Vice-President

Frank L. Babbott . . . 1902 (from February 3d)—1904

Secretary

A. Emerson Palmer . . 1902-1904

Assistant Secretary

Fred H. Johnson . . . 1902-1904

Chief Clerk

Thomas A. Dillon . . . 1902-1904

Superintendent of School Buildings

C. B. J. Snyder 1902-1904

Superintendent of School Supplies

Parker P. Simmons . . 1902, 1903 (to December 1st)
 Patrick Jones 1903 (from December 23d), 1904

Auditor

Henry R. M. Cook . . 1902-1904

¹ Deceased.

City Superintendent of Schools

William H. Maxwell 1902-1904

Associate City Superintendents

George S. Davis 1902-1904
 Andrew W. Edson 1902 (from September 24th)-1904
 Algernon S. Higgins 1902-1904
 John Jasper¹ 1902 (to September 1st)
 Albert P. Marble 1902-1904
 Clarence E. Meleney 1903 (from January 14th), 1904
 Thomas S. O'Brien 1902-1904
 Edward L. Stevens 1902-1904
 John H. Walsh 1902-1904
 Hubbard R. Yetman 1902, 1903 (to January 1st)

District Superintendents

Darwin L. Bardwell 1902 (from September 24th)-1904
 William A. Campbell 1902-1904
 John J. Chickering 1902-1904
 John Dwyer 1902 (from May 28th)-1904
 James M. Edsall 1902-1904
 Andrew W. Edson 1902 (to September 24th)
 Matthew J. Elgas 1902-1904
 Edward D. Farrell 1902-1904
 Cornelius E. Franklin 1902-1904
 James Godwin¹ 1902 (to February 26th)
 Mrs. Anna M. Gordon² 1902 (to March 26th)
 John Griffin, M.D. 1902-1904
 John H. Haaren 1902-1904
 Charles S. Haskell² 1902 (from October 22d), 1903 (to
 July 12th)
 George Hogan 1902 (to April 23d)
 John L. N. Hunt 1902-1904
 Henry W. Jameson 1902-1904
 James Lee 1902-1904
 Charles W. Lyon, Jr. 1902-1904
 James J. McCabe 1902-1904
 Arthur McMullin 1902-1904
 Clarence E. Meleney 1902, 1903 (to January 14th)

¹ Retired.

² Deceased.

Miss Julia Richman	1903 (from September 23d), 1904
Alfred T. Schauffler	1902-1904
Edward B. Shallow	1902-1904
Edgar Dubs Shimer	1902-1904
Seth T. Stewart	1902-1904
Edward W. Stitt	1903 (from February 2d), 1904
Miss Grace C. Strachan	1902-1904
Gustave Straubenmüller	1902-1904
Joseph S. Taylor	1902 (from July 11th)-1904
Miss Evangeline E. Whitney	1902-1904

Examiners

James C. Byrnes	1902-1904
Walter L. Hervey	1902-1904
Jerome A. O'Connell	1902-1904
George J. Smith	1902-1904

Supervisor of Free Lectures

Henry M. Leipziger	1902-1904
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Directors of Special Branches

THE CITY OF NEW YORK

Physical Training — Luther H. Gulick	1903 (from February 1st), 1904
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MANHATTAN AND THE BRONX

Music — Frank Damrosch	1902-1904
Manual Training — James P. Haney	1902-1904
Sewing — Mrs. Annie L. Jessup	1902-1904
Kindergartens — Miss Jenny B. Merrill	1902-1904
Cooking — Mrs. Mary E. Williams	1902-1904
Physical Training — Miss M. Augusta Requa	1902, 1903

BROOKLYN

Music — Albert S. Caswell	1902-1904
Drawing — Walter S. Goodnough	1902-1904
Sewing — Miss Minnie L. Hutchinson	1902-1904
Kindergartens — Miss Fanniebelle Curtis	1902-1904
Physical Training — Miss Jessie H. Bancroft	1902, 1903

QUEENS AND RICHMOND

Drawing — Frank H. Collins	1902-1904
Music — Frank R. Rix	1902-1904
Kindergartens — Miss Frances C. Hayes	1902-1904 (to September)
Physical Training — W. J. Ballard	1902, 1903

Assistant Directors of Special Branches

Physical Training — Miss M. Augusta Requa	1903, 1904 (to May 25th)
Physical Training — Miss Jessie H. Bancroft	1903, 1904
Physical Training — W. J. Ballard	1903, 1904

Supervisor of Janitors

Harry M. Devoe	1902 (from October 1st)-1904
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Superintendent of Libraries

Claude G. Leland	1903 (from February 15th), 1904
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CHAPTER XXXVII

THE COLLEGE OF THE CITY OF NEW YORK

THE Free Academy, out of which the College of the City of New York was evolved, was established in pursuance of an act passed by the Legislature on May 7, 1847. The first official action in reference to it was taken on July 27, 1846, when a resolution was introduced in the Board of Education by Mr. Townsend Harris, then President of the Board, proposing the appointment of a committee to "enquire into the application of that part of the Literature Fund which is apportioned by the Regents of the University to the City and County of New York," and also as to the expediency of applying "to the Legislature for such an alteration of the law as will permit the monies referred to, to be applied to the support of a high school or college for the benefit of pupils who have been educated in the public schools of the City and County."

The report of the committee, consisting of Mr. Harris and Mr. J. S. Bosworth, was laid before the Board on January 20, 1847, and on the 10th of the succeeding month it was decided to present a memorial to the Legislature. This led to the passage of the above-mentioned act. The act authorized the Board of Education to establish a Free Academy "for the purpose of extending the benefits of education gratuitously to persons who have been pupils in the common schools" of the city and county of New York, and provided that at the election of school officers to be held in the following June the question of establishing the Academy should be submitted to the people. This was done, with the gratifying result that 19,404 votes were cast in favor of the plan, to 3409 against it. Having secured so flatter-

ing a popular verdict in its favor, the Board of Education promptly proceeded to carry the project into effect.

The act limited the amount to be expended on the building to \$50,000, and fixed the sum to be applied to the support of the Academy at \$20,000 a year. A site was procured on the southeast corner of Lexington avenue and Twenty-third street, at a cost of \$25,000, and work on the building was begun in November, 1847. The building, in the style of the Gothic town halls of the Netherlands, was erected within the limit of cost fixed by the statute; in fact, at the opening of the Academy it was proudly stated that the cost had been but \$48,000. For fixtures, furniture, etc., text-books, and supplies, about \$14,000 was expended. In January, 1850, when the Academy had been in operation a year, the total expenditure was officially reported as \$90,049.71.

So expeditiously were the building operations carried on that the Academy was opened for the examination of pupils on the 15th of January, 1849, and the formal opening exercises were held on the 27th of that month, exactly two years and six months from the day on which Mr. Harris presented the original resolution on the subject. Dr. Horace Webster, who had been educated at West Point, and who at this time was professor of natural philosophy in Hobart College, was chosen as principal and professor of moral and intellectual philosophy. The following departments of instruction were established: Mathematics and natural philosophy; history and belles-lettres; Latin and Greek languages and literatures; chemistry and physics; French language and literature; Spanish language and literature; German language and literature; drawing and arts of design.

Semi-annual examinations for admission were provided for: at the first examination 272 candidates from the public and ward schools were examined and 143 admitted; at the second 136 were examined and 59 admitted. The rules at first provided that no person under twelve years of age should be

allowed to enter; but the age limit was quickly raised to thirteen. To secure admission it was necessary to pass an examination in spelling, reading, writing, English grammar, geography, all the rules of arithmetic, and history of the United States. In a short time these requirements were increased. The first class was graduated in 1853.

The annual report for the year 1849-1850, presented to the Board on May 15, 1850, was prepared by a committee one member of which was Mr. Horace Greeley. It is significant that Mr. Greeley, while approving the report generally, dissented from that part of it commending the foundation, objects, and management of the Free Academy. He pronounced the course of instruction "radically defective and vicious" on account of the time devoted to the study of dead languages, "to the necessary exclusion and neglect of sciences and arts." "I distrust and challenge," he continued, "the policy of giving a part of the children of our City a far more costly education, at the public expense, than is provided for and freely proffered to all children, without reserve or exception." He denied "the right of a community to give a superior education to its most intellectual and cultivated youth," and said further:

"The cost of this Free Academy, judiciously expended, would suffice to rescue, annually, at least one thousand destitute and sorely afflicted children from our City's lanes, courts and cellars, where they are daily sinking deeper and deeper into the bottomless gulf of vagrancy, want, beggary, theft, prostitution, disease and death, and place them in virtuous and happy, though humble homes, where the blessings of wise guardianship, assured plenty, education, industry and proficiency in the useful arts, would be secured to them. For these and kindred reasons which I will not here require shall be set forth, I protest against the existence of the Free Academy, and demand its termination."

In 1854 collegiate powers and privileges were granted to the Academy by the Legislature, thus enabling it to confer on its graduates the usual degrees in arts and sciences. On the recommendation of the Board of Education, the Academy was, in 1866, by act of the Legislature, erected into the College of

the City of New York, and the Board of Education became the Board of Trustees of the College. By an act passed in 1872 the President of the College was made, *ex officio*, a member of the Board of Trustees, and also of the Executive Committee for the care, government, and management of the institution.

The course of studies in the early years of the Academy covered five years, and included much that is now included in the regular course in the city high schools. In 1854 a full collegiate course of four years, with the usual designation of freshman, sophomore, junior, and senior classes, was introduced, together with a sub-freshman or preparatory course of one year. In 1899, on the recommendation of the faculty, the sub-freshman class was expanded into a sub-freshman course of three years, owing to the raising of the standard of admission to certain of the professions. The full course, therefore, includes three years of preparatory work and four years of collegiate work. To the sub-freshman course graduates of the public schools are admitted without examination.

In the collegiate department five courses may be pursued: language course, classical; language course, Latin and French; language course, modern; scientific course; scientific course, mechanical. The faculty includes a professor of German language and literature, a professor of physics, a professor of Latin language and literature, a professor of Greek language and literature, a professor of history, a professor of natural history, a professor of French language and literature, a professor of moral and intellectual philosophy, a professor of English language and literature, a professor of descriptive geometry and drawing, a professor of chemistry, a professor of mathematics, and twelve assistant professors. There are in the College some forty instructors and about seventy tutors.

An act passed in 1882 opened the college to all male persons residing in the city of New York who should pass the prescribed examination for admission, thus doing away with the requirement of one year's attendance in the common schools.

A change of considerable importance in the government of the College was made in 1900, when it was removed from the control of the Board of Education and placed under a separate Board of Trustees, consisting of nine members, appointed by the Mayor. The full term of membership is nine years. The new Board of Trustees entered upon its duties on July 1, 1900. An official connection between the College and the Board of Education is found in the statutory provision that the President of that Board shall be, *ex officio*, a Trustee of the College. Until 1903 the President of the College remained a member of the Board of Trustees by virtue of his office.

In 1902 an act was passed providing for the retirement on pension of the President, professors, assistant professors, and instructors of the College, after a specified term of service and on other prescribed conditions. The retirement fund consists of a percentage of the excise moneys allotted for the purpose. Five members of the faculty have since been retired.

In the fifty-six years since the institution was established, nearly 30,000 students have been admitted to it. The number of graduates has been 2730.

The library of the College includes nearly 40,000 volumes. The books have been purchased with the money apportioned to the College, while known as the Free Academy, as its share of the Literature Fund of the State; with the income of a fund of \$5000 bequeathed by Mr. Ephraim Holbrook; with the income of \$30,000 bequeathed by Mr. Seth M. Grosvenor, and with money appropriated from time to time by the Board of Trustees. Many books have been presented by members of the faculty, alumni, and other friends. A number of prizes and medals are awarded annually to incite the students to do their best work.

Dr. Webster remained at the head of the institution until 1869, when he resigned. His successor was General Alexander S. Webb, who, like Dr. Webster, was a graduate of West Point. General Webb was retired on a pension in 1902, and, pend-

ing the election of his successor, Professor Alfred G. Compton, who was a member of the first class graduated from the Free Academy, and who has ever since been connected with the institution as instructor and professor, served as Acting President. In 1903, Dr. John H. Finley, professor of politics in Princeton University, was made President.

In 1899 the College building became so crowded that apartments in the neighborhood were rented to provide more room, and two annexes are now leased. Many years before the date just given, however, a movement to secure a larger site and more adequate buildings was started. In 1866 it was determined to obtain a new site north of Fortieth street, and, in accordance with an act of the Legislature passed in that year, the Board of Trustees designated as a site the block on which the Seventh Regiment armory now stands. The Commissioners of the Sinking Fund disapproved the selection, on the ground that the site was too small, and recommended Reservoir (now Bryant) Square or Mount Morris Square. The Trustees then chose Reservoir Square, but opposition was aroused to its use for the purpose proposed, and in 1871 an act of the Legislature released that square "from any claims of the Board of Education for the Free College of said city, so that said square shall only be used for a public square or park." A little relief was given by the erection of an addition to the College building in 1870, and another small addition was made some years later.

The Associate Alumni, in 1892, addressed a memorial to the Board of Trustees, calling attention to the pressing need of a more convenient and spacious site and suitable buildings. The interest of the Trustees was enlisted, and with their aid a law was finally enacted, in 1895, authorizing the acquisition of a site and the erection of new buildings. A most eligible site was selected on St. Nicholas Heights, extending from One hundred and thirty-eighth to One hundred and fortieth street, and after prolonged condemnation proceedings the property

was at length secured. Plans for the buildings were in the mean time prepared, and in 1903 funds were granted which enabled building operations to be begun. On September 29th the corner-stone was laid, and two of the buildings are now so well advanced that, according to present expectations, the collegiate department will be removed from the old building within a few months. Several million dollars have been appropriated by the municipality for the new buildings, which promise to be a notable addition to the city's architecture, and which will fittingly house the students that overcrowd the present edifice.

It is a striking testimony to the excellence of the institution that, notwithstanding inadequate accommodations in the past, it has educated so large a number of men who have become prominent in civil and military life, in commerce, in the learned professions, in science, letters, and education. Were it not invidious to name individuals, the list of distinguished alumni which might be given would be a long one. The College was modelled in large part on the lines of the United States Military Academy, and its graduates have been aptly termed by a high authority "the West Pointers of American college men."

CHAPTER XXXVIII

THE NORMAL COLLEGE

IN Chapter XIX a brief account was given of the genesis of the Normal College. In 1869, after several years of discussion and delay on account of the financial condition of the Board of Education, it was determined to take advantage of the provision of the law enacted in 1854 authorizing the Board of Education "to continue the existing Free Academy and to organize a similar institution for females." At this time the only opportunity for girls to pursue any studies beyond the regular grammar school course was afforded by the supplementary classes which had been established in a number of schools by authority of the ward Trustees. In visiting the schools certain members of the Board saw that not a few teachers were poorly qualified for the work of instruction, and at once perceived the necessity for a special institution for the education and training of teachers.

It was therefore decided to establish a Female Normal and High School, and the school was opened in February, 1870, in rented quarters at the southeast corner of Broadway and Fourth street. In the following year it became the Normal College. It then became necessary to secure land and erect a building. The first intention was to place the building on property owned by the city adjoining the Forty-second street reservoir (now Bryant Square), but opposition to this plan was manifested by some of the city officials, and it was vetoed by the Legislature. The Legislature in 1871, however, authorized the issue of Normal School Fund Stock of the City of New York "to an

amount not exceeding two hundred thousand dollars, to be expended by the said Board of Education in the erection of a suitable building in the city of New York for the Normal College."

As a site for the College building, the city set aside Hamilton Square, 200 × 400 feet in dimensions, bounded by Park and Lexington avenues, Sixty-eighth and Sixty-ninth streets. The building was completed in 1874, at a cost of \$350,000, the original appropriation of \$200,000 not being sufficient.

When the Normal College was started, a course of study extending over three years, the usual normal course at that time, was established, and a President, Vice-President, and staff of instructors were appointed. In order that the best methods might be introduced, the President and Vice-President were deputed by the Board of Education to visit other cities and examine into the systems of normal training in New York and neighboring States, and several months were spent in this way before the school was opened. In point of numbers the institution was a success from the beginning. All the supplementary classes of girls were transferred from the grammar schools to the Normal College, and the preparation of women teachers for the schools was confined to the new institution. As a result, the schools of the city were quickly supplied with a large number of better equipped teachers than they had had before; in fact, in a few years the supply exceeded the demand.

In 1879, in spite of much opposition on the part of parents and others, the course of study was extended to four years. Before this time, the Training Department Building, at the Lexington avenue end of the plot on which the College building stood, had been erected for practice work in teaching, and a school containing several hundred children was conducted there. The new course embraced three years of academic work and one year of practice.

The year 1888 marked the beginning of a new era in the

history of the College, for in that year it was made a separate and distinct corporation, under the control of a Board of Trustees, consisting of the members of the Board of Education and the President of the College, with power to confer collegiate degrees and to exercise all the rights and privileges of a college. This method of administration has continued to the present time, although several attempts have been made to dissociate the College from the Board of Education and provide for it a separate Board of Trustees. The general control of the institution is, under the statute, in the hands of an Executive Committee for the care, government, and management of the College, which is for all practical purposes the governing body, its decisions rarely, if ever, failing of ratification by the Board of Trustees.

About the time the change last mentioned was made the course of study in the College was raised from four to five years; but the degrees granted by the College on the completion of the course of that length were not recognized by the Regents of the University of the State of New York.

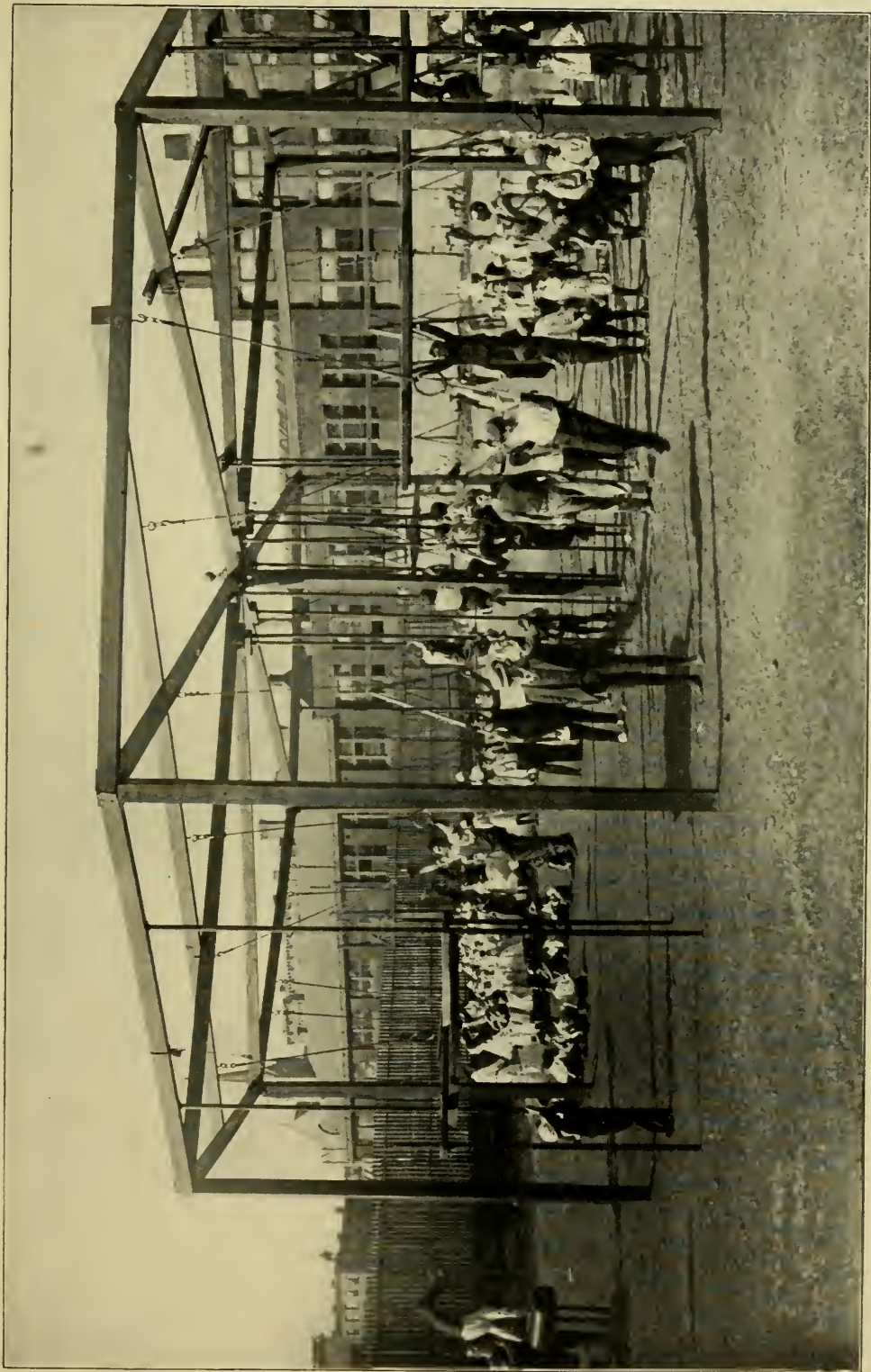
After the reorganization of the Board of Education in 1902, the Executive Committee appointed for the Normal College, believing the five-year course of study, the first four years of which were of similar grade to the four-year courses pursued in the high schools, to be inadequate, took prompt action to raise the standard of the College. In September, 1902, there was established a collegiate course occupying seven years, leading to the regular bachelor's degree (recognized, of course, by the Regents), and also a professional course of six years of high school and collegiate work and preparation for the teaching profession. By special arrangement with the Board of Regents, a supplementary or sixth-year class was established at that time, to be continued until the first class pursuing the regular course reaches senior grade. Students who had entered upon the old five-year course were given the option of taking the supplementary year, and a large number availed themselves of the privilege

in 1903 and 1904, and thus received a bachelor's degree recognized by the Regents. This degree is also registered by the Regents as complying with the requirements of the Court of Appeals relating to collegiate degrees, and secures to these graduates all the immunities which the holders of degrees are entitled to in preparing for various professions.

In 1903 the Normal College High School was established as a separate department (although conducted in the same building), and admitted to the University of the State as a regular high school, thus becoming entitled to receive a quota of the Regents' Academic Fund.

A law was enacted in 1903 allowing the professors and teachers in the Normal College, under certain conditions, to share in the Public School Teachers' Retirement Fund, and several teachers have since been retired on pension.

A sketch of the Normal College would be incomplete without some mention of the two men who more than any others were instrumental in its establishment and responsible for its success, namely, Mr. William Wood and Dr. Thomas Hunter. Mr. Wood was appointed a member of the Board of Education when the "revolution" of 1869 occurred; he served as a member for eighteen years, and from 1876 to 1879 held the office of President. As a member of the Committee on Normal, Evening, and Colored Schools in his early days in the Board, he took a most eager interest in the establishment of the school which quickly developed into the Normal College. He aided largely in securing the College building, and his active interest in the institution and his efforts to secure its advancement never ceased. Dr. Hunter has been identified with every step in the history of the College, having been its President from its foundation. He went to the Normal and High School from the principalship of Grammar School 35. He was also the principal of the first evening high school established in New York. He came to this country from Ireland in 1850, and immediately entered upon the work of teaching, receiving at the beginning the modest



SCENE IN A VACATION PLAYGROUND — MANHATTAN



compensation of \$300 per annum. His connection with public education in this city extends over nearly fifty-five years.

The faculty of the Normal College consists of a President, who is professor of psychology and pedagogy, and of professors of mathematics and physical science, French language and literature, German language and literature, natural science, Latin and Greek, music, ethics, English literature, and pedagogy. There are seven associate professors and upwards of sixty instructors. In the Training Department, besides the Superintendent, there are nearly thirty instructors.

CHAPTER XXXIX

SCHOOL LIBRARIES

THE Free School Society had not been in existence long, and had opened only its first school, when, in December, 1810, it appropriated \$100 to establish a circulating library for the benefit of the pupils. In 1818, when four schools were in operation, it was decided to place books to the value of \$50 in each school, the libraries to consist of "suitable books of voyages, travels, history, &c."; but only pupils showing good progress and behaving well (constituting a "class of merit") were to be admitted as members of the library. It was provided that religious books containing sectarian principles should be excluded, but other religious books approved by the Board of Trustees were to be admitted. The schools established later by the Society were also equipped with libraries on a small scale. In 1835 an attempt was made to establish a library for the use of the Trustees and teachers, but sufficient interest was not aroused to assure its success.

In 1838 an act of the Legislature was passed, providing for the expenditure of \$55,000 annually for three years for establishing district school libraries throughout the State. The first step toward this end had been taken ten years earlier, when Governor De Witt Clinton, in his last message as Governor, advocated the establishment of school libraries. New York State was the pioneer in the movement, which was effectively forwarded by John A. Dix, Secretary of State and *ex officio* Superintendent of Common Schools from 1833 to 1839. The law of 1838 was extended by subsequent enactments. The appropriation was at first used only for books, but about 1843 permission was granted

by the State to apply it either for school libraries or for the payment of teachers' salaries. As a result, the money was expended largely thereafter for salary purposes, and the libraries were neglected until about the year 1860, when the State prohibited the use of moneys drawn from this fund for any other purpose than the purchase of books.

In 1875 the bequest of Mr. Ephraim Holbrook of the sum of \$250 to be "applied to the purchase of books for the establishment or increase of a suitable school library" for each of the ward schools in New York City became available. Thereupon the so-called Holbrook libraries were provided in the schools then in existence.

By a change in the Library Law made in 1892, increased funds for library purposes were granted by the State, on condition that an equal sum should be raised by the local authorities for the purchase of library books. New York City's first appropriation from the State under this enactment was received in 1894.

In Brooklyn there were libraries in the district schools at the time of the organization of the Board of Education, in 1843. The earliest printed report (so far as known) of the City Superintendent of Schools, for July, 1848, stated that there were libraries in twelve schools, containing 12,967 volumes, and called attention to the fact that the libraries were "designed not only for the children of the city indiscriminately, but for all other persons of their respective districts capable of perusing them." The annual report of the same official for 1850 referred to the provision of the law under which the Board of Education was permitted to apply moneys received for libraries to the payment of teachers' wages or to the purchase of school books for gratuitous use by pupils in the public schools. The number of volumes in the school libraries at the end of 1853 was upwards of 20,000, and by 1855 (the year in which Williamsburgh and Bushwick were consolidated with Brooklyn) it had increased to about 30,000.

An interesting movement took place in 1866, when, with the approval of the Brooklyn Board of Education, the "local committees" of five schools in the Eastern District decided to consolidate the libraries of those schools and form one general library for the use of the school children and the people in that section of the city. The building previously used by Public School 16, at South Third and Fifth streets (the latter being now known as Driggs avenue), was fitted up for library purposes, and the library was opened with 7200 volumes. The Eastern District Library, as it was called, was maintained by the school authorities until 1897, when, with some 18,000 volumes, it was taken over by the Brooklyn Public Library; the building was then refitted for school purposes, and in it the Eastern District High School was opened in 1899. In the mean time the school libraries in the remainder of Brooklyn fell into "a sad state of dilapidation and decay."¹

The matter of establishing class libraries was taken up in New York City in 1897, and at the end of the school year in July, 1898, there were 2742 class libraries, containing 87,660 volumes. About this time sundry public libraries in the city began to supply so-called travelling libraries to many schools in Manhattan and The Bronx. Among those especially active in supplying reading for children and reference books for teachers were the Aguilar Library, the Cathedral Library, and the Webster Free Library. The books were selected from lists authorized by the Board of Education. In 1900 an attempt was made to bring about co-operation between the New York Public Library and the Manhattan-Bronx School Board, and for a short time reading rooms and circulating libraries were conducted in a number of school buildings. The books were furnished by the Public Library, and the care and distribution of them assumed by the School Board.

Soon after the reorganization of the school system in 1902, it was determined to establish classroom libraries for the

¹ Annual report of the President of the Brooklyn Board of Education, 1892 (p. 35).

elementary schools of the entire city, and in July of that year a Bureau of Libraries was organized for this purpose. In the following February a Superintendent of Libraries was appointed. The plan adopted by the Board of Education was to place in each classroom from thirty to fifty books suited to the intellectual capacity of the pupils, in order to give them a taste for good reading while still in school and to enable them to make intelligent use of the public libraries. The library moneys had accumulated for several years, and there was a considerable fund in hand; and as the result of its expenditure there are now in the elementary schools of New York City 7981 class libraries, containing 246,148 books, or an average of thirty per class. Each of the schools (or departments) is also provided with a reference or teachers' library, the total number of volumes being 113,412. The entire number of books in the public school libraries of the city is therefore 359,560. During the school year 1903-1904 the number of books issued from the class libraries for home use was 2,308,601. These books are used by the parents as well as the children, and in neighborhoods where many parents are foreign-born teachers report that the books are a valuable medium for the teaching of English, as the children are encouraged to read them aloud to their fathers and mothers.

The Bureau of Libraries has issued a graded and annotated catalogue of books approved for use in the public school libraries, which is valuable as a guide to teachers in making their selections.

CHAPTER XL

PERSONAL AND BIOGRAPHICAL

I — PRESIDENTS OF THE PUBLIC SCHOOL SOCIETY

I

DE WITT CLINTON

May 6, 1805, to February 11, 1828

DE WITT CLINTON was born at Little Britain, Orange County, N. Y., March 2, 1769, and died at Albany, February 11, 1828. He was graduated from Columbia College in 1786, studied law, and was admitted to the bar in 1788. In 1790 he became private secretary to his uncle, George Clinton, then Governor of New York; he was also made one of the secretaries of the Board of Regents, and secretary of the Board of Commissioners of State Fortifications. He was chosen a member of the Assembly in 1797, and from 1798 to 1802 was a member of the State Senate. In 1802 he was elected to the United States Senate, but resigned in the same year to take the office of Mayor of New York City, to which his uncle, then Governor for the second time, appointed him. The Mayor at that time was a very important officer, being also President of the Council and Chief Judge of the Court of Common Pleas. Mr. Clinton held the office of Mayor until 1815, with the exception of the years 1807-1809 and 1810-1811. He was also State Senator from 1805 to 1811, and Lieutenant-Governor from 1811 to 1813. In 1805 he became interested in the movement which led to the establishment of the Free School Society. He was elected President of the Society, and held the office throughout his life. In other movements for the good of the city and the

community he took an active part, as in the amelioration of the criminal laws, the relief of suffering, the encouragement of agriculture, and the correction of vice. In 1809 he was appointed one of seven Commissioners to select a route for a canal from the Lakes to the Hudson. In January, 1815, he was removed from the Mayoralty, and immediately devoted his energies to the canal project. A bill providing for the Erie Canal was passed in 1817, and in that year Clinton was elected Governor. He was re-elected in 1819, but in 1822 declined to be a candidate. In 1824 his opponents secured his removal from the office of Canal Commissioner. This created a storm of popular indignation, and in 1825 he was elected Governor by an unprecedented majority. He held the office at the time of his death. The Erie Canal, which was opened on October 25, 1825, is considered the greatest of his achievements. Mr. Clinton was a profound believer in the Lancasterian system of instruction. His connection with public education in New York is perpetuated in the name of the De Witt Clinton High School. Two portraits of Mr. Clinton hang in the meeting room of the Board of Education.

II

HENRY RUTGERS

May 12, 1828, to February 17, 1830

Henry Rutgers was born in New York City, October 7, 1745, and died February 17, 1830. He was graduated from Kings (afterwards Columbia) College in 1766. During the Revolutionary War he entered the army, and served as Captain at the battle of White Plains. Subsequently he attained the rank of Colonel in the State militia. He was elected to the State Legislature in 1784, and served in that capacity for several years. He was a Regent of the University of the State of New York from 1802 to 1826. In 1806 he gave to the Free School Society two lots in Henry street, on which the second school-

house of the Society was erected in 1811. Colonel Rutgers became a Trustee of the Society in 1810. He was liberal in his contributions of land for churches, charitable institutions, etc. Rutgers street was named for him. He was a benefactor of Queens College, at New Brunswick, N. J. This institution was established in 1766; during the Revolutionary War it was closed, and afterward it was suspended twice for lack of funds. In 1825 Colonel Rutgers gave the College \$5000. In recognition of his liberality the institution took his name.

III

PETER AUGUSTUS JAY

May 10, 1830, to May 8, 1837

Peter Augustus Jay was born at Elizabethtown, N. J., January 24, 1776, and died in New York City, February 20, 1843. After being graduated from Columbia College, he studied law, and soon attained distinction in his profession. He was a member of the Assembly in 1816, Recorder of New York City in 1819-1821, and a member of the State Constitutional Convention in 1821. He was a Trustee of Columbia College in 1812-1817 and 1823-1843, and served as Chairman of its Board of Trustees in 1832. His official connection with the Public School Society extended only over the period of his Presidency. Mr. Jay was President of the New York Historical Society from 1840 to 1843. He received the degree of LL.D. from Harvard College in 1831 and from Columbia in 1835.

IV

ROBERT C. CORNELL

May 8, 1837, to May 20, 1845

Robert Comfort Cornell died in New York City, May 20, 1845, at the age of sixty-three. He was a member of the Society of Friends and a public-spirited citizen. He filled several places

of trust, among them that of Receiver-General under the Sub-Treasury Law. For several years he served as Alderman of the Fifth Ward. At the time of his death he was President of the Farmers' Loan and Trust Company, of the Public School Society, and of the Deaf and Dumb Institution. He also held prominent offices in the New York Hospital and the House of Refuge. He was a Trustee of the Public School Society from 1820 to his death, and Vice-President from 1830 to 1837.

v

LINDLEY MURRAY

January 12, 1846, to January 11, 1847

Lindley Murray was born in New York City January 5, 1790, and died at St. Thomas, W. I., May 16, 1847. He was a son of John Murray, Jr., at whose house in Pearl street was held, on February 19, 1805, the meeting which led to the formation of the Free School Society, and a nephew of Lindley Murray, the grammarian. Mr. Murray's grandfather, Robert Murray, was a prominent merchant in New York, and Murray Hill, where he had his country residence, about three miles from the city, was named for him. Mr. Murray was engaged in the wholesale drug business in New York. He was elected a Trustee of the Public School (Free School) Society in 1816 and remained as such until his death. He was Secretary of the Board of Trustees from 1818 to 1837.

vi

GEORGE T. TRIMBLE

January 11, 1847, to August 1, 1853

George T. Trimble died in New York City, May 17, 1872, in his seventy-ninth year. He was attached to the Society of Friends, and acquired ample means through successful mercantile pursuits. He was a trustee of the Public School (Free

School) Society from 1818 to 1853, Treasurer from 1820 to 1830, and Vice-President in 1846-1847. He was connected with a number of financial institutions, and was one of the Governors of the New York Hospital. A large oil painting of Mr. Trimble is conspicuous in the Board of Education meeting room.

II—PRESIDENTS OF THE NEW YORK BOARD OF EDUCATION

I

GEORGE W. STRONG

June 23, 1842, to May 31, 1843

George Washington Strong was born in New York City, January 20, 1783, and died June 27, 1855. He was graduated from Yale College in 1803, studied law, and was admitted to the New York bar. In the legal profession he attained an eminent rank. He was well acquainted with all adjudged cases in England and this country, and was a master of legal practice in all departments. In 1842 he was elected a Commissioner of Common Schools from the First Ward for the term of one year, and upon the organization of the Board of Education was elected President. In 1841 he was Secretary of the Board of Commissioners of School Money.

II

THOMAS JEREMIAH

June 20, 1843, to May 31, 1844

Thomas Jeremiah was born in New York City, April 27, 1793, and died December 2, 1872. He was an energetic business man and early in life accumulated a handsome fortune. He was a member of the Board of Aldermen in 1828-1831 and 1838. He was elected County Clerk in 1834, and served as a member of the State Assembly in 1844. For many years he

was President of the Bowery Savings Bank, of which he was one of the incorporators. He was also an incorporator of the Pacific Fire Insurance Company of New York, and served as its President. He was a member of the New York Historical Society. He was elected a Commissioner of Common Schools at the first election for school officers held after the passage of the law providing for the Board of Education, and served as a member of the Board in 1842-1844. The Board of Education possesses an oil painting of Mr. Jeremiah, which is in the Board Room.

III

GERARDUS CLARK

June 12, 1844, to May 31, 1845

Gerardus Clark was born at New Milford, Conn., in 1786, and died in New York City in 1860. He was a lawyer by profession and for many years was attorney for the Trinity Church Corporation. He served as a vestryman of Trinity Church and as a warden of St. Mark's Church. He was one of the original members of the Board of Education, having been elected a Commissioner of Common Schools from the Fifteenth Ward in 1842, and was a member until May, 1845.

IV

ISAAC A. JOHNSON

June 18, 1845, to May 31, 1846

Isaac A. Johnson, like two of his predecessors, Mr. Strong and Mr. Clark, was a lawyer. He was successful in his profession and highly respected by his associates. He was elected a Commissioner of Common Schools in 1842, serving as a member of the Board of Education at its organization, and was re-elected by his fellow-citizens of the Third Ward two years later.

v

TOWNSEND HARRIS

June, 1846, to January 26, 1848

Townsend Harris was born at Sandy Hill, Washington County, N. Y., October 3, 1803, and died in New York City, February 25, 1878. He came to New York at the age of fourteen and engaged in business. He served as a member of the Board of Education in 1842-1844 and 1846-1848. While in the Board of Education he took a leading part in the establishment of the Free Academy (now the College of the City of New York). In July, 1846, he introduced the first resolution on the subject and was made chairman of the Committee of Inquiry. He was also chairman of the committee appointed in the following year to present a memorial to the Legislature, which resulted in the passage of the law authorizing the Academy. In 1854 he was appointed United States Consul at Ning-Po, China. He was subsequently appointed the first United States Minister to Japan, and in 1858 induced the Emperor of Japan to conclude a treaty with the United States. Mr. Harris was also instrumental in negotiating, in 1856, a new treaty between the United States and Siam. He was a man of wide culture, sterling integrity, and singularly upright character. He was one of the founders of the New York Society for the Prevention of Cruelty to Animals. Among the paintings in the Board Room is one of Mr. Harris.

vi

ROBERT KELLY

January 26, 1848, to May 31, 1850

Robert Kelly died in New York City, April 27, 1856, at the age of forty-seven. He was graduated from Columbia College in 1827, and immediately engaged in commercial business, to which he devoted himself until 1836, when he retired

with a large fortune. During this period he made himself the master of eight languages. He was at different times a Regent of the University of the State of New York, Chamberlain of New York City, President of the House of Refuge, Vice-President of the Merchants' Clerks' Savings Bank, director of the Mechanics' Bank, director of the United States Trust Company, trustee of the Clinton Hall Association, trustee of the New York Society Library, Chairman of the Democratic General City Committee, Democratic State Committeeman, trustee of New York University and of Madison and Rochester Universities, from the last named of which he received the degree of LL.D. in 1853. He was an unsuccessful candidate for the office of State Comptroller. He was a member of the Board of Education from 1847 to 1850, and was especially interested in the establishment of the Free Academy. At the opening of the Academy he presided and delivered an address. Mr. Kelly's portrait ornaments the room in which the Board of Education holds its meetings.

VII

ERASTUS C. BENEDICT

June 3, 1850, to December 31, 1854

Erastus Cornelius Benedict was born at Bradford, Conn., March 19, 1800, and died in New York City, October 22, 1880. He was a district school teacher at the age of sixteen. He was graduated from Williams College in 1821, and became a principal and tutor. In 1824 he was admitted to the bar and removed to New York City, where he acquired a high reputation in admiralty practice. He was elected a School Trustee in 1842, at the time of the organization of the Board of Education. He was a member of the Board in 1849-1854 and in 1857-1863. He became a Regent of the University of the State of New York in 1855, and in 1878 was made Chancellor, holding that office until his death. He was prominent in various charitable organiza-

tions, and a Governor of the New York State Woman's Hospital from its organization. He was a member of the New York Historical Society, and delivered numerous addresses before historical and scientific societies, many of which were printed. He published *American Admiralty* (1850), *A Run through Europe* (1860), and *The Mediæval Hymns* (1861). He was a member of the Assembly in 1844 and 1864. A portrait of Mr. Benedict occupies a place of honor in the Board Room.

VIII

WILLIAM H. NEILSON

January 10, 1855, to January 16, 1856
 January 13, 1858, to December 31, 1858
 April 7, 1873, to January 12, 1876

William Hude Neilson died at Far Rockaway, L. I., December 30, 1887, at the age of seventy-two. All his life was spent in and around New York City. He was President of the New York Stock Exchange, President of the Hannibal and St. Joseph Railroad Company, a trustee of the Public School Society from 1850 to 1853, and a member of the Board of Education from 1853 to 1858, 1864-1865, 1867 to 1869, and 1873 to 1876. He had the unique distinction of having served as President of the Board at three separate times.

IX

ANDREW H. GREEN

January 16, 1856, to January 13, 1858

Andrew Haswell Green was born at Worcester, Mass., October 6, 1820, and died in New York City, November 13, 1903. He attended the Worcester Academy and was ready to go to West Point, when his plan was changed and he entered a commercial house in this city in 1840. Afterward he studied law, and was a partner of Samuel J. Tilden until Mr. Tilden's death. In 1856

he was appointed Commissioner of Central Park, in the creation of which he was very deeply concerned. Upon the organization of the Department of Public Parks he became a Park Commissioner, and soon afterward was made President. That office he resigned to become Comptroller of Central Park, an office created especially for him. On the downfall of the Tweed Ring he was elected Comptroller of the city. He held that office from 1871 to 1877 and was conspicuous for his efforts in the direction of economy. He was nominated for Mayor on an Independent Citizens' ticket in 1876, but withdrew from the contest. In 1880 he was again appointed a Park Commissioner; in 1881 he was made a Commissioner on the Revision of the State Tax Law; in 1883 he was appointed a member of the Niagara Park Commission, became its President, and on the expiration of his term was reappointed. From 1890 Mr. Green was especially active in his efforts to secure the consolidation of New York, Brooklyn, and adjacent territory, and he may truthfully be described as "The Father of Greater New York." He first conceived the idea of an expanded city as long ago as 1866. He was a director of the Metropolitan Museum of Art, the Juvenile Asylum Society, the Society for the Prevention of Cruelty to Children, the New York Historical Society, the American Geographical Society, the American Association for the Advancement of Science, the State Bar Association, the Worcester Antiquarian Society, the Museum of Natural History; President of the Board of Trustees of the Zoölogical Garden; a member of the Scientific Alliance, Municipal Art Society, Sons of the American Revolution, and the Colonial Order; and a director and trustee in a number of railroads, banking institutions, etc. He was largely instrumental in perfecting the plans by which the New York Public Library, Astor, Lenox, and Tilden Foundations, was established on its present basis. Mr. Green may be said to have begun his public career as a promoter of the cause of popular education, serving as a member of the Board of Education from 1855 to 1860, inclusive, and as

its President in 1856 and 1857. In the Board he was particularly interested in the important questions of finance and taxation.

X

WILLIAM H. NEILSON

January 13 to December 31, 1858

(See WILLIAM H. NEILSON, under VIII)

XI

RICHARD WARREN

January 12, 1859, to January 11, 1860

Richard Warren was born at Plymouth, Mass. As a boy he went to Boston and received a practical business training. He came to New York when about forty years of age, and acquired prominence as a successful auctioneer. He served as a member of the Board of Education from 1858 to 1861 and from 1866 to 1869.

XII

WILLIAM E. CURTIS

January 11, 1860, to December 31, 1863

William Edmond Curtis was born in Litchfield County, Conn., about 1822, and died at Watertown, Conn., July 6, 1880. He came to New York City early in life, and rose rapidly in the legal profession. In 1871 he was President of the New York Bar Association. A Democrat in politics, he was in 1871 the nominee of the Anti-Tammany Democrats, the Republicans, and the Committee of Seventy for a seat on the Superior Court Bench. He was elected by a majority of over 22,000, and at the time of his death was Chief Justice of that Court. He served as a member of the Board of Education from 1858 to 1863. His portrait hangs in the Board Room.

XIII

JAMES M. McLEAN

January 13, 1864, to December 31, 1867

James M. McLean was born in New York City in 1818 and died May 13, 1890, at his home in West Fifty-seventh street. He was in the employ of the Guardian Insurance Company from 1838 to 1845. He then accepted a position as Secretary in the old Williamsburgh Fire Insurance Company. Soon afterward the name was changed to the Citizens' Fire Insurance Company, and he was made President. A few years before his death he retired from that Company and became President of the Manhattan Life Insurance Company. He was Vice-President of the Union Trust Company and of the Manhattan Savings Institution, and a director of the Citizens' Bank and the Citizens' Insurance Company. He was a member of the Board of Education from 1863 to 1867. In the Board Room a portrait of Mr. McLean may be seen.

XIV

RICHARD L. LARREMORE

January 8, 1868, to July 1, 1870

Richard Ludlow Larremore was born at Astoria, L. I., September 6, 1830, and died in New York City, September 11, 1893. After graduating from Rutgers College in 1850, he was admitted to the bar in 1852. He was a School Trustee for the Eleventh and Nineteenth Wards, and was a member of the Board of Education in 1862-1863 and 1867-1870. He was a member of the Constitutional Convention of 1867. In 1870 he received the degree of LL.D. from the University of the City of New York. He was elected a Judge of the Court of Common Pleas on the Democratic ticket in 1870, and in 1876 Governor Tilden assigned him to duty as a Judge of the Su-

preme Court in place of Judge Van Brunt. In 1884 he was re-elected for another fourteen-year term, but resigned in 1891 on account of ill health. For two or three years before resigning he was Chief Justice of the Court of Common Pleas. At the time of his death he was a member of the University Club and the Bar Association. A portrait of Judge Larremore was hung in the Board Room some years ago.

XV

BERNARD SMYTH

July 1, 1870, to January 8, 1873

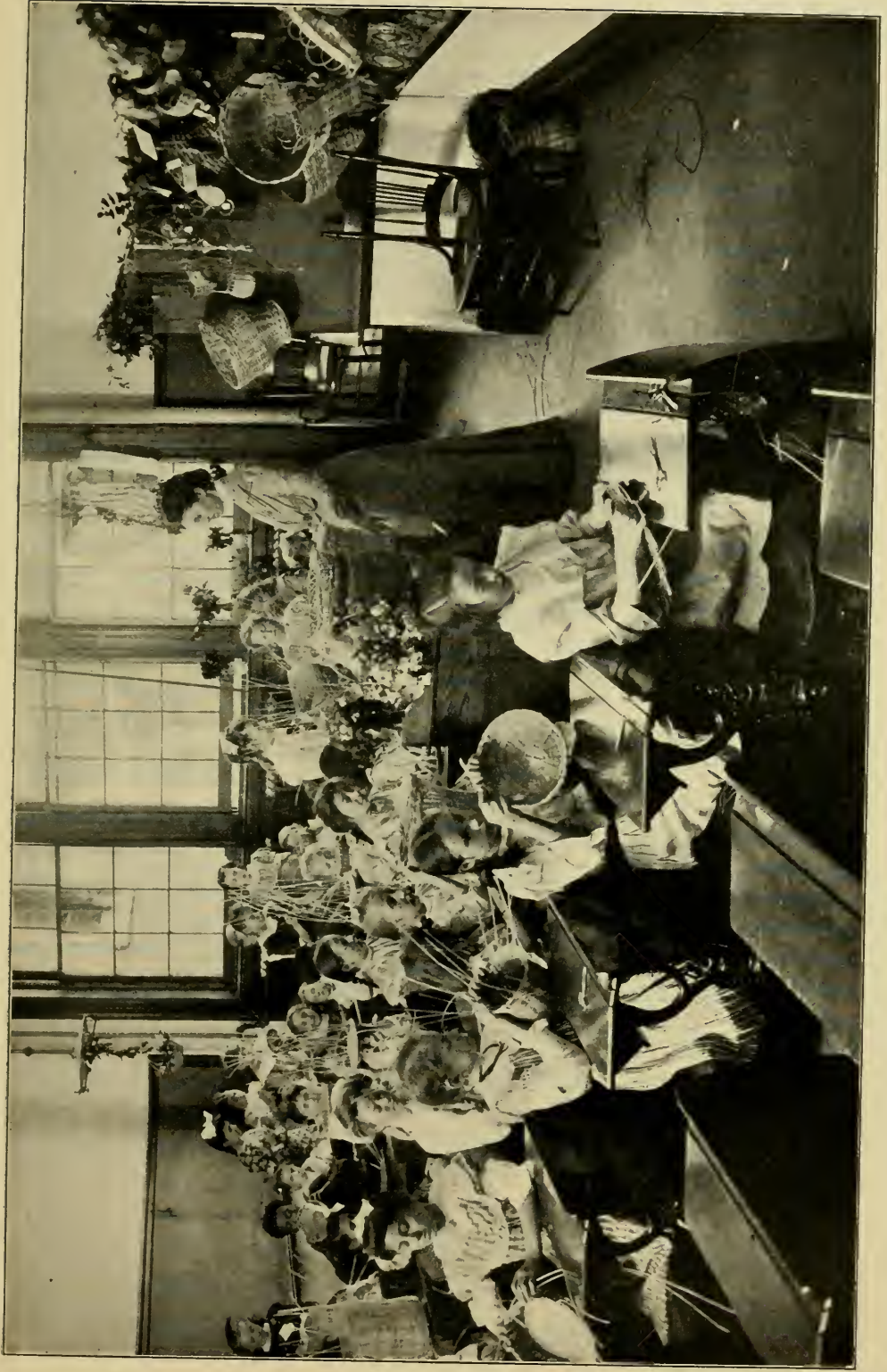
Bernard Smyth was born in New York City in 1820 and died March 7, 1900. He left school when thirteen years old, and at the age of nineteen was at the head of a mercantile establishment of his own. His business, which was mostly with the South, was practically ruined on the outbreak of the Rebellion. During the war he turned his attention to finance and was director and trustee of several banks and insurance companies. He held the office of Receiver of Taxes about this time. After the war he engaged in the real estate business. He became closely identified with the public schools in 1856, when he was elected a Trustee in his native Ward (the Seventh). He was a member of the Board of Education in 1862-1863 and 1869-1873. His portrait is displayed in its meeting room.

XVI

JOSIAH G. HOLLAND

January 8, 1873, to April 5, 1873

Josiah Gilbert Holland was born at Belchertown, Hampshire County, Mass., July 24, 1819, and died in New York City, October 12, 1881. He was graduated from the Berkshire Medical College in 1844, and entered on the practice of his profession with a classmate at Springfield, Mass. In 1847 he



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started a weekly, *The Bay State Courier*, which lasted about six months. He then went to Richmond, Va., as a teacher in a private school, and while there accepted a call to act as Superintendent of Public Schools at Vicksburg, Miss. He returned to Massachusetts in 1850 and formed an editorial connection with the *Springfield Republican*, remaining there until 1866. His pseudonym, "Timothy Titcomb," became famous, and he was in demand as a lecturer and public speaker. In 1870 he assisted in founding *Scribner's Monthly* (afterward *The Century*), and was its principal editor until his death. He published several poems, including *Bitter-Sweet* (1858) and *Kathrina* (1868), and a number of novels, *Arthur Bonnicastle* (1873), *Sevenoaks* (1876), *Nicholas Minturn* (1877), etc. He was a member of the Board of Education in 1872-1873.

XVII

WILLIAM H. NEILSON

April 7, 1873, to January 12, 1876

(See WILLIAM H. NEILSON, under VIII)

XVIII

WILLIAM WOOD

January 12, 1876, to December 31, 1879

William Wood was born in Glasgow in 1808 and died in New York City, in October, 1894. After entering Glasgow College, he went, at the age of sixteen, to St. Andrew's and attended classes in moral philosophy and mathematics. Subsequently he returned to Glasgow and re-entered the College there. He also attended a class in surgery. After completing his studies, he entered on business pursuits in Glasgow, and later in Liverpool. In 1844 he engaged in business in New York City. On the formation of the British and American Bank he assumed the management of that institution, and

retained it until 1867, when he retired. In May, 1870, he was made a Commissioner of Docks, and in the following June became a member of the Commission on the widening of Broadway. He was for many years a member of the St. Andrew's Society, and its President in 1865 and 1866. He was a member of the Board of Education in 1869-1873, 1875-1879, and 1881-1888, and he was especially interested in the foundation and development of the Normal College.

XIX

STEPHEN A. WALKER

January 14, 1880, to March 4, 1886

Stephen Ambrose Walker was born at Brattleboro, Vt., November 2, 1835, and died in New York City, February 5, 1893. He was graduated from Middlebury College in 1858, and later from the Albany State Normal School. After teaching school in Ohio and in Binghamton, N. Y., he studied law in the office of Daniel S. Dickinson, and was admitted to the bar in 1861. During the Civil War he served as Paymaster of Volunteers and was brevetted Lieutenant-Colonel. Afterward he resumed the practice of his profession. He was a member of the Board of Education from 1876 until March 4, 1886, when he resigned to accept an appointment as United States District Attorney for the Southern District of New York. Mr. Walker was a member of the Board of Trustees of the Tilden Trust, of the University and Lawyers' Clubs, of the Bar Association, and of the National League for the Protection of American Institutions.

XX

J. EDWARD SIMMONS

March 17, 1886, to July 2, 1890

J. Edward Simmons was born at Troy, N. Y., September 8, 1841. He received his education at Williams College, and

was graduated from the Albany Law School in 1863. For four or five years he practised law in Troy, and then came to New York and engaged in business. He became a prominent member of the Stock Exchange, and was elected its President at the time of the panic in 1884; after holding the office for three terms he refused to accept another nomination. Among the positions held by him at various times are the following: President of the New York Clearing House, President of the Fourth National Bank, Grand Master of the Masonic Order of New York State, Treasurer of the Johnstown Relief Fund, Treasurer of the Finance Committee, World's Fair, 1893, trustee of the New York Hospital, manager of the New York Infant Asylum, and trustee of Williams College. He is a member of the Metropolitan and University Clubs, the Holland Society, and the New England Society. He received the degree of LL.D. from the University of Vermont. Mr. Simmons was a member of the Board of Education from 1882 to 1890, and strongly advocated the holding of patriotic exercises in the public schools. He was especially interested in the Normal College, and was largely instrumental in securing the passage of the act of 1888 giving the institution collegiate rank and providing for it a Board of Trustees distinct from the Board of Education. Mr. Simmons's portrait is one of the dozen oil paintings in the Board Room.

XXI

JOHN L. N. HUNT

July 2, 1890, to January 11, 1893

John L. N. Hunt was born at Lancaster Court House, Va., September 9, 1838, and removed to Ohio when six years of age. He was graduated from the Commercial College at Cleveland, Ohio, in 1856; the McNeely Normal School of Ohio in 1858; Bethany College, Va., in 1862, and the Law School of the University of the City of New York in 1869,

receiving the degree of LL.B. He was admitted to the bar in 1869. He served as tutor and professor in Bethany College, 1862-1864; Vice-President and professor in the McNeely Normal School of Ohio, 1864-1866; Superintendent of Packard's Business College, New York City, 1866-1872, and was proprietor of the Collegiate Training School, New York City, 1872-1879. From 1879 to 1896 he was engaged in the practice of law in New York City. He was an unsuccessful candidate for Member of Congress from the Fourteenth Congressional District in 1880. Mr. Hunt was a member of the Board of Education from 1889 to 1896. In July, 1896, he was elected an Associate Superintendent of Schools, and served in that position until the reorganization of the Board of Education in 1902, when he became a District Superintendent of Schools. He was re-elected to this office in 1902 for a term of six years.

XXII

ADOLPH L. SANGER

January 11, 1893, to January 3, 1894

Adolph L. Sanger was born at Baton Rouge, La., in October, 1842, and died in New York City, January 3, 1894. He was graduated from the College of The City of New York in 1862, and completed a course in the Columbia College Law School in 1864. He was Commissioner of the United States Deposit Fund in 1870. In 1885 he was elected President of the Board of Aldermen, being the first President chosen by popular vote. He was Chairman of the Committee to receive the French officers who brought the Bartholdi Statue of Liberty to this country in 1885, and a Presidential Elector in 1884. He was a member of several social clubs and Hebrew organizations, a linguist, and an amateur musician. He was a member of the Board of Education from 1889 to 1894.

XXIII

CHARLES H. KNOX

January 10, 1894, to June 24, 1895

Charles H. Knox was born in New York City in 1852. He was graduated from Columbia College in 1872, and, after taking the course at the Law School of New York University, at once entered on the active practice of his profession. In 1884 he was a candidate on the Republican ticket for Judge of the Court of Common Pleas, but afterward withdrew from the Republican party. He was President of the Municipal Civil Service Commission during the administration of Mayor Van Wyck (1898-1901), and in 1901 he was an unsuccessful candidate on the Democratic ticket for Justice of the Supreme Court. He was a member of the Board of Education from 1892 to 1895, and strongly advocated the establishment of the fund for retired teachers. Mr. Knox is a member of the Manhattan and the Lawyers' Clubs and of the Downtown Association. For several years he has been Chairman of the Law Committee of the local Democratic party.

XXIV

ROBERT MACLAY

July 1, 1895, to January 13, 1897

Robert Maclay was born in New York City, June 11, 1834, and died at Elberon, N. J., July 28, 1898. He was a graduate from Judson College, Mount Palatine, Ill. He engaged in the real estate and banking business in New York, and became President of the Knickerbocker Ice Company in 1875. He was a director of the Bowery Savings Bank, a trustee of the Northern Dispensary and the Madison Avenue Baptist Church, a governor of the Manhattan Club, one of the incorporators of the Botanical Garden, a member of the New York Historical Society, the New York Athletic, Metropolitan, and Grolier Clubs, the Down-

town Association, the Brown Society of Glasgow, and the Advisory Committee of New York University. On April 14, 1892, he was appointed a member of the Rapid Transit Commission. He was a member of the Board of Education from 1891 to 1898.

XXV

CHARLES BULKLEY HUBBELL

January 13, 1897, to January 31, 1898

Charles Bulkley Hubbell was born in Williamstown, Mass., in July, 1853. He was prepared for college in the schools of Troy, N. Y., where his father was a physician and surgeon, and was graduated from Williams College in 1874. Afterward he studied law, and he has had an active practice for many years in the State and Federal courts in this city. His first public service was as a member of the Board of Aldermen in Troy in 1876. He was appointed a Commissioner of Common Schools in 1889, and served as a member of the Board of Education for the succeeding nine years. In 1897 he was elected President of the Board of Education, and also served as President in 1898, when that Board became the School Board for the Boroughs of Manhattan and The Bronx. He was the first President of the Board of Education of Greater New York, serving during 1898. While a member of the Board of Education Mr. Hubbell was instrumental in establishing the Anti-Cigarette League, which now claims a membership of a million boys. He took a deep interest in the establishment of kindergartens and high schools, as well as in physical culture and manual training. He has been a trustee of Williams College and President of the Williams Alumni Association of New York City; is a member of the University, Downtown and Republican Clubs, of the Sons of the Revolution, Society of the Colonial Wars, and the New York Bar Association, and is Director of the Department of Jurisprudence of the American Social Science Association.

III—PRESIDENTS OF THE BROOKLYN BOARD OF EDUCATION

I

THEODORE F. KING, M.D.

May 2, 1843, to December 31, 1843

Dr. Theodore F. King died in Brooklyn, September 2, 1865, at the age of sixty-four years. He was graduated from Columbia College with the degree of B.A. in 1822, and in 1827 from the College of Physicians and Surgeons with the degree of M.D. After spending three years in post-graduate study in Europe and a year in Bellevue Hospital, he began the practice of his profession in New Rochelle, N. Y., in 1831. In 1834 he removed to Brooklyn. He became a member of the Medical Society of Kings County in 1835, and was one of the founders and visiting surgeon of the Brooklyn City Hospital. Shortly afterward he was appointed Deputy County Superintendent of Schools; in that capacity he became an *ex officio* member of the Board of Education, and on its organization in 1843 was elected President. Dr. King's title was changed to County Superintendent during 1843. His connection with the Board of Education terminated at the close of that year, when he ceased to be County Superintendent. Subsequently he took up his residence in Perth Amboy, N. J., and became Superintendent of Public Schools for New Jersey.

II

J. SULLIVAN THORNE, M.D.

January 2, 1844, to March 4, 1845

March 10, 1868, to July 12, 1870

John Sullivan Thorne was born in New York City, April 19, 1807, and died in Brooklyn, September 1, 1880. He was graduated from Union College in 1826, and two years later

received his diploma as Doctor of Medicine from the College of Physicians and Surgeons, New York. He established his office at No. 51 Sands street, Brooklyn, and resided there during the remainder of his life. He assisted in organizing the first dispensary in Brooklyn in 1830. He also helped to organize the City Hospital, and was its President in 1844-1845. He was connected with the Medical Society of Kings County from 1834; in 1844 he was elected Vice-President, in 1846 President, and in 1851 Censor. In 1876 he became Counsellor of the Long Island College Hospital, and in 1879 a Regent of that institution. He became a member of the Board of Education at its organization in 1843, and served continuously until 1871, when he resigned. His interest in educational affairs was very great. He was a trustee of the old Brooklyn Female Academy and also of the Packer Collegiate Institute. He was a life member of the Long Island Historical Society and a member of the Society of Old Brooklynites.

III

THEODORE EAMES

March 4, 1845, to February 3, 1846

Theodore Eames was born in Haverhill, Mass., and died in Brooklyn, February 5, 1847. He was graduated from Yale College in 1809. He studied law with the Hon. Leverett Saltonstall, of Salem, Mass., and practised his profession in Salem. Afterward, for several years, he was principal of the Salem Grammar School. About 1829 he came to Brooklyn and took charge of a classical school, which he conducted successfully for some time, after which he resumed the practice of law and held the office of Police Justice. In 1843 he was appointed one of the first members of the Board of Education, and held that office until 1846.

IV

STEPHEN HAYNES

February 3, 1846, to February 2, 1847

Stephen Haynes was one of the original members of the Board of Education, and served in that capacity from 1843 to 1856. He was President of the Board for one year, and was Vice-President in 1843-1846. Mr. Haynes was a successful builder. He served for a time as a member of the Board of Supervisors of Kings County.

V

CYRUS P. SMITH

February 2, 1847, to March 10, 1868

Cyrus P. Smith was born in Hanover, N. H., April 5, 1800, and died in Brooklyn, February 22, 1877. He was graduated from Dartmouth College in 1824. Pursuing the study of law in the office of Chief Justice Williams, in Hartford, Conn., he was admitted to the bar in 1827. Soon afterward he removed to Brooklyn, where he took an active part in public affairs for nearly half a century. In 1833 he was appointed Clerk of the Village Board of Trustees, and when Brooklyn was incorporated as a city, in 1834, he became its first Corporation Counsel. In 1836 and 1837 he was a member of the County Board of Supervisors. He was chosen as the fourth Mayor of Brooklyn (by the Common Council) in 1839, was elected by the people in 1840, and held the office until 1842. In 1843 he was appointed by the Common Council a member of the Board of Education, and in that body he served continuously until 1871, holding the office of President for twenty-one years. He served as an Alderman in 1848. In 1856 and 1857 he was a member of the State Senate. Mr. Smith became actively connected with the Union Ferry Company in the '40's, and was its managing director

from 1855 until his death. In 1839 he aided in establishing the Brooklyn City Hospital.

VI

J. SULLIVAN THORNE, M.D.

March 10, 1868, to July 12, 1870

(See J. SULLIVAN THORNE, under II)

VII

EPHRAIM J. WHITLOCK

July 12, 1870, to June 30, 1881

Ephraim James Whitlock was born in Brooklyn, in 1821, and died in that city, June 30, 1881. He was engaged in the stationery business in New York for many years, and, having acquired a competency, retired from active pursuits. Subsequently he became interested in the Pioneer Tobacco Company of New York, a concern which was not successful. He was appointed a member of the Board of Education in 1858 and served in that capacity for twenty-three years. He was Vice-President of the Board in 1869-1870, and held the office of President for the succeeding eleven years. A memorial tablet containing a medallion likeness of Mr. Whitlock was erected by the public school teachers of Brooklyn in the headquarters building, in Livingston street, a few years after his death.

VIII

DANIEL MAUJER

July 12, 1881, to December 31, 1881

Daniel Maujer was born on the island of Guernsey, in the British Channel, in 1810, and died in Brooklyn, July 11, 1882. He came to America in 1828 and obtained work as a painter.

After living for a time in New York, he removed to Williamsburgh in 1838. There he opened a paint store, and carried on business for about thirty years, when he retired. He was elected to the Board of Aldermen from the Fifteenth Ward and served for one term; he also represented the same Ward in the Board of Supervisors. He was a director of the Williamsburgh City Bank (afterwards the First National Bank of Brooklyn); a director of the Williamsburgh City Fire Insurance Company; a trustee of the Williamsburgh Savings Bank, of the Brooklyn Life Insurance Company, and of the Plate Glass Insurance Company of New York; Chairman of the Grand Street Railroad Company, and a trustee of the Eastern District Dispensary and Hospital. He was at one time connected with the Exchange Fire Insurance Company, and was interested in the Eastern District Library. He was a member of the Board of Education from 1864 to 1881.

IX

TUNIS G. BERGEN

January 10, 1882, to July 6, 1886

Tunis G. Bergen was born at the old Bergen Homestead in Brooklyn, May 17, 1847. He studied at the Polytechnic Institute and was graduated from Rutgers College in 1867. He then entered the University of Heidelberg, and was made Doctor of Public and International Law by that University in 1871. Afterward he studied at the University of Paris, attended lectures at the Sorbonne and the University of Oxford, and later took his degree as Bachelor of Law at Columbia University. He has practised his profession in this city ever since. He never accepted a nomination for public office except once, when he was an unsuccessful candidate for the Assembly. For four years he held the office of State Commissioner of Charities. He is a trustee of sundry educational institutions and is connected with various railroads, corporations, etc. Mr. Bergen was a member

of the Board of Education for eighteen years, from 1875 to 1893. He was deeply interested in the establishment of the Training School for Teachers and the Girls' High School. Until the retirement of Mr. Bergen from the Board of Education, the family of which he was a member was represented in the Board from its organization, and for a number of years three Bergens served on the Board simultaneously. While at Heidelberg Mr. Bergen was attached to the staff of Crown Prince Frederick during the Franco-Prussian War, as a neutral American.

x

ROBERT PAYNE

July 6, 1886, to July 12, 1887

Robert Payne was born at Fort Miller, Washington County, N. Y., July 10, 1845. He entered Union College in 1861, but at the end of his sophomore year enlisted in the Fifteenth New York Cavalry and served in the army until the close of the war. Then he returned to college and was graduated in 1867. He began the study of law in Schenectady, but became interested in newspaper work and served as editor of the *Daily Union* in that city for several years. He then came to New York and re-entered the legal profession, later establishing his office in Brooklyn. He was appointed a member of the Board of Education in 1881 and served for two terms of three years each. He was Vice-President of the Board in 1884-1886, and in the latter year was elected President.

xi

JOSEPH C. HENDRIX

July 12, 1887, to March 8, 1893

Joseph C. Hendrix was born at Fayette, Howard County, Mo., May 25, 1853, and died in Brooklyn, November 9, 1904.

He was graduated from Central College, in Fayette, and afterward took a course at Cornell University, graduating in 1873. He came to New York and became a member of the staff of the *New York Sun*, and a few years later took an active interest in political affairs in Brooklyn. In 1881 he was appointed a member of the Board of Education. In 1883 he was an unsuccessful candidate for the office of Mayor. Shortly afterward he was appointed a Trustee of the New York and Brooklyn Bridge, and in 1885 became Secretary of the Board of Trustees. Mr. Hendrix was Postmaster of Brooklyn from 1886 to 1890. In 1889 he organized the Kings County Trust Company and became its President, holding that office until he accepted the Presidency of the National Union Bank in New York, which was later merged with the Bank of Commerce. In 1892 he was elected a member of Congress. He declined a renomination in order to devote himself exclusively to financial matters. In 1895 he was elected a member of the Executive Council of the American Bankers' Association, and afterward served as President of the Association.

XII

JAMES B. BOUCK

July 11, 1893, to July 3, 1894

James Barnes Bouck was born in New York City, February 16, 1840. He was educated at the Utica French Academy, 1850-1852; at the Poughkeepsie Collegiate School, 1852-1855; at the Pensionnat Haccius in Geneva, Switzerland, 1855-1857, and in the fall of 1857 entered the junior class at Union College, from which he was graduated in 1859. After graduation he was employed in the Merchants' Exchange Bank, New York, and later in a grain commission house in South street. In 1864 he formed the cotton and tobacco commission house of Rawson, Bridgland & Co., which went out of existence in 1867,

since which time Mr. Bouck has been engaged in the brokerage and export business, being a member of the New York Produce Exchange. He was appointed a member of the Board of Education in 1887, and served continuously until 1898, when he resigned to accept the position of Deputy Receiver of Taxes for the Borough of Brooklyn, which he held until 1902. In 1904 he was appointed a Commissioner of Taxes and Assessments.

XIII

J. EDWARD SWANSTROM

July 3, 1894, to January 31, 1898

J. Edward Swanstrom was born in Brooklyn, July 26, 1853, being the son of a well-known clergyman, a native of Sweden, who came to Brooklyn in 1840. He was graduated from New York University in 1878, studied law, and was admitted to the bar. He has since been engaged in active practice. He became a member of the Board of Education in 1888 and was officially connected with the public school system until July, 1900. He was elected President of the Board of Education on July 3, 1894, and held that office until one year after the Board of Education became the School Board for the Borough of Brooklyn. As President of the School Board, he was *ex officio* a member of the Board of Education of Greater New York, and was elected its Vice-President. On January 11, 1899, he was elected to fill the vacancy caused by the expiration of the term of President Hubbell, and held the office of President until February 20th following. In 1901 Mr. Swanstrom was elected President of the Borough of Brooklyn for a term of two years. His administration of that office was eminently successful.

IV — PRESIDENTS OF THE BOARD OF EDUCATION OF GREATER
NEW YORK, 1898 TO 1904

I

CHARLES BULKLEY HUBBELL

February 21 to December 31, 1898

(*See* CHARLES BULKLEY HUBBELL, under XXV, Presidents of
the New York Board of Education)

II

J. EDWARD SWANSTROM

January 11 to February 20, 1899

(*See* J. EDWARD SWANSTROM, under XIII, Presidents of the
Brooklyn Board of Education)

III

JOSEPH J. LITTLE

February 20, 1899, to May 17, 1900

Joseph J. Little was born in England, June 5, 1841, and came to this country with his family in 1847. He was educated in public schools and learned the printer's trade in a country printing-office. He came to New York in 1859 and found work as a printer. During the Civil War he enlisted, and rose to the rank of First Lieutenant. In 1867 he founded the printing and bookbinding establishment now known as J. J. Little & Co. In 1890 he was elected a member of Congress and served for one term. He has been Commander of Lafayette Post No. 140, G.A.R., President of the American Institute, President of the General Society of Mechanics and Tradesmen of the City of New York, and Master of Kane Lodge, 454, F. & A.M. He is a

director of the Astor place branch of the Corn Exchange Bank, a trustee of the Excelsior Savings Bank, a trustee of the New York Infant Asylum, representative in this city of the Grand Lodge of Masons in England, treasurer of the Pierson Publishing Company, etc. Mr. Little became a member of the Board of Education in 1891, and after a few months was made Chairman of the Committee on Buildings. In that capacity he began an investigation of the Building Bureau, which resulted in the resignation of the then Superintendent of Buildings and the reorganization of the Bureau. Mr. Little resigned in 1891 to take his seat in Congress. In 1895 he was reappointed and remained a member of the Board until his resignation on May 17, 1900. In 1895 and 1896 he was Chairman of the Committee on Buildings and in 1897 and 1898 Chairman of the Finance Committee. In 1899 he was elected President of the Manhattan-Bronx School Board, and thus became a member of the Board of Education, which elected him as its President. In 1900 he was re-elected to both these offices.

IV

MILES M. O'BRIEN

May 23, 1900, to February 3, 1902

Miles M. O'Brien was born at Newcastle West, County Limerick, Ireland, in 1845. He came to New York City in 1864, and afterward went to Baltimore, where he secured a position in a dry-goods store owned by his uncle. In 1865 he returned to New York City and entered the service of H. B. Claflin & Co., where he remained for many years, at length becoming a partner. He resigned to become President of the Broadway National Bank, which position he held until the bank was consolidated into the Mercantile National Bank, in which he now holds the position of Vice-President. Mr. O'Brien was a member of the Board of Education in 1886-1895 and of the Manhattan-

Bronx School Board 1899-1902. He took a prominent part in establishing the system of free lectures, and was closely identified with the movements for the establishment of the High School of Commerce and for the extension of the vacation schools, etc. He has acted as receiver of the Madison Square Bank, the Umbrella Trust, and Downs & Finch. He is a member of the Lotos, Suburban, Democratic, Wool, and Catholic Clubs, and of the West End Association.

v

CHARLES C. BURLINGHAM

February 3, 1902, to February 2, 1903

Charles C. Burlingham was born at Plainfield, N. J., August 31, 1858. He was the son of the Rev. A. H. Burlingham, D. D., a Baptist minister. He was graduated from Harvard University in 1879, with the degree of A. B., and studied law at the University Law School, receiving the degree of LL. B. in 1881. He entered on the practice of his profession immediately, making a specialty of admiralty law. For many years he has been a member of the firm of Wing, Putnam & Burlingham. In 1897 he was appointed a member of the Board of Education, having previously served as a School Trustee and School Inspector, and was reappointed in 1900, the Board of Education having in the mean time become the School Board for the Boroughs of Manhattan and The Bronx. He resigned from the School Board in 1901. In 1902, however, upon the reorganization of the Board of Education, he accepted an appointment to that Board, and was unanimously chosen to the office of President. At the expiration of the year for which he was elected, he resigned from the Board. During his connection with the Board Mr. Burlingham was especially interested in vacation school work, etc., and aided actively in securing the amendment to the Charter permitting the use of school buildings "for recreation and other public uses."

VI

HENRY A. ROGERS

February 2, 1903, to June 25, 1904

Henry Allen Rogers was born in New York City, on August 12, 1842, and died June 25, 1904. He was educated in the public schools and the Free Academy (now the College of The City of New York). He was engaged for many years in the business of furnishing railway supplies, etc., in this city. In May, 1883, he was appointed a School Trustee for the Twenty-second Ward, and served in that capacity until November 8, 1893, when he was appointed a Commissioner of Common Schools. He acted continuously as a member of the Board of Education and of the School Board for the Boroughs of Manhattan and The Bronx until February, 1902, when he became a member of the Board of Education of Greater New York. During 1898 he was a delegate from the School Board for the Boroughs of Manhattan and The Bronx to the Board of Education (Central Board). On February 2, 1903, he was elected President of the Board of Education, and was re-elected on February 1, 1904.

VII

HENRY N. TIFFT

November 23, 1904, —

Henry N. Tiftt was born at Geneva, N. Y., in 1854, his parents being residents of New York City. After graduating from Public School 14, in East Twenty-seventh street, in 1868, he entered the College of The City of New York, from which he was graduated in 1873. He was graduated from the Law School of Columbia University in 1876. While attending the Law School he was a teacher in Public School 26, in West Thirtieth street, for four years; he also taught for a time in the

evening schools. After being admitted to the bar in 1877, he entered the law office of Elihu Root and Willard Bartlett (now a Justice of the Supreme Court), and has been engaged in the practice of his profession ever since. From 1883 to 1886 he was Assistant United States District Attorney for this District. In 1897 he was appointed a School Inspector in the Twenty-first District, and he was reappointed in 1899. In 1902 he was appointed a member of the Local School Board of District No. 14, and served as its Chairman until his appointment to the Board of Education in May, 1903. He became a director of the New York Juvenile Asylum in 1891, and has served as Secretary of the Board of Directors since 1893. Mr. Tiff is a member of the University Club, the Metropolitan Museum of Art, the Municipal Art Society, the Association for the Protection of the Adirondacks, and the Downtown Association, and an officer in several charitable and social organizations.



APPENDIX I

CONTRACT WITH A DUTCH SCHOOLMASTER, FLATBUSH, 1682

(STRONG'S HISTORY OF FLATBUSH, pp. 111-114)

SCHOOL SERVICE. — I. The school shall begin at eight o'clock, and go out at eleven ; and in the afternoon shall begin at one o'clock and end at four. The bell shall be rung when the school commences.

II. When the school begins, one of the children shall read the morning prayer, as it stands in the catechism, and close with the prayer before dinner ; in the afternoon it shall begin with the prayer after dinner, and end with the evening prayer. The evening school shall begin with the Lord's prayer, and close by singing a psalm.

III. He shall instruct the children on every Wednesday and Saturday, in the common prayers, and the questions and answers in the catechism, to enable them to repeat them the better on Sunday before the afternoon service, or on Monday, when they shall be catechised before the congregation. Upon all such occasions, the schoolmaster shall be present, and shall require the children to be friendly in their appearance and encourage them to answer freely and distinctly.

IV. He shall be required to keep his school nine months in succession, from September to June, in each year, in case it should be concluded upon to retain his services for a year or more, or without limitation ; and he shall then be required to be regulated by these articles, and to perform the same duties which his predecessor, Jan Thibaud, above named, was required to perform. In every particular therefore, he shall be required to keep school, according to this seven months agreement, and shall always be present himself.

CHURCH SERVICE. — I. He shall keep the church clean, and ring the bell three times before the people assemble to attend the preaching and catechism. Also before the sermon is commenced, he shall read a chapter out of the Holy Scriptures, and that, between the second and third ringing of the bell. After the third ringing he shall read the ten commandments, and the twelve articles of our faith, and then take the lead in singing. In the afternoon after the third ringing of the bell, he shall read a short chapter, or one of the Psalms of David, as the congregation are assembling ; and before divine service commences, shall introduce it, by the singing of a Psalm or Hymn.

II. — When the minister shall preach at Brooklyn, or New-Utrecht, he shall be required to read twice before the congregation, from the book commonly used for that purpose. In the afternoon he shall also read a sermon on the

explanation of the catechism, according to the usage and practice approved of by the minister. The children as usual, shall recite their questions and answers out of the catechism, on Sunday, and he shall instruct them therein. He, as chorister, shall not be required to perform these duties, whenever divine service shall be performed in Flatlands, as it would be unsuitable, and prevent many from attending there.

III. — For the administration of Holy Baptism, he shall provide a basin with water, for which he shall be entitled to receive from the parents, or witnesses, twelve styvers.¹ He shall, at the expense of the church, provide bread and wine, for the celebration of the Holy Supper; He shall be in duty bound promptly to furnish the minister with the name of the child to be baptized, and with the names of the parents and witnesses. And he shall also serve as messenger for the consistory.

IV. — He shall give the funeral invitations, dig the grave, and toll the bell, for which service he shall receive for a person of fifteen years and upwards, twelve guilders, and for one under that age, eight guilders. If he should be required to give invitations beyond the limits of the town, he shall be entitled to three additional guilders, for the invitation of every other town, and if he should be required to cross the river, and go to New York, he shall receive four guilders.

SCHOOL MONEY. — He shall receive from those who attend the day school, for a speller or reader, three guilders a quarter, and for a writer four guilders. From those who attend evening school, for a speller or reader, four guilders, and for a writer, six guilders shall be given.

SALARY. — In addition to the above, his salary shall consist of four hundred guilders, in grain, valued in Seewant, to be delivered at Brooklyn Ferry, and for his services from October to May, as above stated, a sum of two hundred and thirty-four guilders, in the same kind, with the dwelling-house, barn, pasture lot and meadows, to the school appertaining. The same to take effect from the first day of October, instant.

Done and agreed upon in Consistory, under the inspection of the Honorable Constable and Overseers, the 8th, of October, 1682.

Constable and Overseers

CORNELIUS BARRIAN,
RYNIER AERTSEN,
JAN REMSEN,

The Consistory

CASPARUS VAN ZUREN, Minister,
ADRIAEN REVERSE,
CORNELIS BARENT VANDWYCK.

I agree to the above articles, and promise to perform them according to the best of my ability.

JOHANNES VAN ECKKELLEN.

¹ A styver was equal to about two cents.

APPENDIX II

COURSE OF STUDY FOR THE ELEMENTARY SCHOOLS OF THE CITY OF NEW YORK

GRADE 1 A

ENGLISH

Composition. — Conversation and oral reproduction.

Penmanship. — Free-arm movements; copying.

Reading. — Short sentences and paragraphs. Reading to the pupils. Ethical lessons. Sounds of letters. Use of library books.

Memorizing. — Prose and Poetry.

NATURE STUDY

Animals. — Common animals.

Plants. — Flowering plants; fruits and vegetables.

PHYSICAL TRAINING AND HYGIENE

Physical Training. — Gymnastic exercises and games.

Hygiene. — Simple talks on cleanliness and on correct habits. Effects of alcohol and narcotics.

MATHEMATICS

Oral. — Reading to one hundred. Counting. Addition tables, 1's, 2's. Measurements and comparisons. Problems.

Written. — Integers of one order.

DRAWING AND CONSTRUCTIVE WORK

Freehand representation of objects; simple illustrative drawings. Constructive work with applications of decorative design. Color. Study of pictures.

SEWING AND CONSTRUCTIVE WORK

Cord Work: simple knotting; applications.

GRADE 1 B

ENGLISH

Composition. — Conversation and oral reproduction.

Penmanship. — Free-arm movements ; copying ; practice by pupils in writing their own names.

Reading. — Phonic exercises ; sentences and paragraphs read from the blackboard and readers. Reading to the pupils. Ethical lessons. Use of library books.

Memorizing. — Prose and poetry.

NATURE STUDY

Animals. — Common animals.

Plants. — Flowering plants ; fruits and vegetables.

Natural Phenomena. — The weather.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

MATHEMATICS

Oral. — Reading to one hundred. Counting. Addition tables, 3's, 4's. Subtraction within the tables. Increasing and decreasing integers of two orders by 1, by 2, by 3, by 4. Measurements and comparisons. Problems.

Written. — Integers of two orders. Addition and subtraction.

DRAWING AND CONSTRUCTIVE WORK

Freehand representation of objects ; simple illustrative drawings. Constructive work with applications of decorative design. Color. Study of pictures.

SEWING AND CONSTRUCTIVE WORK

Cord Work : double knotting and looping ; applications.

MUSIC

Rote songs ; exercises in tone relationship by oral and visible methods of dictation ; tone relations and accent developed from songs ; recognition of tone relations by the ear ; development of rhythmic sense through the medium of song.

GRADE 2 A**ENGLISH**

Composition. — Conversation and oral reproduction; sentences written from copy.

Penmanship. — Free-arm movements; writing from copy.

Reading. — Phonic exercises. Reading from the blackboard and readers. Reading to the pupils. Ethical lessons. Use of library books.

Spelling. — Familiar words.

Memorizing. — Prose and poetry.

NATURE STUDY

Animals. — Common animals; including insects.

Plants. — Flowering plants; fruits and vegetables; common trees.

PHYSICAL TRAINING AND HYGIENE

Physical Training. — Gymnastic exercises and games, and correct hygienic habits.

Hygiene. — Dietetics. Care of teeth. Effects of alcohol and narcotics.

MATHEMATICS

Oral. — Reading to one thousand. Roman numerals to XII. Counting. Addition tables to 9's. Subtraction within the tables. Increasing and decreasing integers of two orders by integers of one order. Measurements and comparisons. Fractions. Problems.

Written. — Integers of three orders. Addition and subtraction. Problems.

DRAWING AND CONSTRUCTIVE WORK

Freehand representation of objects; simple illustrative drawings. Constructive work with application of decorative design. Color. Study of pictures.

SEWING AND CONSTRUCTIVE WORK

Cord, Raffia, and Sewing; buttonhole looping; fancy knotting; coarse stitches on canvas; applications.

MUSIC

Rote songs; tone relations and accent development from songs as in 1 A and 1 B; exercises in tone relationship by oral and visible methods of dictation, and recognition of tone relations by the ear; rudiments of staff notation; recognition of two-part and three-part measure, applying measure words, "loud, soft, loud, soft," with the use of quarter-note, half-note and corresponding rests; simple exercises in two voice-parts.

GRADE 2 B

ENGLISH

Composition. — Conversation and oral reproduction; sentences from copy and dictation.

Penmanship. — Movement exercises; writing from copy.

Reading. — Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

Spelling. — Words from the lessons of the grade.

Memorizing. — Prose and poetry.

NATURE STUDY

Animals. — Common animals, including insects.

Plants. — Flowering plants; fruits and vegetables; common trees.

Natural Phenomena. — Water and its forms; states of the air; the rainbow; the sun, stars, and moon; winds, clouds, and storms.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

MATHEMATICS

Oral. — Reading to one thousand. Roman numerals to XX. Counting. Addition and subtraction. Multiplication tables to 5×9 ; division within the tables. Measurements and comparisons. Fractions. Problems.

Written. — Integers of three orders. Addition and subtraction. Multiplication and division by 2, by 3, by 4, by 5; no remainders in division. Problems.

DRAWING AND CONSTRUCTIVE WORK

Freehand representation of objects; simple illustrative drawings. Constructive work with application of decorative design. Color. Study of pictures.

SEWING AND CONSTRUCTIVE WORK

Cord, Raffia, and Sewing; advanced knotting and tying; elementary stitches on canvas; applications.

MUSIC

Rote songs; exercises in tone relationship as in previous grades; rudiments of staff notation; recognition of four-part measure, applying measure words; exercises in two voice-parts, with independent melodic and rhythmic progressions; singing of simple melodies at sight.

GRADE 3 A**ENGLISH**

Composition. — Oral reproduction. Sentences and paragraphs constructed; paragraphs and stanzas from copy and dictation.

Penmanship. — Movement exercises; writing from copy.

Reading. — Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

Spelling. — Words from lessons of the grade; abbreviations.

Memorizing. — Prose and poetry.

NATURE STUDY

Animals. — Various types of animals, including cold-blooded animals, birds, and insects.

Plants. — Flowers, fruits, vegetables, and trees.

PHYSICAL TRAINING AND HYGIENE

Physical Training. — Gymnastic exercises and games, and correct hygienic habits.

Hygiene. — Clothing; play; posture. Effects of alcohol and narcotics.

MATHEMATICS

Oral. — Reading to ten thousand; Roman numerals to C; ordinals. Counting. Addition and subtraction. Multiplication tables to 9×9 ; division within the tables. One-half to four-fifths of numbers within the tables. Measurements and comparisons. Problems.

Written. — Integers of four orders; dollars and cents. Addition and subtraction. Multiplication and division by integers of one order. Problems.

DRAWING AND CONSTRUCTIVE WORK

Freehand representation of objects; exercises illustrative of other branches of study. Simple constructive work from drawings; decorative design and its application. Color. Study of pictures.

SEWING AND CONSTRUCTIVE WORK

Cord, Raffia, and Sewing; simple braiding; sewing of seams; applications.

MUSIC

Rote songs appropriate to the grade; more advanced exercises in voice training; tone relationship; study of the keys of E flat, D, and C, with their signatures, introducing pitch names; sight-singing from the book, avoiding the use of singing names as far as possible; singing in two voice-parts with equal range; rounds and canons; writing of symbols used in notation.

GRADE 3 B

ENGLISH

Composition. — Oral reproduction. Sentences and paragraphs constructed ; paragraphs and stanzas from memory or dictation.

Penmanship. — Movement exercises ; writing from copy.

Reading. — Phonic exercises. Reading from readers and other books. Reading to the pupils. Ethical lessons. Use of library books.

Spelling. — Words from lessons of the grade ; abbreviations.

Memorizing. — Prose and poetry.

NATURE STUDY

Animals. — Various types of animals, including cold-blooded animals, birds, and insects.

Plants. — Flowers, fruits, vegetables, and trees.

Earth Study. — Land and water forms in the vicinity. Soil ; metals and minerals. Direction and distance ; points of the compass.

Natural Phenomena. — The sun ; effects of heat and cold on water, on the soil, on plant and animal life ; changes of season.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

MATHEMATICS

Oral. — Reading to ten thousand ; Roman numerals to M. Counting. The four operations. Multiplication tables. One-half to five-sixths of numbers within the tables. Changing fractions to equivalents. Measurements and comparisons. Problems.

Written. — Integers of four orders. The four operations. One-half to five-sixths of integers. Changing fractions to equivalents. Addition and subtraction of fractions. Problems.

DRAWING AND CONSTRUCTIVE WORK

Freehand representation of objects ; exercises illustrative of other branches of study. Simple constructive work from drawings ; decorative design and its application. Color. Study of pictures.

SEWING AND CONSTRUCTIVE WORK

Weaving and Sewing ; instruction on fibres and textiles ; applications.

MUSIC

Rote songs appropriate to the grade; sight singing applied to easy songs in place of exercises; study of the keys of F, G, and B flat, with their signatures; six-part measure in slow tempo; study of the divided beat; introduction of sharp-four; writing from dictation melodic scale progressions in short phrases.

GRADE 4 A

ENGLISH

Composition. — Oral and written reproduction. Model compositions studied and imitated; paragraphs and stanzas from memory or dictation. Study of simple declarative sentences; construction of typical sentences. Rules for the use of capital letters and marks of punctuation.

Penmanship. — Movement exercises; writing from copy.

Reading. — From readers and other books; the meaning of words. Reading to the pupils. Ethical lessons. Use of library books.

Spelling. — Words from lessons of the grade.

Memorizing. — Prose and poetry.

GEOGRAPHY

Home Geography. — Topography of the City of New York and vicinity; the people and their occupations.

Local History. — Stories connected with the early history of New York.

The Earth. — Form, motions, and grand divisions of the earth.

NATURE STUDY

Animals. — Various types of animals, including cold-blooded animals, birds, and insects. Animal products; uses of animals.

Earth Study. — Elementary study of metals and minerals.

PHYSICAL TRAINING AND HYGIENE

Physical Training. — Gymnastic exercises and games, and correct hygienic habits.

Hygiene. — Need of pure air; ventilation; rest and sleep. General structure of the body; care of eyes, ears, nails, and hair. Effects of alcohol and narcotics.

MATHEMATICS

Oral. — Reading numbers to one hundred thousand. Counting. The four operations. Multiplication tables to 12×12 . One-half to seven-eighths of numbers within the tables. Changing fractions to equivalents; addition and subtraction. Measurements and comparisons. Problems.

Written. — Integers of five orders ; the four operations. One-half to seven-eighths of integers. Addition and subtraction of fractions. Problems.

DRAWING AND CONSTRUCTIVE WORK¹

Freehand representation of objects ; exercises illustrative of other branches of study. Constructive work from drawings ; decorative design and its application. Color. Study of pictures and other works of art.

SEWING¹

Advanced stitches applied to small garments ; mending.

MUSIC

Thorough review of the preceding work ; study of the keys of A, A flat, and E, with their signatures ; introduction of flat seven ; song singing at sight from books.

GRADE 4 B

ENGLISH

Composition. — Oral and written reproduction. Model compositions studied and imitated ; similar compositions from outlines ; paragraphs and stanzas from memory or dictation. Study of simple declarative sentences. Rules for the use of capitals and marks of punctuation.

Penmanship. — Movement exercises ; writing from copy.

Reading. — From readers and other books ; the meaning of words. Reading to the pupils. Ethical lessons. Use of library books.

Spelling. — Words from lessons of the grade.

Memorizing. — Prose and poetry.

GEOGRAPHY

Western Hemisphere. — North America and South America. Location ; bordering oceans ; physical and life features ; chief countries ; peoples, industries, and products. Atlantic coast states. Historical stories.

NATURE STUDY

Plants. — Flowerless plants ; cultivation of plants ; elementary classification.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

¹ While girls are engaged in Sewing, boys will receive instruction in Constructive Work.

MATHEMATICS

Oral and Written. — Notation and numeration, including decimals of three orders. Counting. The four operations; multiplication tables. Tables of weights and measures. Reduction of fractions, of mixed numbers, and of integral denominate numbers; addition and subtraction. Measurements and comparisons. Problems.

DRAWING AND CONSTRUCTIVE WORK¹

Freehand representation of objects; exercises illustrative of other branches of study. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SEWING¹

Decorative stitches applied to small garments; repairing garments.

MUSIC

Development of chromatic tones as they occur in songs and melodic exercises; continuation of the study of the nine ordinary keys with their signatures; the dotted quarter-note in two-part, three-part, and four-part measure; explanation of the meaning and use of all signs of expression and of phrasing as they occur; writing easy melodic phrases from hearing.

GRADE 5 A

ENGLISH

Composition. — Oral and written reproduction; simple exercises in invention. Model compositions studied and imitated; topical outlines; paragraphs and stanzas from memory or dictation. Study of simple declarative sentences.

Penmanship. — Movement exercises; writing from copy.

Reading. — From readers and other books; the meaning of new words. Ethical lessons. Use of library books.

Spelling. — Words from lessons of the grade; rules for spelling.

Memorizing. — Prose and poetry.

GEOGRAPHY

Eastern Hemisphere. — Europe, Asia, and Africa. Location; bordering waters; physical and life features; chief countries; peoples, industries, and products.

¹ While girls are engaged in Sewing, boys will receive instruction in Constructive Work.

HISTORY

Historical and biographical narratives. Ethical lessons.

NATURE STUDY

Animals.— Adaptation of animals to environment; elementary classification.

PHYSICAL TRAINING AND HYGIENE

Physical Training.— Gymnastic exercises and games, and correct hygienic habits.

Hygiene.— Avoidance of dangers; first treatment of cuts, contusions, bruises, burns, scalds, and fainting. Effects of alcohol and narcotics.

MATHEMATICS

Oral and Written.— The four operations in common fractions. Addition and subtraction of decimals; multiplication and division of decimals by integers. Reductions. Cancellation. Tables of weights and measures; denominate numbers. Measurements and comparisons. Problems.

DRAWING AND CONSTRUCTIVE WORK¹

Freehand representation of objects; simple composition. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SEWING¹

Applied design; repairing garments.

MUSIC

Development of rhythm, including syncopations and subdivisions of the metrical unit into three parts (triplets) and four parts in various forms; writing of scales with their signatures, employing different rhythms; song interpretation.

GRADE 5 B

ENGLISH

Composition.— Oral and written reproduction; exercises in invention. Model compositions studied and imitated; topical outlines; paragraphs and

¹ While girls are engaged in Sewing, boys will receive instruction in Constructive Work.

stanzas from memory or dictation. Study of simple sentences with compound parts; chief words distinguished.

Penmanship. — Movement exercises; writing from copy.

Reading. — From readers and other books; the meaning of new words. Ethical lessons. Use of library books.

Spelling. — Words from lessons of the grade; stems, prefixes, and suffixes.

Memorizing. — Prose and poetry.

GEOGRAPHY

United States and other countries of North America; the United States in sections; Canada, Mexico, Central America, and the West Indies. Location, surface, climate; resources; industries and occupations; products; commerce; chief cities; status of the peoples. New York and the City of New York.

HISTORY

American History. — Historical and biographical narratives. Stories of New York under the Dutch and the English; historic places, buildings, and monuments in and about the City of New York. Ethical lessons.

NATURE STUDY

Plants. — Woody plants; industries dependent on forests; plants without wood; useful plant products; protection of trees in cities.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

MATHEMATICS

Oral and Written. — Common and decimal fractions and denominate numbers; reductions; the four operations. The per cent. equivalents of common and decimal fractions. Percentage. Measurements and comparisons. Problems.

DRAWING AND CONSTRUCTIVE WORK¹

Freehand representation of objects; simple composition. Constructive work from drawings; decorative design and its application. Color. Study of pictures and other works of art.

SEWING¹

Drafting and Sewing; cutting and making small garments.

¹ While girls are engaged in Sewing, boys will receive instruction in Constructive Work.

MUSIC

Development of the minor scale; songs for two voice-parts; writing of easy melodies with words from hearing.

GRADE 6 A

ENGLISH

Composition. — Oral and written reproduction; reports, descriptions, and invention. Model compositions studied and imitated; topical outlines; paragraphing.

Grammar. — Technical grammar with text-book. Sentences classified; definitions of the parts of speech.

Penmanship. — Exercises to secure speed and legibility; business forms from copy.

Reading. — From readers and other books. Ethical lessons. Use of library books.

Spelling. — Selected words; stems, prefixes, and suffixes; use of dictionary.

Memorizing. — Prose and poetry.

GEOGRAPHY

South America and Europe. — Physical features. Leading countries; location, surface, climate; resources; industries and occupations; products; commerce; chief cities; status of the peoples.

HISTORY AND CIVICS

American History. — From 1492 to 1789. Discoveries, settlements, and colonies; introduction of slavery; the French and Indian War and its results; the Revolutionary War; its causes, chief events, and results; ordinance of 1787; the adoption of the Constitution. Ethical lessons.

Local History. — New York in the struggle for independence; English occupation and evacuation.

PHYSICAL TRAINING AND HYGIENE

Physical Training. — Gymnastic exercises and games, and correct hygienic habits.

Hygiene. — Board of Health; protection against common and contagious diseases. Effects of alcohol and narcotics.

MATHEMATICS

Oral and Written. — Percentage and its applications. Simple interest. Measurements. Problems.

DRAWING AND CONSTRUCTIVE WORK¹

Freehand representation of objects; memory or imaginative drawings; simple composition. Principles of construction drawing; constructive work from patterns or working drawings; decorative design and its application. Color. Study of pictures and other works of art.

SEWING¹

Drafting and Sewing; estimating quantity of material; drafting to scale; applied design.

MUSIC

Sight singing in unison and in two voice-parts, also in three parts where possible, with voices classified if changing; chromatic tones approached by skips; writing of melodies with words from hearing, introducing chromatic tones by stepwise progressions.

GRADE 6 B

ENGLISH

Composition. — Oral and written reproduction of lessons of the grade; reports, descriptions, and invention. Model compositions studied and imitated; topical outlines; paragraphing.

Grammar. — Subdivision, inflection, and syntax of the parts of speech; phrases classified; analysis and synthesis.

Penmanship. — Exercises to secure speed and legibility.

Reading. — From readers and other books; appreciative reading of selections from literature. Ethical lessons. Use of library books.

Spelling. — Selected words; stems, prefixes, and suffixes; use of dictionary.

Memorizing. — Prose and poetry.

GEOGRAPHY

Asia, Africa, and Oceanica. — Physical features. Leading countries: location, surface, climate; resources, industries, and occupations; products; commerce; chief cities; status of the peoples.

HISTORY AND CIVICS

American History. — From 1789 to the present time. The administrations; contest over slavery; causes, chief events, and results of the War of

¹ While girls are engaged in Sewing, boys will receive instruction in Constructive Work.

1812, the Mexican, the Civil, and the Spanish wars; territorial expansion; great inventions and discoveries, and their results. Ethical lessons.

Local History. — Growth and development of the City of New York.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

MATHEMATICS

Oral and Written. — Simple interest. Ratio and simple proportion. Measurements. Problems.

DRAWING AND CONSTRUCTIVE WORK ¹

Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition. Principles of construction drawing; constructive work from patterns or working drawings; decorative design and its application. Color. Study of pictures and other works of art.

SEWING ¹

Drafting and Sewing; study of color harmony in connection with textiles; drafting to scale; garment making; applied design.

MUSIC

Study of diatonic intervals as such; the construction of the major scale; general review of all preceding work.

GRADE 7 A

ENGLISH

Composition. — Study of specimens of narration, description, exposition, and familiar letters, selected from literature; similar compositions from topical outlines; reports on home reading; paragraphing. Attention to clearness and accuracy.

Grammar. — Subdivision, inflection, and syntax of the parts of speech; phrases and clauses classified; analysis and synthesis.

Reading. — Appreciative reading of at least one masterpiece of prose and one of poetry. Ethical lessons. Use of library books.

Spelling. — Selected words; synonyms; use of dictionary.

Memorizing. — Prose and poetry, including extracts from the literature used for appreciative reading.

¹ While girls are engaged in Sewing, boys will receive instruction in Constructive Work.

GEOGRAPHY

Mathematical and Physical Geography.—The solar system; relations of the sun, moon, and earth; motions of the earth; latitude and longitude; heat belts and wind belts; ocean movements; influence of climatic conditions and topographical features on plant and animal life, and on the characteristics and activities of the people.

North America and Europe.—Study of North America and Europe with reference to the physical features above mentioned.

HISTORY AND CIVICS

History.—English history to 1603, with related European and American history. Ethical lessons.

Civics.—Rise of representative government.

ELEMENTARY SCIENCE

The general properties of matter; the mechanical powers.

PHYSICAL TRAINING AND HYGIENE

Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Study of the body; skin and special senses; muscles; bones; digestion; respiration; circulation; clothing; general principles of physical training; development of strength. Effects of alcohol and narcotics.

MATHEMATICS

Algebra.—Problems involving equations of one unknown quantity. Application of the equation to the solution of arithmetical problems. Fundamental operations. Factoring; fractions.

Geometry.—Constructive exercises. Problems.

DRAWING, CONSTRUCTIVE WORK, AND SHOP WORK

Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition. Construction drawing; principles of constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

Shop Work (Boys).—Use and care of back-saw, plane, chisel, brace, and bit; use of nails and screws. Application of stains. Making of simple useful articles from individual plans; application of appropriate decorations.

Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

SEWING ¹

Drafting and making full-sized garments ; applied design ; use of patterns.

COOKING ¹

The equipment and care of the kitchen. Cooking of potatoes, cereals, fruits, quick breads, eggs, and milk ; cream soups and flour pastes.

MUSIC

Songs in unison, two voice-part and three voice-part singing with classified voices ; exercises in singing, using bass clef ; writing of diatonic intervals from hearing ; construction of the minor scale.

GRADE 7 B

ENGLISH

Composition. — Study of specimens of narration, description, and exposition, selected from literature ; similar compositions from outlines ; social and business correspondence ; reports on home reading. Attention to clearness and accuracy. Application of the rules of syntax in the criticism and correction of compositions.

Grammar. — Systematic review ; analysis and classification of sentences ; functions of word, phrase, and clause elements ; subdivision, inflection, and syntax of the parts of speech.

Reading. — Appreciative reading of at least one masterpiece of prose and one of poetry of at least five hundred lines. Ethical lessons. Use of library books.

Spelling. — Selected words ; synonyms ; use of dictionary.

Memorizing. — Prose and poetry, including extracts from the literature used for appreciative reading.

GEOGRAPHY

Commercial Geography. — The United States and its colonial possessions compared with other great commercial countries : location, surface, climate ; resources ; industries and occupations, products ; commerce ; chief cities : status of the peoples.

HISTORY AND CIVICS

History. — English history from 1603, with related European and American history. Ethical lessons.

¹ Advanced Sewing will be pursued by girls in schools not provided with kitchens.

Civics. — Comparison of the powers and duties of the King, Cabinet, and Parliament of Great Britain, with those of the President, Cabinet, and Congress of the United States.

ELEMENTARY SCIENCE

The mechanics of liquids and gases. Heat, its phenomena and uses.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

MATHEMATICS

Algebra. — Factoring and fractions; equations of two unknown quantities; pure quadratics; ratio and proportion; arithmetical applications.

Geometry. — Constructive exercises. Intentional exercises. Problems.

DRAWING, CONSTRUCTIVE WORK, AND SHOP WORK

Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition. Construction drawing; principles of constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

Shop Work (Boys). — Use and care of rip and cross-cut saws. Advanced exercises in nailing, sawing, planing, and chiseling. Structure of woods employed — pine, tulip, etc. Exercise in joining and in making useful articles from individual plans; application of appropriate decorations.

Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

SEWING¹

Drafting and making full-sized garments; applied design; use of patterns.

COOKING¹

Making bread. Cooking eggs, meat, and vegetables. Tea, coffee, cocoa; simple desserts. Cooking for invalids.

Equipment and care of a dining room.

MUSIC

Study and writing of tonic, dominant and subdominant triads in major keys; sight singing of songs in unison, and in two voice-parts and three voice-parts with words.

¹ Advanced Sewing will be pursued by girls in schools not provided with kitchens.

GRADE 8 A

ENGLISH

Composition. — Study of single and related paragraphs of narration, description, and exposition, selected from literature; writing similar paragraphs from topics; compositions from outlines; reports on home reading. Attention to clearness and accuracy.

Grammar. — Text-book used chiefly as a book of reference. Analysis used to elucidate obscure or complex constructions; correction of common errors through the discovery of good usage and the application of the rules of grammar.

Reading. — Appreciative study of at least one masterpiece of prose and one of poetry of at least 1000 lines. Ethical lessons. Use of library books.

Spelling. — Selected words; synonyms; use of dictionary.

Memorizing. — Prose and poetry, including extracts from the literature used for appreciative study.

ELECTIVES¹

French, German, Latin, or Stenography.

HISTORY AND CIVICS

American History. — From the earliest discoveries to the adoption of the Constitution of the United States, with related European history. Ethical lessons.

Civics. — Forms of colonial government; the Articles of Confederation; the Constitution of the United States.

ELEMENTARY SCIENCE

Sound, its phenomena; the ear. Light, its phenomena; the eye.

PHYSICAL TRAINING AND HYGIENE

Physical Training. — Gymnastic exercises and games, and correct hygienic habits.

¹ Electives. The study to be pursued in any one school shall be determined by the Board of Superintendents. In no school shall more than one of these subjects be introduced unless at least thirty additional pupils of such school elect it. A different subject may be substituted for any one of the above at the discretion of the Board of Superintendents.

Hygiene. — Nervous system; brain, spinal cord, nerves and sympathetic nervous systems; special senses, organs, and functions, and their care; formation of habits. Effects of alcohol and narcotics.

MATHEMATICS

Integers, common and decimal fractions; underlying principles considered; short methods.

Denominate numbers. Measurements and comparisons.

Percentage and interest. Ratio and simple proportion. Application of algebra and geometry to the solution of problems.

DRAWING, CONSTRUCTIVE WORK, AND SHOP WORK

Freehand representation of objects; memory or imaginative drawings; simple composition. Construction drawing; constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

Shop Work (Boys). — Advanced exercises in chiseling and joinery. Use of hand-screws. Causes of checking and warping. Qualities of hard woods — oak, ash, etc. Making useful articles from individual plans. Application of appropriate decoration.

Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

SEWING ¹

Drafting and making garments; applied design.

COOKING ¹

Cooking of beef, mutton, poultry, fish, and shell-fish. Jellies, cakes, and ices. Salads. Canning fruits and vegetables. Cooking for infants and invalids. Table service and dining room customs. Fittings and care of the sick room.

MUSIC

Study and writing of tonic, dominant and subdominant triads in minor keys, and of the diminished triad on the leading tone in major and minor, with its resolution; sight-singing continued; special attention to changed voices.

¹ Advanced Sewing will be pursued by girls in schools not provided with kitchens.

GRADE 8 B

ENGLISH

Composition. — Study of specimens of narration, description, and exposition; similar compositions written from outlines: reports on home reading. Attention to clearness and accuracy.

Grammar. — Text-books in grammar used chiefly as books of reference. Analysis and syntax.

Reading. — Appreciative study of at least one masterpiece of prose and one of poetry of at least 1000 lines; attention to the more familiar figures of speech. Ethical lessons. Use of library books.

Spelling. — Selected words; synonyms; use of dictionary.

Memorizing. — Prose and poetry, including extracts from the literature used for appreciative study.

ELECTIVES ¹

French, German, Latin, or Stenography.

HISTORY AND CIVICS

United States History. — From the adoption of the Constitution of the United States to the present time, with related European history. Ethical lessons.

Civics. — Amendments to the Constitution; governments of the State and of the City of New York.

ELEMENTARY SCIENCE

Electricity and magnetism; simple applications. Chemistry of combustion.

PHYSICAL TRAINING AND HYGIENE

Gymnastic exercises and games, and correct hygienic habits.

¹ Electives. The study to be pursued in any one school shall be determined by the Board of Superintendents. In no school shall more than one of these subjects be introduced unless at least thirty additional pupils of such school elect it. A different subject may be substituted for any one of the above at the discretion of the Board of Superintendents.

MATHEMATICS

Square root and its applications. Mensuration and its applications.

Illustrative explanations governing business operations, accounts, and commercial paper.

Metric system; common units and their equivalents; reduction. Application of algebra and geometry to the solution of problems.

DRAWING, CONSTRUCTIVE WORK, AND SHOP WORK

Freehand representation of objects; memory or imaginative drawings; simple composition. Construction drawing; constructive design. Ornament; decorative design and its application. Color. Study of pictures and other works of art.

Shop Work (Boys).— Nature and application of mortise and dovetail joint. Characteristics of common woods. The construction of useful articles from individual plans. Application of appropriate decorations. Communal exercises related to interests of school.

Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

SEWING¹

Drafting and making garments; applied design.

COOKING¹

The preparation of simple breakfasts, luncheons, and dinners. Comparative values of foods. Diетaries. Nursing. Marketing. Laundering. Removal of stains. Home sanitation.

MUSIC

Study and writing of triads on the second, third, and sixth degrees, and of the dominant chord of the seventh with its resolution; choral singing.

¹ Advanced Sewing will be pursued by girls in schools not provided with kitchens.

TIME SCHEDULE ON THE BASIS OF 1500 MINUTES PER WEEK

YEARS	I	II	III	IV	V	VI	VII	VIII
Opening exercises	75	75	75	75	75	75	75	75
Physical Training, Physiology and Hy- giene, Recesses and Organized Games	200	165	165	165	90	90	90	90
English	450	510	450	375	375	375	(9)360	(8)320
Penmanship	100	125	125	75	75	75	—	—
Electives (German, French, Latin, Ste- nography)	—	—	—	—	—	—	—	(5)200
Geography	—	—	—	135	120	120	(2)80	—
History	—	—	—	—	90	120	(3)120	(3)120
Mathematics	120	150	150	150	150	200	(5)200	(4)160
Nature Study	90	90	90	90	75	—	—	—
Science	—	—	—	—	—	—	(2)80	(2)80
Drawing and Con- structive Work	160	160	160	120	120	120	(2)80	(2)80
Shop Work, Cooking or Advanced Sewing	—	—	—	—	—	—	(2)80	(2)80
Sewing and Construc- tive Work	60	60	60	60	60	60	—	—
Music	60	60	60	60	60	60	60	60
Study	—	—	90	135	150	150	(5)200	(4)160
Unassigned Time	185	105	75	60	60	55	75	75
	1500	1500	1500	1500	1500	1500	1500	1500

NOTE. — Both boys and girls are to take the work outlined under Sewing and Constructive Work in the first three years.

Electives. The study to be pursued in any one school shall be determined by the Board of Superintendents. In no school shall more than one of these subjects be introduced unless at least thirty additional pupils of such school elect it. A different subject may be substituted for any one of the above at the discretion of the Board of Superintendents.

The figures in parentheses in the seventh and eighth years represent the number of forty-minute periods per week.

APPENDIX III

HIGH SCHOOL COURSES OF STUDY

COURSE FOR ALL EXCEPT COMMERCIAL HIGH SCHOOLS

BOROUGH OF MANHATTAN

De Witt Clinton High School Wadleigh High School
Girls' Technical High School

BOROUGH OF THE BRONX

The Morris High School

BOROUGH OF BROOKLYN

Boys' High School Eastern District High School
Girls' High School Erasmus Hall High School
Manual Training High School

BOROUGH OF QUEENS

Bryant High School Far Rockaway High School
Newtown High School Jamaica High School
Flushing High School Richmond Hill High School

BOROUGH OF RICHMOND

Curtis High School

FIRST YEAR

Required

Periods

English	5
Latin or German or French	5
Algebra	5
Biology, including Physiology, Botany and Zoölogy, in differ- ent parts of the year	5
	20

SECOND YEAR

Required

Periods

English	3
Latin or German or French	5
Plane Geometry	4
Greek and Roman History	3
	15

<i>Electives</i>		Periods	FOURTH YEAR	
			<i>Required</i>	
				Periods
Greek		5	English	3
German		5	A Foreign Language	4
French		5	Chemistry or Physiography or	
Spanish		5	Biology ³	4
Chemistry		5	English and American History	
			and Civics	4
THIRD YEAR				
			<i>Electives</i>	
English		3	Physics, as in third year	5
Latin or German or French		5	Greek	4
English History		2	Latin	4
Physics ¹		5	German	4
Geometry and Algebra (second			French	4
course) ²		3	Spanish	4
		18	Mathematics	4
			Stenography and Typewriting	3
			Economics	3
			Domestic Science (sewing, cook-	
			ing, and household economy)	3
			Commercial Law and Commercial	
			Geography	3
			Additional Latin or Greek or Eng-	
			lish	3
			Mediæval and Modern History	3

GENERAL PROVISIONS

1. A period shall not exceed fifty minutes.

2. Drawing and art study shall be required two periods per week and vocal music one period per week throughout the first two years. Drawing and art study shall be optional one period a week throughout the third and fourth years. Those who intend to enter a training school should take this course throughout the third and fourth years.

¹ A student preparing for college, who has already taken two foreign languages, may substitute a third foreign language for science specified. At least one period a week of Physics shall be devoted to unprepared work.

² Bookkeeping may be substituted for Geometry and Algebra.

³ A student preparing for college, who has already taken two foreign languages, may substitute a third foreign language for science specified.

3. The equivalent of two periods per week shall be devoted to physical training throughout the course.

4. Drawing and art study, physical training and vocal music shall not be considered as subjects requiring preparation.

5. Of subjects requiring preparation, no student shall be required to take more than twenty-one periods per week.

6. No new class in an elective subject need be formed in the second year for less than 25 pupils; in the third year for less than 20 pupils; in the fourth year for less than 15 pupils.

7. Exercises in voice training and declamation shall be given at least once a week during the first year, and may be continued throughout the course.

8. In order to graduate from a high school a student must have studied at least one foreign language for at least three years, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies, so that the total amount of required and elective studies shall equal 3000 periods of work requiring preparation, and shall extend over not less than three years and not more than six years. Due credit shall be given by the principal of a high school for work done by a pupil in other high schools.

9. After July 31, 1902, a student's proficiency in each subject presented for graduation shall be determined, in accordance with rules to be prescribed by the Board of Superintendents, by the examination conducted by the College Entrance Examination Board. A diploma of graduation shall be issued to each student who successfully passes this examination and who complies with the foregoing conditions. A certificate of having successfully completed the course of study for high schools shall be issued to each student who has complied with the foregoing conditions, but who does not take the above-mentioned examination.

TECHNICAL HIGH SCHOOL COURSE OF THREE YEARS

AUTHORIZED IN THE FOLLOWING SCHOOLS :

BOROUGH OF MANHATTAN

Girls' Technical High School

BOROUGH OF QUEENS

Bryant High School

Flushing High School

Jamaica High School

BOROUGH OF RICHMOND

Curtis High School

FIRST YEAR

Required

	Periods
English	5
Commercial Arithmetic	3
Biology	5
Drawing (freehand and mechanical)	4

Optional

Algebra	5
German, French or Spanish	5
Domestic Science	5
Sewing and Constructive Work	5

One elective required during the first year. All pupils must take physiology and hygiene the equivalent of 4 periods per week for 10 weeks.

SECOND YEAR

Required

English	3
History of Greece and Rome (first term) and England (second term)	5
Chemistry	5
Geometry or a modern language	4

The general provisions of the regular four years' course shall apply to this course except in reference to graduation.

Certificates will be awarded to those who satisfactorily complete this course.

Diplomas will be awarded to those students who satisfactorily complete this course, and who, in addition, take a sufficient number of electives so that the total amount of required and elective studies shall equal 3000 periods of work requiring preparation and who meet the requirements of the examination for graduation from high schools.

MANUAL TRAINING COURSE FOR BOYS

BOROUGH OF MANHATTAN

Stuyvesant High School

BOROUGH OF BROOKLYN

Manual Training High School

Electives

One of the following groups :

Group I

	Periods
Manual Training	6
Drawing	3
	<u>9</u>

Group II

Stenography and Typewriting	6
Bookkeeping and Office Economy	3
	<u>9</u>

Group III

Dressmaking	6
Drawing	3
	<u>9</u>

Group IV

Millinery	6
Drawing	3
	<u>9</u>

THIRD YEAR

Required

English	4
History of United States and Civics	4
Physics or a Modern Language	4
Commercial Geography	3

Electives

(As in Second Year)

BOROUGH OF QUEENS

Bryant High School

FIRST YEAR

*Required*¹

	Periods
English (Grammar, Rhetoric and Composition)	5
German or French or Latin	5
Algebra	5
Freehand and Mechanical Drawing	4
Joinery	6
	25

SECOND YEAR

Required

English	3
German or French or Latin	5
Plane Geometry	4
Freehand and Mechanical Drawing	4
Wood Turning, Pattern Making, Moulding, and Sheet Metal Work	6
	22

Alternatives

German or French or Chemistry	5
-------------------------------	---

THIRD YEAR

Required

	Periods
English	3
German or French or Latin	5
Physics (only four lessons prepared)	5
Advanced Algebra and Plane Trigonometry)	3
Mechanical Drawing	2
Forging	6
	24

Alternatives

German or French or Chemistry	4
-------------------------------	---

FOURTH YEAR

Required

English	3
A Foreign Language	4
English and American History and Civics	4
Mechanical Drawing	2
Machine-shop practice ²	6
	19

Alternatives

Any two of the following:

A Second Language	4
Chemistry	4
Physics	4
Spherical Trigonometry and Solid Geometry	4

GENERAL PROVISIONS

1. A period shall not exceed fifty minutes.

2. Vocal music shall be required one period per week throughout the first two years.

¹ Physiology and hygiene, as required by law, shall be taught the equivalent of four lessons a week for ten weeks.

² With the approval of the principal, a pupil preparing for a technical college course may substitute an academic subject for machine-shop practice.

3. The equivalent of two periods per week shall be devoted to physical training throughout the course.

4. Drawing and art study, physical training, shop work and vocal music shall not be considered as subjects requiring preparation.

5. Of subjects requiring preparation, no student shall be required to take more than nineteen periods per week.

6. No new class in an elective subject need be formed in the second year for less than 25 pupils; in the third year for less than 20 pupils; in the fourth year for less than 15 pupils.

7. Exercises in voice training and declamation shall be given at least once a week during the first year, and may be continued throughout the course.

8. In order to be graduated from this course, a student must have studied at least one foreign language for at least three years, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies so that the total amount of required and elective studies shall equal 2500 periods of work requiring preparation and 1000 periods of drawing and shop work, and shall extend over not less than three years nor more than six years. Due credit shall be given by the principal for work done by the pupil in other high schools.

COURSE FOR HIGH SCHOOL OF COMMERCE, MANHATTAN

FIRST YEAR		SECOND YEAR	
<i>Required</i>		<i>Required</i>	
	Periods		Periods
English	4	English	3
German, French or Spanish	4	German, French or Spanish	4
Algebra	4	Plane Geometry	3
Biology ¹ (with especial reference to materials of commerce)	4	Chemistry (with especial reference to materials of commerce)	4
Greek and Roman History	2	Mediæval and Modern History (with especial reference to economic history and geography)	3
Business Writing ²	4	Drawing	2
Stenography ³	2	Stenography	2
Drawing ³	2	Physical Training	2
Physical Training ¹	2		
Music	1		
	25		23
		<i>Electives</i>	
		German, French or Spanish	4
		Business Forms and Bookkeeping	3
		Business Arithmetic	1
		Commercial Geography	1

¹ Including Physiology.

² First half year.

³ Second half year.

THIRD YEAR

Required

	Periods
English	3
German, French or Spanish	4
Algebra and Geometry	3
Physics	5
English History (with especial reference to economic history and geography)	3
Physical Training	2

20

Electives

German, French or Spanish	4
Bookkeeping and Commercial Arithmetic	4
Stenography and Typewriting	3
Drawing	2

FOURTH YEAR

Required

English	3
German, French or Spanish	4
Economics and Economic Geography	4
History of the United States (with especial reference to industrial and constitutional aspects)	4
Physical Training	2

17

Electives

German, French or Spanish	4
A Third Language	4
Advanced Chemistry	4
Trigonometry and Solid Geometry	4

Periods

Elementary Law and Commercial

Law ¹	4
Advanced Bookkeeping, Business Correspondence and Office Practice	4
Stenography and Typewriting	4
Drawing	2

FIFTH YEAR

Required

English	3
Logic, Inductive and Deductive	3
Physical Training	2
	<u>8</u>

Electives

A foreign language	4
Advanced Mathematics	4
Advanced Physics	4
Industrial Chemistry	4
Economic Geography	4
(19th Century History, Europe and Orient ; Diplomatic History, United States and Modern Europe)	4
Banking and Finance, Transportation and Communication	4
Administrative Law and International Law	4
Accounting and Auditing	4
Business Organization and Management	4
Drawing	4
Advanced Economics	3

¹ Students who do not elect law in the fourth year may receive instruction in Commercial Law in connection with Advanced Bookkeeping.

GENERAL PROVISIONS

1. A period shall not exceed fifty minutes.
2. Drawing and art study, physical training and vocal music shall not be considered as subjects requiring preparation.
3. Of subjects requiring preparation, no student shall be required to take more than twenty-one periods per week.
4. No new class in an elective subject need be formed in the second year for less than 25 pupils ; in the third year for less than 20 pupils ; in the fourth year for less than 15 pupils.
5. Exercises in voice training and declamation shall be given at least once a week during the first year, and they may be continued throughout the course.
6. In order to graduate from the High School of Commerce a student must have studied at least one foreign language for at least three years, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies so that the total amount of required and elective studies shall equal 3000 periods of work requiring preparation, and shall extend over not less than three years, and not more than six years. Due credit shall be given by the principal for work done by a pupil in other high schools.
7. A certificate of graduation shall be awarded at the close of the fourth year to each student who satisfactorily completes the work up to that point. The fifth year shall be regarded as supplementary to the regular course, and shall be open to all students who have graduated from a high school course of four years.

APPENDIX IV

COURSES OF STUDY FOR TRAINING SCHOOLS FOR TEACHERS

NEW YORK TRAINING SCHOOL FOR TEACHERS

245 East 119th Street, Borough of Manhattan

BROOKLYN TRAINING SCHOOL FOR TEACHERS

Prospect Place, west of Nostrand Avenue, Borough of Brooklyn

FIRST YEAR — FIRST TERM

Periods

Logic : Science and art of thinking	4
English : Reading, spelling, phonics, voice training	4
Science : Nature study	5
Art : Drawing and constructive work	3
Penmanship and blackboard writing	2
Sewing	2
Physical culture	2
Singing	2
	24

FIRST YEAR — SECOND TERM

Periods

Psychology	5
English : Language, composition and grammar	4
Mathematics : Arithmetic, elementary geometry and algebra	4
Geography	3
Art : Drawing and constructive work	3
Sewing	1
Physical culture	2
Singing	2
	24

SECOND YEAR — FIRST TERM

Periods

Principles and history of education	5
English : Composition, teaching of literature, children's literature, storytelling	3
History and civics	4
Science : Method of teaching elementary science	2
Mathematics : Methods	2
School management	2
Art : Drawing, constructive work, blackboard sketching	2
Physical culture	2
Singing	2
	24

SECOND YEAR — SECOND TERM

Practice teaching as substitutes

GENERAL DIRECTIONS

1. The time devoted to physical training, two periods per week, may be distributed throughout the week at the discretion of the principal.
2. Not less than sixty minutes per week during the first, second and third terms shall be devoted to the observation of work in the model school.
3. Part of the time set apart for the study of methods of teaching a branch of study may be devoted to giving lessons in that branch to a group of pupils selected from the model school.

KINDERGARTEN COURSE FOR TRAINING SCHOOLS FOR TEACHERS

Length of Course — Two Years

FIRST YEAR — FIRST TERM		FIRST YEAR — SECOND TERM	
(Same as in regular course)			Periods
	Periods	Psychology and principles of edu-	
Logic: Science and art of thinking	4	cation	5
English: Reading, spelling, phon-		English: Voice training, compo-	
ics, voice training	4	sition, including story-telling . . .	3
Science: Nature study	5	Nature study	3
Art: Drawing and constructive work	3	Drawing	2
Penmanship and blackboard writing	2	Music: Songs and games	3
Sewing	2	Mother play	1
Physical culture	2	Physical culture	2
Singing	2	Gifts and occupations	5
Observation	1	Observation	1
	<u>25</u>		<u>25</u>

SECOND YEAR — FIRST TERM

	Periods
History of Education	3
Principles of education with special reference to the kindergarten	3
English: Voice training, children's literature, composition, including story-telling	3
Nature study	2
Drawing	2
Physical culture	2
Music: Songs and games	3
Gifts and occupations	3
Program: Kindergarten procedure	3
Observation	1
	<u>25</u>

SECOND YEAR — SECOND TERM

Practice teaching as substitutes

APPENDIX V

(SECTION 64 OF THE BY-LAWS OF THE BOARD OF EDUCATION)

SALARY SCHEDULES

SALARIES — GENERAL REGULATIONS

1. The term "teacher of a graduating class," as used in Section 1091 of the Revised Charter, shall be understood to mean the teacher of the highest class in an elementary school, namely, the grade known as the 8 B Grade, provided such class is composed exclusively of pupils of that grade. The terms "first assistant" and "vice-principal" in elementary schools, as used in the Revised Charter, shall be understood to refer exclusively to teachers regularly appointed to such position or such rank in the public schools of the former City of New York prior to February 1, 1898. The expression "grades of the last two years in the elementary schools," as used in the Revised Charter, shall be understood to mean the grades of the last two years of work prescribed by the course of study for elementary schools. The term "model teacher," as used in the Revised Charter, shall be understood to refer to a class teacher in a model school that forms a constituent part of a training school for teachers and that is under the control and direction of the principal of such training school, and shall not include the teachers of classes in other schools in which teachers-in-training practice teaching. The terms "head teacher," "assistant to the principal," "first assistant," and "vice-principal," as used in said Revised Charter, with reference to high schools and training schools for teachers, shall be understood to include all persons appointed or promoted to such positions, provided they hold first assistant teachers' licenses for high schools or for training schools for teachers, as the case may be. The terms "male teacher" and "female teacher," as used in said Revised Charter, shall be understood to refer in an elementary school to a teacher holding license No. 1 or a license of higher grade, appointed to a school in accordance with law for a term of not less than five school months, and shall not include substitute teachers, kindergarten helpers, teachers of special branches, nor teachers appointed for a specified time less than five school months. The term "mixed class," as used in said Revised Charter, shall be understood to mean a class, above the kindergarten, composed of both boys and girls, in

which the aggregate number of days of attendance of the boys in such class for the month immediately preceding the preparation of the regular payroll shall have been not less than forty per cent.

2. No salary of a member of the supervising or teaching force, including the City Superintendent, Associate City Superintendents and District Superintendents, shall be reduced by reason of the operation of the schedule of salaries set forth in these by-laws. A member of the supervising or teaching force transferred from one position to another shall not lose, because of such transfer, any of the rights as to salary acquired in the position he or she held at the time Chapter 751 of the Laws of 1900 went into effect, unless the transfer is made from a higher position to a lower position, because of inefficient service or other sufficient reason.

3. Teachers' annual salaries shall be paid in twelve equal installments, one installment for each month in the calendar year. The installment for July shall be paid, as nearly as may be, on or before the 30th of June of each year. The installment for August shall be paid, as nearly as may be, on or before the fifteenth day of the following September. In case of a teacher who is dismissed from the service for cause, salary shall cease from the day of suspension from service. In case a teacher's license is not renewed, salary shall cease with the termination of actual service.

4. One-thirtieth of a month's salary shall be deducted for every day of absence on the part of a principal, supervisor or teacher, unless such principal, supervisor or teacher is excused for adequate cause, in accordance with these by-laws; but the aggregate deductions in any one month shall not exceed the salary for that month.

5. Salaries of newly appointed teachers shall begin with the beginning of actual and personal service; and all increase in the pay of teachers shall begin on the first day of the month immediately succeeding the month during which the teacher shall become entitled thereto by reason of promotion, experience or otherwise, unless the teacher shall become entitled to the increase of salary on the first day of the month.

6. The certificate of the Board of Examiners that a principal or a teacher has had a certain number of years of experience in schools other than the public schools of The City of New York, signed by the City Superintendent of Schools, and the certificate of the Board of Superintendents, signed by the City Superintendent of Schools, that a principal or a teacher has had any number of years of experience in any part of what is now The City of New York, shall entitle such principal or teacher to the salary prescribed for the stated year of service by these by-laws, provided the work of such principal or teacher has been approved as fit and meritorious by the Board of Superintendents, as prescribed by the Revised Charter. The certificate described above shall state (a) the years of outside experience with which the teacher is

credited; (*b*) the years of experience the teacher has had in the public schools of The City of New York; (*c*) the salary year; and (*d*) the month during which an annual increase of salary shall become due. In reckoning service in the public schools of The City of New York, service as a substitute teacher or as a teacher or principal in evening schools, vacation schools or playgrounds, or years of service formerly allowed in any Borough in consideration of graduation from any training school, normal school or college, shall not be counted.

SALARIES OF CITY SUPERINTENDENT, ASSOCIATE CITY SUPERINTENDENTS,
DISTRICT SUPERINTENDENTS AND EXAMINERS

7. The salary of the City Superintendent of Schools shall be \$8000 per annum.

The salary of an Associate City Superintendent shall be \$5500 per annum, provided that Associate City Superintendents who as Borough Superintendents received, prior to February 3, 1902, more than \$5500 per annum shall continue to receive the salaries paid to them as Borough Superintendents until the expiration of the terms for which they were appointed as such Borough Superintendents.

The salary of a District Superintendent hereafter appointed shall be \$5000. District Superintendents now in office shall continue to receive the salaries paid to them as Associate Borough Superintendents prior to February 3, 1902, until December 31, 1902, after which date the salaries of all District Superintendents shall be \$5000 per annum each.

The salary of a member of the Board of Examiners, other than the City Superintendent, shall be \$5000 per annum.

ELEMENTARY SCHOOLS—PRINCIPALS AND HEADS OF DEPARTMENTS

8. Principals and branch principals of schools of not less than twelve (12) classes, including schools having high school departments, shall be paid in accordance with the following schedule:

SCHEDULE I

Years	(<i>a</i>)	(<i>b</i>)
	Women	Men
1	\$1750	\$2750
2	2000	3000
3	2250	3250
4	2500	3500

The minimum salary for women shall be \$1750; the maximum salary for women shall be \$2500; the rate of annual increase shall be \$250. The mini-

imum salary for men shall be \$2750; the maximum salary for men shall be \$3500; the rate of annual increase shall be \$250. No increase for any year, however, shall be made unless the service of the principal or branch principal shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents.

9. Principals of schools of less than twelve (12) classes, but not less than five (5) classes, heads of departments and assistants to principals, shall be paid in accordance with the following schedule :

SCHEDULE II

Years	(a)	(b)
	Women	Men
1	\$1400	\$2100
2	1500	2250
3	1600	2400

The minimum salary for women shall be \$1400; the maximum salary shall be \$1600; the rate of annual increase shall be \$100. The minimum salary for men shall be \$2100; the maximum salary for men shall be \$2400; the rate of annual increase shall be \$150. No increase for any year, however, shall be made unless the service of such principal, etc., shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents.

No head of department or assistant to principal shall receive a salary greater than that fixed for the seventh year of service nor a salary greater than that fixed for the twelfth year of service, unless and until the service of such head of department or assistant to principal shall have been approved, after inspection and investigation, as fit and meritorious by a majority of the Board of Superintendents. A head of department, or assistant to principal, however, who is credited by the Board of Examiners with having had, prior to his or her appointment in the public schools of The City of New York, more than seven years of service in schools other than the public schools of The City of New York, shall receive the regular annual increase up to the twelfth year of service, when his or her work shall be passed upon, in accordance with law, by the Board of Superintendents.

In a school of the fifth order the teacher acting as senior teacher in charge of the school shall receive, in addition to the regular salary, \$100 per annum.

TEACHERS IN ELEMENTARY SCHOOLS — WOMEN

10. Female teachers in elementary schools appointed to grades from the kindergarten to the 6 B, inclusive, shall receive salaries in accordance with the following schedule :

Under this schedule the minimum salary shall be \$600 per annum; the maximum, \$1320 per annum; and the rate of annual increase, \$48.

Female teachers in elementary schools appointed to classes in the 8 B grade shall receive salaries in accordance with the following schedule:

Years	SCHEDULE V										
1	\$936
2	1020
3	1104
4	1188
5	1272
6	1356
7	1440

Under this schedule the minimum salary shall be \$936 per annum; the maximum salary shall be \$1440 per annum; and the rate of annual increase, \$84.

Female vice-principals and first assistants shall receive pay under this schedule.

No female teacher in the elementary schools shall receive a salary greater than that fixed for the seventh year of service, nor a salary greater than that fixed for the twelfth year of service, unless and until the service of such teacher shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents. A teacher, however, who is credited by the Board of Examiners with having had, prior to her appointment in the public schools of The City of New York, more than seven years of service in the schools other than the public schools of The City of New York, shall receive the regular annual increase up to the twelfth year of service, when her work shall be passed upon, in accordance with law, by the Board of Superintendents.

FEMALE TEACHERS OF BOYS' AND MIXED CLASSES

II. A female teacher of a boys' class, or of a mixed class as defined in subdivision 1 of this section, shall receive the sum of \$60 per annum in addition to the schedule rate of pay to which she may be entitled by reason of length of service or grade of class taught, said sum to be paid in monthly installments and included in the amount due on the payroll, but only as long as said female teacher shall remain in charge of a boys' class or a mixed class, as defined in subdivision 1 of this section. The principal of the school in which said teacher is employed shall indicate in writing on the monthly payroll, against the name of such teacher, the fact that such teacher is entitled to the additional compensation.

TEACHERS IN ELEMENTARY SCHOOLS — MEN

12. Male teachers teaching in any grade below the highest, and in the highest when that grade is taught in the same class with a lower grade, shall receive salaries in accordance with the following schedule :

Years	SCHEDULE VI										
1	\$900
2	1005
3	1110
4	1215
5	1320
6	1425
7	1530
8	1635
9	1740
10	1845
11	1950
12	2055
13	2160

Under this schedule the minimum salary shall be \$900; the maximum, \$2160; and the rate of annual increase, \$105.

Male teachers of shopwork shall be paid in accordance with the schedule for male teachers below the highest grade.

Male teachers in elementary schools appointed to classes in the 8 B grade shall receive salaries in accordance with the following schedule :

Years	SCHEDULE VII										
1	\$1500
2	1650
3	1800
4	1950
5	2100
6	2250
7	2400

Under this schedule the minimum salary shall be \$1500 per annum; the maximum, \$2400; and the rate of annual increase, \$150.

Male vice-principals and first assistants shall receive pay under this schedule.

No male teacher in the elementary schools shall receive a salary greater than that fixed for the seventh year of service, nor a salary greater than that fixed for the twelfth year of service, unless and until the service of such teacher shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents. A teacher, however, who is credited by the Board of Examiners with having had, prior to his appointment in the elementary schools of The City of New York, more than

seven years of experience in schools other than the public schools of The City of New York, shall receive the regular annual increase up to the twelfth year of service, when his work shall be passed upon, in accordance with law, by the Board of Superintendents.

SUBSTITUTES IN ELEMENTARY SCHOOLS

13. Male substitutes shall receive \$3 and female substitutes \$2.50 per day of actual service, except as provided in subdivision 3 of Section 52 and except normal school students licensed under clause (i) of Section 68, who shall be paid at the rate of \$1.50 per day of actual service.

Teachers appointed for a specified time, if such time is less than five school months, shall receive the pay of substitutes.

Kindergarten helpers shall receive \$2.50 per day of actual service.

Substitutes for teachers of special branches shall receive \$2.50 per day of actual service.

HIGH SCHOOLS—SALARIES OF PRINCIPALS

SCHEDULE VIII

14. (a) A principal of a high school having supervision of not less than twenty-five teachers therein shall receive a salary of five thousand dollars per annum.

(b) A principal of a high school having supervision of less than twenty-five teachers shall receive three thousand five hundred dollars per annum.

TEACHERS IN HIGH SCHOOLS

15. Teachers in high schools shall receive salaries in accordance with the following schedule:

SCHEDULE IX

YEARS	JUNIOR TEACHERS <i>et al.</i>		ASSISTANT (REG.) TEACHER		FIRST ASSISTANT	
	(a) Women	(b) Men	(c) Women	(d) Men	(e) Women	(f) Men
1	\$700	\$900	\$1100	\$1300	\$2000	\$2500
2	750	950	1180	1410	2100	2600
3	800	1000	1260	1520	2200	2700
4	850	1050	1340	1630	2300	2800
5	900	1100	1420	1740	2400	2900
6	950	1150	1500	1850	2500	3000
7	1000	1200	1580	1960	—	—
8	—	—	1660	2070	—	—
9	—	—	1740	2180	—	—
10	—	—	1820	2290	—	—
11	—	—	1900	2400	—	—

The minimum salary for a female junior or substitute teacher, female laboratory or library assistant, or female clerk, shall be \$700 per annum; the maximum salary shall be \$1000 per annum; and the rate of annual increase shall be \$50.

The minimum salary for a male junior or substitute teacher, or male laboratory or library assistant, or male clerk, shall be \$900 per annum; the maximum, \$1200 per annum; and the rate of annual increase shall be \$50.

The minimum salary for a female regular teacher in a high school shall be \$1100 per annum; the maximum, \$1900 per annum; and the rate of annual increase shall be \$80.

The minimum salary for a male regular teacher in a high school shall be \$1300 per annum; the maximum, \$2400 per annum; and the rate of annual increase, \$110.

The minimum salary for a female first assistant (head teacher, assistant to principal, or vice-principal) in a high school shall be \$2000 per annum; the maximum, \$2500 per annum; and the rate of annual increase, \$100.

The minimum salary for a male first assistant (head teacher, assistant to principal, or vice-principal) shall be \$2500 per annum; the maximum, \$3000 per annum; and the rate of annual increase shall be \$100.

No teacher in a high school shall receive a salary greater than that fixed for the fourth year of service, nor a salary greater than that fixed for the ninth year of service, unless and until the service of such teacher shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents. A teacher, however, who is credited by the Board of Examiners with having had, prior to his appointment in the high schools of The City of New York, more than four years of experience in schools other than the public schools of The City of New York, shall receive the regular annual increase up to the ninth year of service, when his work shall be passed upon, in accordance with law, by the Board of Superintendents.

The salary of a teacher transferred from an elementary school to a high school shall not be diminished by reason of such transfer.

The sum of five hundred dollars per annum shall be paid to any regular high school teacher assigned to take charge of a high school annex containing ten or more classes, in addition to the salary to which such teacher is entitled by reason of experience. No part of said sum of five hundred dollars shall be paid to any high school teacher after he or she ceases to have charge of a high school annex.

TRAINING SCHOOLS FOR TEACHERS — SALARIES OF PRINCIPALS
SCHEDULE X

16. A principal of a training school for teachers, having supervision of not less than twenty-five teachers therein, shall receive a salary of \$5000 per

annum. In the number of teachers shall be reckoned model teachers, critic teachers, regular teachers and first assistants.

SALARIES OF TEACHERS IN TRAINING SCHOOLS

17. Teachers in training schools for teachers shall receive salaries in accordance with the following schedule:

SCHEDULE XI

YEARS	LIBRARY ASSISTANT		(c) MODEL TEACHER	ASSISTANT (REG.) TEACHER		FIRST ASSISTANT	
	(a)	(b)		(d)	(e)	(f)	(g)
	Women	Men		Women	Men	Women	Men
1	\$700	\$900	\$1000	\$1100	\$1300	\$2000	\$2500
2	750	950	1100	1180	1410	2100	2600
3	800	1000	1200	1260	1520	2200	2700
4	850	1050	1300	1340	1630	2300	2800
5	900	1100	1400	1420	1740	2400	2900
6	950	1150	1500	1500	1850	2500	3000
7	1000	1200	—	1580	1960	—	—
8	—	—	—	1660	2070	—	—
9	—	—	—	1740	2180	—	—
10	—	—	—	1820	2290	—	—
11	—	—	—	1900	2400	—	—

The minimum salary for a female laboratory or library assistant, or female clerk, shall be \$700 per annum; the maximum salary shall be \$1000 per annum; and the rate of annual increase, \$50.

The minimum salary for a male laboratory or library assistant or clerk shall be \$900 per annum; the maximum salary shall be \$1200 per annum; and the rate of annual increase shall be \$50.

The minimum salary for a model teacher shall be \$1000 per annum; the maximum salary shall be \$1500 per annum; and the rate of annual increase shall be \$100. The critic teachers shall receive the same salaries as model teachers.

The minimum salary for a female regular teacher in a training school shall be \$1100 per annum; the maximum salary shall be \$1900; and the rate of annual increase shall be \$80.

The minimum salary for a male regular teacher in a training school shall be \$1300 per annum; the maximum salary shall be \$2400 per annum; and the rate of annual increase, \$110.

The minimum salary for a female first assistant (head teacher, assistant to principal, or vice-principal) in a training school shall be \$2000 per annum; the maximum salary shall be \$2500; and the rate of annual increase, \$100.

The minimum salary for a male first assistant (head teacher, assistant to principal, or vice-principal) shall be \$2500 per annum; the maximum salary shall be \$3000 per annum; and the rate of annual increase, \$100.

No teacher in a training school shall receive a salary greater than that fixed for the fourth year of service, nor a salary greater than that fixed for the ninth year of service, unless and until the service of such teacher shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents. A teacher, however, who is credited by the Board of Examiners with having had, prior to his appointment in the training schools of The City of New York, more than four years' experience in schools other than the public schools of The City of New York, shall receive the regular increase up to the ninth year of service, when his work shall be passed upon, in accordance with law, by the Board of Superintendents.

The salary of a teacher transferred from an elementary school to a training school shall not be diminished by reason of such transfer.

SPECIAL BRANCHES — DIRECTORS AND ASSISTANT DIRECTORS
SCHEDULE XII

18. (a) Male directors of music, manual training and drawing, and physical training, elected or appointed for the City at large, shall receive \$3500 for the first year of service, and an annual increase of \$100 until the maximum of \$4000 is reached, which shall be the salary for the sixth year and for succeeding years.

(b) Female directors of music, manual training and drawing, and physical training, elected or appointed for the City at large, shall receive \$2000 for the first year of service, and an annual increase of \$100 until the maximum of \$2500 is reached, which shall be the salary for the sixth year and for succeeding years.

SCHEDULE XIII

(a) Male assistant directors of music, manual training and drawing, and physical training, shall receive \$2500 for the first year of service, and an annual increase of \$100 until the maximum of \$3000 is reached, which shall be the salary for the sixth year and for succeeding years.

(b) Female assistant directors of music, manual training and drawing, and physical training, shall receive \$2000 for the first year of service, and an annual increase of \$100 until the maximum of \$2500 is reached, which shall be the salary for the sixth year and for succeeding years.

SCHEDULE XIV

Directors of kindergartens shall receive \$2000 for the first year of service, and an annual increase of \$100 until the maximum of \$2700 is reached, which shall be the salary for the eighth year and for succeeding years.

SCHEDULE XV

Directors of cooking and sewing shall receive \$2000 for the first year of service and an annual increase of \$100 until the maximum of \$2500 is reached, which shall be the salary for the sixth year and succeeding years.

No increase for any year shall be made in the salary of any director, assistant director or teacher of a special branch, unless the service of such director, assistant director or teacher of a special branch shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents.

TEACHERS AND ASSISTANT SUPERVISORS OF SPECIAL BRANCHES

19. Teachers and assistant supervisors of special branches in the elementary schools shall receive salaries in accordance with the following schedules:

SCHEDULE XVI

TEACHERS OF MUSIC AND DRAWING

Years									(a)	(b)
									Women	Men
1	.	.	.	.	.	.	.	.	\$1000	\$1200
2	.	.	.	.	.	.	.	.	1100	1300
3	.	.	.	.	.	.	.	.	1200	1400
4	.	.	.	.	.	.	.	.	1300	1500
5	.	.	.	.	.	.	.	.	1400	1600

SCHEDULE XVII

TEACHERS OF PHYSICAL TRAINING

Years									(a)	(b)
									Women	Men
1	.	.	.	.	.	.	.	.	\$900	\$1200
2	.	.	.	.	.	.	.	.	1000	1300
3	.	.	.	.	.	.	.	.	1100	1400
4	.	.	.	.	.	.	.	.	1200	1500
5	.	.	.	.	.	.	.	.	—	1600

Men substitute teachers of physical training shall be paid at the rate of \$4 per day.

SCHEDULE XVIII

TEACHERS OF COOKING AND SEWING

Years	Salary
1	\$900
2	1000
3	1100
4	1200

SCHEDULE XIX

TEACHERS OF FRENCH AND GERMAN

Years		
	(a) Women	(b) Men
1	\$1000	\$1200
2	1100	1300
3	1200	1400
4	1300	1500
5	1400	1600

20. Principals, general assistants, heads of departments, and assistants in evening high and elementary schools shall be paid in accordance with the following schedule for each evening of actual service :

SCHEDULE XX

EVENING SCHOOLS

	Per evening
Principals of evening high schools	\$7 00
Assistants in evening high schools	5 00
Principals of evening elementary schools	5 00
Assistants in evening elementary schools	3 00
General assistants and heads of departments in evening schools	3 00
Teachers in charge of evening elementary schools having no principals	4 00

21. Supervisors, assistant supervisors, principals, teachers, kindergartners, kindergarten helpers, substitutes, and clerks in the vacation schools shall be paid in accordance with the following schedule for each day of actual service :

SCHEDULE XXI

	Per day
Supervisors	\$6 00
Assistant supervisors	4 50
Principals	4 50
Teachers	3 00
Kindergartners	3 00
Kindergarten helpers	1 50
Substitutes and clerks	1 50

Supervisors, assistant supervisors, principals, teachers, assistant teachers, librarians, and pianists in the vacation playgrounds shall be paid in accordance with the following schedule for each day of actual service :

SCHEDULE XXII

	Per day
Supervisors	\$6 00
Assistant supervisors	4 50
Principals	4 00
Teachers	2 50
Assistant teachers	1 75
Librarians	1 50
Pianists	1 75

Supervisors and teachers in the swimming schools shall be paid in accordance with the following schedule for each day of actual service :

SCHEDULE XXIII

	Per day
Supervisors	\$5 00
Teachers	2 00

Principals, teachers, assistant teachers, librarians, pianists, bath teachers, and junior assistants in the recreation centres shall be paid in accordance with the following schedule for each session of actual service :

SCHEDULE XXIV

	Per session
Principals	\$4 00
Teachers	2 50
Assistant teachers	1 50
Librarians	2 50
Pianists	2 00
Bath teachers	2 00
Junior assistants	1 00

SCHEDULE XXV

An inspector of playgrounds and recreation centres shall be paid an annual salary of \$1500.

22. Principals and teachers in truant schools shall be paid in accordance with the following schedules :

The minimum salary shall be \$900, the maximum \$1800, and the rate of annual increase \$75.

No male teacher in a truant school shall receive a salary greater than that fixed for the seventh year of service, nor a salary greater than that fixed for the twelfth year of service, unless and until the service of such teacher shall have been approved after inspection and investigation as fit and meritorious by a majority of the Board of Superintendents.

Women teachers in truant schools and teachers of ungraded classes who hold regular elementary school licenses shall be paid in accordance with Schedule IV.

Women teachers holding special truant school licenses shall be paid in accordance with Schedule III.

No woman teacher in a truant school shall receive a salary greater than that fixed for the seventh year of service, nor a salary greater than that fixed for the twelfth year of service, unless and until the service of such teacher shall have been approved, after inspection and investigation, as fit and meritorious by a majority of the Board of Superintendents.

Regularly appointed teachers assigned as additional teachers shall be paid in accordance with Schedule III. Other persons assigned as additional teachers shall be paid at the rate of \$3 per day of actual service.

APPENDIX VI

MEMBERS OF THE NEW YORK BOARD OF EDUCATION

1842-1898

Abbe, Joshua G.	1855-56	Beekman, James W.	1849-53
Adams, John T.	1853-54	Begg, Michael	1859-60
Adams, Richard H.	1895-98	Belden, William	1882-84
Adams, Robert A.	{	Bell, Abraham	{
		1855-56		1842-47
	1858-59		1849-50
Adams, Walter W.	1862-65	Bell, Edward	1893
Adriance, Isaac	1842-43	Bell, Isaac	{
Agar, John G.	1896-98			1869-70
Agnew, Mrs. Mary N.	1887-90		1877-87
Aims, Jacob	1842-45	Benedict, Erastus C.	{
Albertson, Joseph C.	1846-47			1849-54
Aldis, William H.	1851-54	Beneville, Emile	1857-63
Allason, William	1855-56	Blackburn, Joseph	1893-96
Allen, Horatio P.	{	Blackston, Wyllis	1851-54
		1844-46		1855
	1866-68	Bleecker, James W.	1845-49
Amend, Bernard	1880-82	Bloomfield, Smith.	1866
Anderson, Abel T.	1842-43	Bloomfield, William	1858-59
Anderson, E. Ellery	1897-98	Boesé, Thomas	1856-57
Anderson, William T.	1845-47	Bogert, Jacob C.	1862-65
Andrews, Walter E.	1896-98	Boice, Charles	1862-64
Andrews, William D.	1859-60	Bonnel, Hezekiah W.	1842-43
Auld, Samuel	1857-58	Bootman, Eliphalet	1856-57
Avery, William H.	1856-57	Bosworth, Joseph S.	{
			1846-50
Baker, David F.	1873-77	Boyce, Gerardus	{
Baldwin, Simeon	1856-57			1843-45
Bannard, Otto T.	1897-98		1848-50
Barnes, Joseph N.	1845-47	Boyd, John	1850-52
Barrow, Henry H.	1853-54	Bradford, Nathaniel G.	1850-51
Barry, Richard	1858-59	Bradhurst, John M.	1848-49
Beadle, Edward L.	1852-55	Bradish, Luther	1850-53
Beardslee, Rufus G.	1872-85	Brennan, Timothy	1860-73
		Brooker, Stephen	1856-57
		Brown, John Crosby	1873-74

Brown, Josiah W.	1856-57	Covert, George H.	1850-52
Brown, Thomas	{ 1861-62 1864-65	Crapo, Samuel A.	{ 1845-50 1852-53
Brummell, Adonijah H.	1858-59	Crary, Charles	1885-88
Buck, Leander	1869	Crawford, Gilbert H.	1881-86
Buckley, William	1861-62	Crosby, John Schuyler	1892-93
Burlew, Richard	1856-57	Cross, Jeremy L.	1845-47
Burlingham, Charles C.	1897-98	Crozier, Hugh G.	1858-61
Burrill, John E.	1866	Cruikshank, James	1848-50
Bush, James W.	1854	Curtis, Benjamin F.	1851-52
Byrne, Andrew L.	1858-61	Curtis, Joseph	1853-54
		Curtis, William E.	1858-63
Cantrell, Samuel	1859-60	Cushing, James, Jr.	1858-59
Carey, Edward L.	1863-64		
Carrigan, Andrew	1843-48	Daly, Timothy	1848-51
Carter, Luther C.	1853	Davenport, John	1853-61
Cary, Jeremiah E.	{ 1849-51 1853	Davies, Charles	1847-49
Case, Andrew J.	1855-56	Davis, Abraham B.	{ 1847-49 1851-53
Castle, William	1843-45	Davison, William S.	1854
Cavanagh, James	1860-61	Day, Alceus B.	1855
Caylus, Ernest	1876	De Lamater, John	{ 1842-43 1853-55
Chardavoyne, Thomas C.	1844-46	Deming, Barzilla	1843-44
Chipp, Charles J.	1866	Denike, Abraham	1854-57
Cisco, John J.	1843-44	Denny, Thomas	1845-52
Clark, George H.	1857-58	De Peyster, James F.	1853-54
Clark, Gerardus	1842-45	Devoe, Frederick W.	{ 1881-86 1888-91
Coger, Daniel	1858-61	Dodge, Charles J.	1846-53
Cohen, Bernard	1877-79	Dodge, Miss Grace H.	1887-89
Cole, William A.	1886-89	Donnelly, Edward C.	1878-81
Coleman, James S.	1893-95	Doremus, Thomas C.	1844-45
Collins, John H.	1861-62	Dougherty, Charles J.	1859-60
Collins, Joseph B.	1853-54	Dowd, William	1873-83
Collins, Philip	1848-50	Drexel, Joseph W.	1881-82
Colon, John R.	1843-45	Duer, Denning	1845-46
Conely, William S.	1843-49	Duke, William S.	1849-51
Conger, John	1843-44	Dunning, Smith	1846-48
Connelly, Edmond	1863-64	Dunning, William	1852-53
Cook, James H.	1847-49	Dupignac, James B.	1861-69
Coolidge, William P.	1853-54	Duryea, William E.	1868-73
Coop, Otto H.	1867-69		
Cooper, Peter	1853-54	Eager, William B., Jr.	1857-60
Cornell, George J.	1848-50		
Coudert, Frederic R.	1881-83		

Ebling, Joseph E.	1852-53	Gilmartin, Thomas	1849-51
Edgerton, Abel T.	1848-50	Glover, Robert O.	1859-60
Edwards, Joseph	1856-57	Goodenough, Samuel J.	1852-53
Elias, Albert J.	1894-95	Gould, Robert S.	1859-62
Elting, William H.	1851-52	Goulden, Joseph A.	1893-95
Ely, Elias H.	1844-46	Goulding, Lawrence G.	1876-78
Ely, Smith, Jr.	1872-73	Gray, John F., M.D.	1846-48
Emmet, Thomas Addis	1843-47	Gray, Richard S.	1856-57
England, I. W.	1871-72	Gray, William H.	{ 1868-69 1890-93
Engs, Philip W.	{ 1842-45 1847-49	Greeley, Horace	1849-50
Euring, Francis V.	1868-69	Green, Andrew H.	1855-60
Eustis, John E.	1897-98	Green, John	1855-56
Ewen, Edward	1847-49	Greenough, William	1897-98
Fairchild, Benjamin P.	1864-65	Gregory, Harvey H.	1860-61
Fairman, James	1859-60	Gross, Magnus	1869-73
Fancher, Enoch L.	1871-72	Guggenheimer, Randolph	1887-95
Farley, Terence	1857-60	Gunther, C. Godfrey	1861-62
Farr, James W.	{ 1859-67 1873-75	Haines, Provost S.	1857-58
Fell, J. Weldon	1852-54	Hall, Francis	1842-45
Fellows, Edward B.	{ 1846-50 1854-55	Hall, Thomas J.	1868-69
Fellows, Richard C.	1857-58	Hall, William	1847-49
Field, Charles D.	1852-53	Halsted, James M.	1873-79
Fitzgerald, Thomas	1858-59	Halsted, Schureman	1842-43
Fitzpatrick, Jeremiah	1861-62	Hance, Revo C.	1842-43
Flagg, William	1850-51	Harper, John	1842-43
Flynn, James	1880-82	Harris, R. Duncan	1891-95
Foote, John	1853	Harris, Townsend	{ 1842-44 1846-48
Ford, Patrick	1861-63	Harsen, Jacob	1842-43
Fowler, Boltis M.	1855-56	Haskett, William Jay	1857-58
Fraser, Edward A.	{ 1844-46 1851-53	Hastie, James L.	1864-65
Fuller, Lawson N.	1874-76	Hatfield, Abraham	1842-45
Gale, William	1843-45	Havemeyer, George L.	1846-47
Gallaway, Robert M.	1885-90	Hawks, Thomas E. B.	1869
Galvin, John	1861-62	Haws, J. H. Hobart	1849-51
Gerard, James W.	1890-95	Hayes, John	1863-67
Getty, Robert P.	1847-49	Hayward, John N.	1863-64
Gildersleeve, David H.	1860-61	Hazeltine, Leonard	1875-78
Gildersleeve, Charles E.	1858-61	Healy, Owen	1867-69
		Heath, Edward B.	1862-65
		Henry, James F.	1856-57
		Herrick, John J.	1850-51

Herring, William	1875	Katzenberg, Julius	1877-81
Hibbard, William	1852-55	Kelly, Eugene	1873-85
Hills, Samuel A.	1854	Kelly, Hugh	1895-98
Hilton, Joseph	1852-53	Kelly, Patrick	1846-48
Hitchman, William	1863-67	Kelly, Robert	1847-50
Hoe, Robert	1873	Kennedy, Thomas	1861-62
Holden, Horace	1842-43	Kerr, David B.	1857
Holland, Josiah G.	1872-73	Ketchum, Alexander P.	1895-98
Holt, Charles L.	1885-96	Ketchum, Edgar	1853
Hooper, John	1854-57	King, David H., Jr.	1890-91
Hopper, Isaac A.	1891-93	King, James G., Jr.	1846-51
Horan, James F.	1862-65	Kinney, Owen	1863-64
Hubbell, Charles Bulkley	1890-98	Kirby, Spencer	1851
Huggins, John P.	1863-64	Klamroth, Albert	1873-76
Hull, John C.	1855-56	Knox, Charles H.	1892-95
Hunt, John L. N.	1889-96	Koster, Charles	1864
Hunt, Wilson G.	1847-49	Kuhne, Frederick	1889-90
Hurlbut, William H.	1895-98	Kuster, George	1866
Hurry, Edmond	1849-51		
		Landon, Thomas H.	1866
Ingersoll, Lorin	1869-72	Langdon, James	1861-62
Irwin, James H.	1854	Larremore, Richard L.	{ 1862-63 1867-70
Ivins, William M.	1883-85	Lawlor, Robert T.	1854-55
		Lawrence, Richard	1849-51
Jackson, David S., Jr.	1863-64	Lawrence, S. Sterry, M.D.	1844-46
Jackson, Peter H.	1867-69	Lawton, Cyrus	1851-53
Jarvis, Jay	{ 1846-50 1854	Lecomte, Vincent M.	1857-58
Jarvis, Nathaniel, Jr.	1870-73	Lee, James P.	1897-98
Jasper, John	1868-69	Lee, Oliver H.	1858-59
Jelliffe, Samuel G.	1877-79	Leggett, Thomas H.	1844-48
Jenkins, Edward O.	1872-75	Leggett, William F.	1842-43
Jennett, William	1863-64	Leveridge, John W. C.	1853-54
Jeremiah, Thomas	1842-44	Lewis, Charles V.	1873-75
Johnson, Isaac A.	1842-46	Lewis, Samuel A.	1869-73
Johnson, Leonard L.	1854-55	Lewis, Tayler	1847-49
Jones, Alanson S.	1852-55	Lieber, Francis	1864-65
Jones, William, Jr.	{ 1853 1855-56	Little, Joseph J.	{ 1891 1895-98
		Livingston, George	1892-95
Kaiser, John, Jr.	1869	Lummis, William	{ 1886-88 1890-93
Kane, J. Grenville	1876-77		
Kasmire, Andrew J.	1864	Lydecker, John R.	{ 1857-58 1860-61

Mack, Jacob W.	1895-98	Moriarty, Thaddeus	{ 1879-81
MacKean, James	{ 1857-58		{ 1889-95
	1861-62	Morrill, Elisha	1851-53
Maclay, Robert	1891-98	Morris, Orin W.	1851-52
Maher, Patrick	1864-65	Mosher, Joseph F.	1890-91
Man, Albon P.	1873-75	Moss, William P.	1846-47
Mandeville, William	1842-43	Mullen, John	1843-44
Manierre, Benjamin F.	1878-80	Murphy, Felix	1863-64
Marriner, James	1858-62	Murphy, Thomas	1869-70
Mason, Joel W.	{ 1859-60	Murphy, William D.	1848-53
	1880	Murray, Washington	1864-66
Mason, John L.	1845-47	Nehrbas, Charles J.	1880
Matthewson, A. J.	1873-76		{ 1853-58
McBarron, James W.	1890-95		{ 1864-65
McCabe, Hugh	1858-59	Neilson, William H.	{ 1867-69
McCarthy, Denis	1860-62		{ 1873-76
McCarthy, Florence	1855-56	Nelson, George P.	1855
McCay, Charles	1859-60	Newhouse, John	1844-46
McCloskey, D. W. C.	1854-55	Nicoll, Henry	{ 1843-48
McGuire, Joseph	1860-61		{ 1851-53
McLaughlin, John A.	1863-64	Niven, George	1857-58
McLean, James M.	1863-67	Nott, Joel B.	1853
McLean, John	1848-52	Oakley, Jacob F.	1854
McMahon, John	1844-46	O'Brien, Miles M.	1886-95
McSpedon, Thomas	{ 1854	O'Connor, William J.	1863-64
	1864-65	O'Donnell, Arthur	1864-65
McSweeney, Daniel E., M.D.	1895-98	O'Donnell, William	1850-53
Meade, Peter	1862-63	O'Grady, John	1858-59
Meakim, Alexander	1850-52	O'Keefe, John	1858-61
Meeks, Joseph W.	1851-53	O'Leary, John D.	1854
Meirowitz, Philip, M.D.	1895-96	Ostrander, Gideon	1842-43
Merrill, Benjamin B.	1867-69	Palmer, Francis A.	1870-71
Metzgar, Christian	1859-62	Parker, Shivers	1842-43
Miller, David	1861-62	Patten, John	1863-64
Miller, Jacob	1843-44	Patterson, Edward	1882-84
Miller, James L.	1862-67	Patterson, Samuel P.	{ 1867-69
Miller, Jedediah	1854-56		{ 1873-75
Miller, Nehemiah	1849-51	Pattison, Robert	1846-48
Montant, Auguste P.	1895-97	Paulding, George	1846-48
Monteith, William	{ 1853	Peaslee, Edward H., M.D.	{ 1889-91
	1857-58		{ 1895-97
Montgomery, Samuel J.	1863-64		
Moore, James	1862-63		
Morand, Augustus	1853-55		

Peet, Harvey P.	1853	Savage, John Y.	1850-53
Pellew, Henry E.	1880-81	Schell, Edward	1875-77
Pentz, Adam P.	1845-47	Schiff, Jacob H.	1882-84
Perine, Benjamin, Jr.	1844-46	Schmitt, Henry	1884-89
Perkins, Hosea B.	1884-86	Schwab, Gustav	1884-86
Perley, Charles, Jr.	1864-65	Scofield, Jonathan L.	1857-58
Perry, Andrew J.	1855-56	Scribner, Abraham S.	1854-55
Peters, De Witt C.	1860	Seaman, John M.	1846-50
Phelps, Royal	1854	Secor, Charles A.	1843-44
Phillips, Isaac	1854-56	Sedgwick, Theodore	1845-48
Pierson, Charles E.	1853-54	See, William S.	1854-56
Pinkney, William T.	1847-53	Seligman, De Witt J.	1884-89
Place, Charles	1876-81	Seligman, Joseph	1873-75
Pomeroy, Eugene H.	1883-85	Shannon, Robert H.	1855-56
Post, James M.	1866-68	Shaver, Charles G.	1863
Powell, Mrs. Sarah H.	1889-91	Shaw, Henry	1849-51
Prentiss, Nathaniel A.	1895-98	Sherwood, John H.	1869-70
Purdy, Samuel M.	1887-92	Shine, Eugene	{ 1857-58 1860-61
Purser, George H.	1849-52	Shortell, William	1843-44
Quackenbos, M. M.	1843-45	Simmons, J. Edward	1882-90
Quackenboss, James, M.D.	1845-47	Sinclair, William	1855-58
Ranney, Lafayette	1856-59	Skidmore, Burtis	1844-46
Ransom, Jonathan H.	1851-54	Slosson, John	1842-43
Redfield, J. S.	1848-53	Slote, Daniel	1856-63
Reynolds, Alonzo G.	1859-60	Small, Wilson	1864-69
Rhoads, Benjamin T.	1860-61	Smith, Albert	1856-57
Rice, Henry	1898	Smith, Asa	1850-52
Rich, Josiah	1842-46	Smith, Bartlett	1843-45
Robinson, Edward, Jr.	1862-63	Smith, Charles H.	1852-55
Roche, Walter	1856-57	Smith, Isaac W.	1856-57
Rockwell, William	1854	Smith, Orlando P.	1861-64
Rogers, Henry A.	1893-98	Smith, Thomas E.	1850-53
Rollins, Aaron B.	1857-58	Smith, William	1842-43
Roosevelt, S. Weir	1864-67	Smyth, Bernard	{ 1862-63 1869-73
Rowland, William Z.	1854-55	Smyth, Frederick Z.	1863-64
Rumsey, John W.	1852-53	Spencer, Mark	1843-45
Russ, John D., M.D.	1848-52	Speyer, James	1897
Russell, Israel	1853-54	Sprague, Henry L.	1886-89
Rutherford, James C.	1854-55	Stafford, William R.	1859-60
Sands, Nathaniel	1869-73	Steers, Edward P.	1894-95
Sanger, Adolph L.	1889-94	Stevens, Linus W.	1853-54
		Stewart, Thomas E.	1854

St. John, Samuel S.	1847-49	Vanderpool, Jacob	1877
Stillman, Thomas B.	1853-54	Van Vorst, Hooper C.	1871-72
Stone, Hubbard G.	{ 1860-61	Varian, Isaac L.	1842-43
	{ 1880-82	Vermilye, Jacob D.	{ 1873-81
Stone, William L.	1842-45		{ 1883-90
Stout, Andrew V.	{ 1852-53	Vulté, Frederick L.	1851-53
	{ 1860-63		
Strauss, Charles	1891-96	Wade, Patrick	1861-62
Strong, George W.	1842-43	Walker, Stephen A.	1876-86
Stuart, Charles	1853	Wallace, Thomas	1854
Sweeney, Hugh, M.D.	1842-54	Wallace, William B.	1883-85
		Walsh, James	1845-47
Taft, Henry W.	1896-98	Walters, William A., M.D.	1846-50
Tamsen, Edward J. H.	{ 1883-88	Ware, John J.	1856-57
	{ 1890-91	Warren, Richard	{ 1858-61
Tappen, Charles S.	1855-56		{ 1866-69
Tappen, David	1849-53		{ 1852-54
Thompson, Robert, Jr.	1847-51	Waterbury, Nelson J.	{ 1856-57
Tiemann, Daniel F.	1842-43		{ 1859-62
Timpson, Jared A.	1858-61	Watson, Benjamin F.	1876-80
Todd, William W.	1842-43	Watson, James	1859-60
Tooker, Theodore	1868	Webb, David	1855-56
Towle, Jeremiah	1850-51	Webb, H. Walter	1887-89
Townsend, Isaac	1843-45	Weed, Nathaniel	1842-43
Townsend, Randolph W.	{ 1854-55	Wehrum, Charles C.	1892-96
	{ 1873-75	Weir, George	1843-47
	{ 1847-48	Weismann, Augustus	1851-52
Townsend, Solomon	1854	Welch, Jeremiah	1863-64
Townsend, Walter W.	1854	Welch, William J.	1882-88
Tracy, Charles	1854	Wells, Ovid P.	1851-53
Trapp, John H.	1862-63		{ 1854-55
Traud, Ferdinand	{ 1873-83	West, Henry P.	{ 1864-66
	{ 1885-90		{ 1868-69
Tucker, William	1859-62		{ 1873-83
Turner, John F.	1865-67	Westervelt, Jacob A.	{ 1842-43
Tuthill, James M.	1856-65		{ 1846-47
Tweed, William M.	1857-58	Wetmore, David	1873-86
Underhill, Adna H.	1862-63	Wheeler, Clark B.	1854
Underhill, James W.	1855-56	Wheeler, David E.	1844-46
Underwood, John A.	1843-44	Wheeler, Everett P.	1877-79
Van Arsdale, William J.	1892-97	White, George	1856-59
Van Buskirk, William J.	1843-44	White, John H.	1850-51
Vance, Samuel B. H.	1861-68	Whitmore, John H.	1854
		Wickham, William H.	1877-81

Wilhelm, William S.	1862-63	Winslow, Robert F.	1845-47
Wilkins, Morris	1875-77	Winthrop, Benjamin R.	1853-56
Willet, James C.	1851-53	Wood, William	{ 1869-73 1875-79 1881-88
Williams, Abraham V.	1852-59		
Williams, Mrs. Clara M.	1890-92		
Williams, Richard S.	1842-43	Woods, James	1862-63
Williamson, Amor J.	1853	Wright, Charles S.	1852-53
Wilson, Abraham D.	1854-55		

MEMBERS OF THE BROOKLYN BOARD OF EDUCATION

1843-1898

Addoms, Charles	1843-44	Bergen, Garrett P.	1867-75
Aechternacht, H. A.	1877-80	Bergen, John G.	{ 1844-47 1851-61
Alexander, George R.	1879-82		
Ammerman, Albert	1870-78	Bergen, John V.	1843-55
Anthony, Edward	{ 1846-48 1851-61	Bergen, Peter G.	1843-66
		Bergen, Tunis G.	{ 1875-77 1880-93
Arnold, S. G.	1849-55	Berri, Eugene D.	1880-87
Aubery, Albert C.	1888-94	Betts, Charles C.	1845-51
Avila, Samuel A.	1880-83	Black, Robert A.	1890-97
Babbott, Frank L.	1895-98	Booth, Samuel	1855-61
Backhouse, Edward T.	1849-51	Bouck, James B.	1887-97
Badeau, I.	1864-67	Brainard, R. C.	1858-67
Bamberger, Ira Leo	1895-98	Brevoort, J. Carson	1848-55
Barnes, Demas	1870-72	Brill, Max	{ 1885-87 1894-96
Barthman, William	1887-91		
Bates, J. A.	{ 1848-51 1848-52 1855-67	Brinkerhoff, Isaac	1844-68
		Bristow, Henry	1880-88
		Broad, John H.	1870-72
Baylis, Abraham B.	1869-76	Brouwer, John	1847-48
Beard, William	1849-51	Browne, John X.	1855-59
Beard, William H.	1880-83	Bull, Thomas, Jr.	1846-50
Bell, A. N.	1876-77	Burbank, William	1844-45
Bellingham, John	1852-70	Burger, Joseph	1873-82
Bendernagel, James F.	1897-98	Burke, F. J.	1875-81
Bennett, Cornelius	1851-52	Burnham, H. G.	1855-70
Bennett, George C.	1870-78	Burr, Jonathan S.	1855-80
Bergen, Cornelius	1843-46	Buttrick, Charles A.	{ 1882-91 1893-97
Bergen, De Hart	1855-75		
Bergen, Garrett G.	1847-51	Byrne, John	1883-88

Cacciola, Thomas	{ 1891-94	Dana, Francis E.	1880-87
	{ 1896-98	Davids, Charles H.	1888-90
Cadley, Edward B.	1867-76	Davies, John	1876-79
Caldwell, Wallace E.	1855-57	Davis, William M.	1889-95
Campbell, Felix	1870-81	Dayton, John A.	1846-49
Capwell, A. B.	{ 1854-55	De Nyse, William	1880-83
	{ 1857-70	Dever, C.	1861-64
Carroll, Thomas	1861-80	De Witt, Moses E.	1846-49
Carter, O. G.	1870-72	Dickey, Erskine H.	1886-92
Cary, E.	1864-70	Dillingham, William S.	1845-58
Cashman, John J.	1891-94	Doane, Charles R.	1880-84
Chadwick, Charles N.	1896-98	Dower, Andrew J.	1892-94
Chapman, Miss Isabel M.	1895-98	Dresser, Horace E.	{ 1882-91
Church, E. Dwight	1881-86		{ 1894-98
Clancy, John J.	1882-85	Dreyer, John	1867-72
Clark, George P.	1893-98	Drummond, James L.	1888-96
Clayton, John H.	1884-86	Dunham, Edward W.	1849-62
Clyne, James	{ 1875-80	Duryea, H. B.	1850-55
	{ 1889-93	Dutcher, Silas B.	1875-80
Cocheau, Theodore	1873-76		
Cocks, John D.	1849-61	Eames, Theodore	1843-46
Cole, William M.	1872-81	Eastman, S. J.	1859-64
Colgan, John J., M.D.	1893-98	Everdell, William	1866-67
Collier, Edward L.	1896-98	Evertz, Carl A.	1896-98
Condon, John	1884-86		
Conkling, J. T.	1864-70	Farley, Thomas M.	1898
Coope, David	1843-51	Faron, Levi B.	1870-75
Copland, Edward	{ 1847-49	Ferguson, William P.	1888-91
	{ 1851-58	Ferris, William	1890-94
Cortelyou, Adrian V.	1844-51	Fey, John	1886-89
Cothren, Nathaniel	1884-86	Field, George	1859-65
Cottier, John	1886-91	Field, Thomas W.	1855-73
Crandall, Eben V.	1884-86	Finley, John	1870-73
Crane, William W.	1855-61	Fischer, Ernest W.	1875-83
Creevey, John K.	1888-91	Fisher, George H.	{ 1871-73
Cross, John A.	1845-46		{ 1894-98
Cross, Magnus	1873-74	Fisk, George B.	1844-45
Crowell, Stephen	1855-61	Fiske, E. W.	1861-64
Cullen, Edgar M.	1871-73	Fitzgibbon, J. J.	1872-75
Culyer, John Y.	{ 1872-81	Flaherty, John W.	1871-77
	{ 1886-98	Flynn, John	1876-92
Cunningham, John	1872-82	Forman, Alexander	1872-79
Dallon, Francis L.	1883-84	Freifeld, George	1896-98
		Frisbie, Oscar	1876-78

Frothingham, J. H.	1864-70	Henry, J. W.	1850-51
Furey, William A.	1873-75	Hentscher, Robert	1884-86
Gardiner, David	1843-50	Hibson, James	1858-61
Gardner, Robert B.	1880-87	Higgins, Algernon S.	1892-98
Gates, Nelson J.	{ 1875-81 1886-98	Hinrichs, Frederick W. . . .	1881-84
Getting, Adolph H.	1887-89	Hoile, James T.	1879-82
Gill, William L.	1867-72	Hollis, W. H.	1864-67
Glasser, Henry	1879-82	Hooper, Franklin W.	1891-98
Goodrich, W. W.	1867-70	Hope, John	1877-83
Goodstein, Samuel	1886-95	Houghton, Thomas F.	1881-86
Graham, S.	1861-64	How, James	1851-64
Graves, Horace	1883-89	Howard, Joseph	1847-51
Greenwood, John	{ 1848-59 1864-67	Howe, Fisher	1843-44
Griffin, John, M.D.	{ 1881-91 1898	Hubbs, Courtes T.	1891-95
Griffiths, Edgar E.	1883-87	Hull, A. Cooke	1867-69
Guilfoyle, John	1886-93	Hull, Charles A.	1882-84
Hall, James	1856-80	Hunter, John W.	{ 1843-44 1846-73 1876-77
Hallam, A. C.	1881-82	Huntley, R. H.	1875-80
Halsey, Harlan P.	1885-94	Hurlbut, George	1845-46
Halsey, John	1847-57	Hurlbut, William W.	1864-77
Hamlin, George D., M.D.	1894-98	Husted, Seymour L.	1846-48
Hardenbergh, L.V.D.	1869-80	Hynes, T. W.	1878-81
Harkness, William	1879-93	Jacobs, Mrs. Mary E.	1895-98
Harrigan, John, M.D.	1883-98	Jarrett, Arthur R.	1888-94
Harris, William M.	1851-61	Jewell, Ditmas	1896-98
Hart, Daniel	1864-72	Johnson, Barnet	1843-51
Hart, James H.	1870-73	Johnson, Jeremiah	1857-64
Hart, Levi	1843-48	Johnson, Teunis	1843-44
Harteau, Henry	{ 1851-52 1854-59	Jurgens, J. R.	1861-73
Hatfield, A. F.	1861-64	Kelley, John C.	1884-87
Haviland, Abijah	1882-84	Kelsey, Charles	1859-64
Hawxhurst, L. B.	1851-52	Kelsey, G. W.	1855-56
Haynes, Stephen	1843-57	Kerr, Anthony	1843-50
Hazlett, James	1851-54	Kiendl, Adolph	1895-98
Healy, A. Augustus	1891-93	Kimball, John W.	1892-95
Henderson, Robert, Jr.	1881-84	King, Horatio C.	1884-94
Hendrix, Joseph C.	1882-93	Kinsella, Thomas	1868-75
Hennessy, John F.	1870-73	Kirwin, James J.	1895-97
		Lamar, G. B.	1849-51

Lambert, E. A.	{ 1852-53	Meeker, Samuel M.	1865-70
	1858-68	Millard, A. Orville	1843-44
Lane, F. A.	1857-61	Miller, Eben	1880-95
Lavelle, Hugh P.	1887-90	Moore, E. B.	1870-71
Lay, Chauncey A.	1855-59	Moran, Thomas F.	1892-95
Libby, William P.	1872-76	Morgan, G. D.	1851-53
Liebmann, Joseph	1882-85	Moriarty, John M.	1843-48
Liebmann, Louis	1886-89	Morris, Frederick R.	1854-56
Lloyd, J.	1861-64	Morris, Jacob	1846-51
Lockwood, R. M.	1864-66	Moulton, George E.	1883-87
Logan, George W.	1881-84	Murdock, James J.	1848-57
Low, Seth	1846-47	Murphy, James	1861-82
Lowell, S. V.	1875-81	Murphy, Jasper	1889-94
Lynch, William J.	1890-98	Murtha, William H.	1870-72
Lyons, Mortimer J.	1884-86		
		Nash, William A.	1883-84
Mackellar, R. F.	1877-80	Nicot, Louis E.	1882-87
Macomber, Edward	1843-45	Northup, Daniel L.	1857-71
Manning, John J.	1847-51	Northup, Daniel W.	1887-93
Marcellus, J. L.	1873-80	Nostrand, George E.	1894-98
Martin, Andrew B.	1871-75		
Martin, J. Henry	1880-86	O'Brien, T., Jr.	1873-76
Martin, William	1870-75	O'Keeffe, M.	1877-80
Marvin, Charles R.	1843-49		
Marvin, Tasker H.	1881-82	Parsons, George W.	1856-67
Maujer, Daniel	1864-81	Paulding, John	1857-61
Maujer, Thomas J.	1884-87	Payne, Robert	1881-87
Maxwell, Henry W.	1894-98	Peer, William H.	1855-57
McCabe, D.	1861-64	Perry, Chauncey	1857-64
McCloskey, H.	1861-67	Perry, Miss Elizabeth H.	1895-98
McDermott, W.	1861-67		
McGee, James	{ 1867-72	Perry, Timothy	{ 1864-70
	1874-75		1881-83
McGrath, Thomas H.	1874-75	Pettigrew, William R.	1879-82
McGuire, J. C.	1875-76	Pettingill, Mrs. Emma F.	1895-98
McKeen, James	1884-86	Phelps, J. M.	1853-73
McKinney, M.	1861-64	Pierrepoint, Henry E.	1844-45
McLean, Henry C., M.D.	1886-98		
McMahon, James	1881-83	Pierson, Henry R.	{ 1855-57
McNamee, John	1879-98		1861-69
McNulty, Peter H.	1887-95	Piper, Elwin S.	1896-98
Mead, George W.	1881-84	Polhemus, Theodorus	1843-56
Mead, P. B.	1852-54	Polley, Grahams	1855-61
Meehan, P. J.	1861-64	Pool, George W.	1884-86
		Poole, William	1853-59

Powell, John K., D.D.S.	{ 1887-96 1898	Smith, William C.	1843-49
Powell, Mrs. Julia M.	1895-98	Sneider, Robert	1876-79
Prosser, Thomas	1874-80	Somers, Arthur S.	1891-95
Provost, A. J.	1864-67	Spader, John L.	1866-67
Raymond, Joseph H., M.D.	1893-96	Sparks, Jared	1857-61
Rhodes, John H.	1867-76	Sparrow, J. R.	1875-81
Rice, John	1851-52	Spear, Calvin F.	1843-44
Richards, James B.	1867-70	Sperry, C. S.	1849-53
Richardson, Asa B.	1872-81	Sprague, Cornelius J.	1859-68
Riggs, J. W.	1870-73	Sprague, William E.	1870-81
Riggs, M. C.	1872-74	Stanton, Amos P.	{ 1843-44 1846-47
Robertson, Charles E.	1893-98	Stearns, John N.	1867-70
Robinson, James L.	1882-83	Stevens, Alfred G.	{ 1843-51 1853-54
Rodman, Thomas H.	{ 1851-54 1856-65	Stewart, John	1855-64
Rosman, J. G., M.D.	1873-76	Stewart, T. McCants	1890-94
Rowe, Edward	1865-97	Straub, George	1889-96
Rushman, W. C.	1867-70	Sullivan, Thomas	1852-61
Sanger, William Cary	1881-84	Suydam, Adrian M.	1867-70
Schaedle, George W.	1894-98	Suydam, Moses	1843-48
Schapps, Cornelius H.	1864-77	Swanstrom, J. Edward	1888-98
Scharmann, H. B.	1876-86	Sweeny, James	1887-91
Schimmel, Anton	1891-94	Taylor, Fitch	1843-59
Schmidt, Henry P.	1894-98	Taylor, Peter G.	1854-58
Schultz, J. S.	1844-46	Teale, Charles E.	1877-96
Schwarzwaelder, W.	1874-81	Theall, E.	1876-79
Scott, Rufus L.	1886-89	Thomas, Robert	1882-88
Scottron, Samuel R.	1894-98	Thomas, William M.	1867-80
Scranton, K. E.	1880-81	Thompson, John R.	1886-98
Seabury, James M.	{ 1846-56 1859-70	Thorne, John Sullivan, M.D.	1843-71
Shanahan, James M.	1879-82	Thorne, Richard A.	1848-49
Shapter, John S.	1849-51	Thursby, Robert G.	1855-58
Shepard, A. W., M.D.	1871-80	Tompkins, George V.	1884-86
Simis, C.	{ 1886-89 1891-94	Tonjes, C. F.	1878-81
Simmons, Parker P.	1886-91	Trow, John F.	1849-55
Simonson, Jacob A. S.	1881-86	Turner, Peter	1843-46
Smith, Alfred S.	1849-51	Tuttle, Charles F.	1855-59
Smith, Cyrus P.	1843-71	Underhill, James E.	1844-47
Smith, George W.	1873-75	Van Sinderen, Adrian	1864-67
		Walsh, John D.	1892-95

Ward, James H.	1880-83	Williams, John J.	1895-98
Weber, John W.	1888-96	Wilson, Christopher W.	1883-86
Weir, James, Jr.	1886-98	Winant, D. D.	1861-71
Wheeden, Thomas J.	1877-82	Winter, Henry M.	1886-92
Wheeler, Hayden W.	{ 1876-79	Woodworth, George H.	1894-98
	{ 1881-84	Wreaks, Charles F.	1881-86
White, Philip A.	1882-90	Wright, James	1897-98
White, T. J.	1880-81	Wyckoff, Peter	{ 1843-44
Whiting, R. M.	1856-67		{ 1846-51
Whitlock, Ephraim J.	1858-81		
Whitmore, Stephen	1844-45	Young, Richard	1895-98
Wiggins, J. W., Jr.	1886-90		
Willets, C. W.	1868-69	Zabriskie, J. L.	1894-95
Williams, John	1869-81	Zumbrod, F. W.	1859-61

MEMBERS OF THE BOARD OF EDUCATION OF GREATER
NEW YORK

1898-1904

Adams, Richard H.	1898-1904	Eustis, John E.	1898-1899
Agar, John G.	1898-1899	Everett, A. Leo	1902-1904
Aldcroftt, Richard B., Jr.	1904	Fagan, John J. P.	1904
Anderson, E. Ellery	1898-1899	Farrell, Edward F.	1899-1902
Babbott, Frank L.	1902-1904	Field, Frank Harvey	1902-1904
Backus, Grosvernor H.	1903-1904	Francolini, Joseph Nicola	1902-1904
Bannard, Otto T.	1898-1899	Frissell, Algernon S.	1902-1904
Barrett, Nicholas J.	1902-1904	Greene, John	1900-1904
Barry, John J.	1902-1904	Greenough, William	1898-1899
Brunner, Arnold W.	1902-1903	Griffin, John, M.D.	1899-1900
Burke, John T.	1899-1900	Guy, Charles L.	1902-1903
Burlingham, Charles C.	{ 1898-1899	Hamlin, George D., M.D.	1902-1904
	{ 1902-1903	Harkness, William	1902-1904
Cashman, John J.	1900-1902	Harrison, Robert L.	1902-1904
Cole, William J.	1900-1902	Haupt, Louis, M.D.	1902-1904
Collier, Edward L.	1898-1899	Higgins, Thomas J.	1904
Collier, M. Dwight	1902-1904	Higginson, Thomas J.	1903-1904
Connery, Thomas B.	1902-1903	Hubbell, Charles Bulkley	1898
Cunnion, Francis P.	1902-1904	Ingalls, Charles H.	1902-1904
Davis, Vernon M.	1899-1902	Jackson, Frederic W.	1902-1904
Dix, Samuel M.	1902-1904	Jay, Pierre	1902-1903
Donnelly, Samuel B.	1902-1904	Jonas, Nathan S.	1902-1904
Dresser, Horace E.	1898-1902	Kelley, John C.	1902-1904
Eppig, Theodore	1904	Kelly, Hugh	1898

Kelly, John P.	1902-1904	Robertson, Charles E.	1899-1902
Kennedy, Michael J.	1902-1903	Rodenstein, Louis A., M.D.	1902-1904
Kiendl, Adolph	1902-1904	Rogers, Henry A.	{ 1898-1899 1902-1904
Kittel, Joseph J.	1899-1902	Rossiter, Edward V. W.	1902-1903
Leavitt, G. Howland	1898-1899	Schaedle, George W.	1902-1904
Little, Joseph J.	1899-1900	Schmitt, Henry	1904
Livingston, George	1899-1900	Simonson, F. De Hass	1899-1900
Mack, Jacob W.	{ 1898-1899 1902-1904	Somers, Arthur S.	1900-1902
Man, Alrick H.	1902-1904	Stern, Abraham	1900-1904
Marks, Frederick W.	1903-1904	Stern, M. Samuel	1904
Maxwell, Henry W.	1898-1900	Sterne, Morris E.	1899-1902
McDonald, Albert G.	1902-1903	Swanstrom, J. Edward	1898-1900
McGowan, Patrick F.	1904	Taft, Henry W.	1898-1899
McNamee, John	1898-1899	Thompson, John R.	1898-1902
Metz, Herman A.	1901-1902	Thomson, Theodore E.	1902-1904
Moriarty, Thaddeus	1899-1902	Tift, Henry N.	1903-1904
Morris, Alfred Hennen	1900-1902	Vandenhoff, George A.	1902-1904
O'Brien, Edward D.	1903-1904	Van Hoesen, George M.	1899-1900
O'Brien, Miles M.	1899-1902	Van Ingen, Edward	1902
O'Keeffe, John G.	1900-1902	Warburg, Felix M.	1902-1904
Partridge, Frank H.	1903-1904	Weir, James, Jr	1902-1904
Payne, George E.	1902-1904	White, Patrick J.	1900-1902
Perlet, Frank	1898-1899	Wilsey, Frank D.	1902-1904
Prentiss, Nathaniel A.	1898	Wingate, George W.	1902-1904
Renwick, James A.	1903-1904	Winthrop, Egerton L., Jr.	1904
Richardson, Waldo H., M.D.	1899-1902		

MEMBERS OF THE SCHOOL BOARD FOR THE BOROUGHS
OF MANHATTAN AND THE BRONX

1898-1902

Adams, Richard H.	1898-1902	Greenough, William	1898-1899
Agar, John G.	1898-1899	Groehl, Henry M., M.D.	1901-1902
Anderson, E. Ellery	1898	Harrison, John B.	1899-1902
Andrews, Walter E.	1898	Hubbell, Charles Bulkley	1898
Bannard, Otto T.	1898-1899	Hurlbut, William H.	1898
Barry, John J.	1901-1902	Kelly, Hugh	1898
Burlingham, Charles C.	1898-1901	Ketchum, Alexander P.	1898
Davis, Vernon M.	1899-1902	Kittel, Joseph J.	1899-1902
Emmet, William Temple	1900-1901	Lee, James P.	1898-1900
Eustis, John E.	1898-1899	Linck, John M.	1899-1902
Farrell, Edward F.	1899-1902	Little, Joseph J.	1898-1900

Livingston, George	1899-1901	Prentiss, Nathaniel A. . . .	1898
Mack, Jacob W.	1898	Rice, Henry	1898-1899
Maclay, Robert	1898	Richardson, Waldo H., M.D.	1899-1902
McGowan, Patrick F.	1900	Rogers, Henry A.	1898-1902
McSweeny, Daniel E., M.D.	1898	Stern, Abraham	1899-1902
Meehan, John T.	1901-1902	Sterne, Morris E.	1899-1902
Moriarty, Thaddeus	1899-1902	Taft, Henry W.	1898-1900
Morris, Alfred Hennen . . .	1900-1902	Timpson, Thomas W.	1900
Muth, George H., D.D.S. . .	1900-1902	Van Hoesen, George M. . . .	1899-1900
O'Brien, Miles M.	1899-1902	Whitaker, E. G.	1900-1902
O'Keeffe, John G.	1900-1902		

MEMBERS OF THE SCHOOL BOARD FOR THE BOROUGH
OF BROOKLYN

1898-1902

Babbott, Frank L.	1898-1902	Griffin, John, M.D.	1898-1900
Bamberger, Ira Leo	1898-1902	Hamlin, George D., M.D. . .	1898-1900
Bassett, Edward M.	1899-1902	Harrigan, John, M.D. . . .	1898-1902
Bendernagel, James F. . . .	1898-1902	Hettesheimer, Charles J., M.D.	1900-1902
Blandy, Graham F.	1899-1901	Higgins, Algernon S.	1898-1899
Breen, John T.	1901-1902	Hill, John O. F., M.D. . . .	1901-1902
Cacciola, Thomas	1898-1902	Hollmann, H. A. D.	1898-1900
Cashman, John J.	1898-1902	Hooper, Franklin W.	1898-1899
Chadwick, Charles N.	1898-1899	Hunt, Joseph H., M.D. . . .	1899-1902
Chapman, Miss Isabel M. . .	1898	Hurley, William S.	1901-1902
Clark, George P.	1898-1902	Hutt, James W.	1900-1902
Colgan, John J., M.D.	1898-1902	Ihnken, George	1901-1902
Collier, Edward L.	1898-1902	Jacobs, Mrs. Mary E.	1898
Culyer, John Y.	1898	Jewell, Ditmas	1898-1899
Donohue, George W.	1899-1902	Kevin, J. Richard, M.D. . . .	1900-1902
Dorman, Joseph R.	1900-1902	Kiendl, Adolph	1898-1902
Dower, A. J., M.D.	1898-1902	Levy, Max, M.D.	1899-1902
Dresser, Horace E.	1898-1902	Leyh, George F., M.D.	1901-1902
Evertz, Carl A.	1898-1900	Maxwell, Henry W.	1898-1900
Fagan, John F.	1900-1902	McElroy, John	1900-1902
Fagan, John J. P.	1898-1902	McLean, Henry C., M.D. . . .	1898-1902
Farley, Thomas M.	1898-1901	McNamee, John	1898-1900
Farrell, Thomas J.	1898-1902	Metz, Herman A.	1899-1902
Fisher, George H.	1898	Murphy, Michael	1898-1902
Freifeld, George	1898-1902	Nostrand, George E.	1898-1902
Gates, Nelson J.	1898	Perry, Miss Elizabeth H. . . .	1898
Greene, John	1898-1901	Pettingill, Mrs. Emma F. . . .	1898

Piper, Elwin S.	1898-1899	Sullivan, Andrew T.	1898-1902
Powell, John K., D.D.S.	1898-1902	Swanstrom, J. Edward	1898-1899
Powell, Mrs. Julia M.	1898	Thompson, John R.	1898-1902
Radecke, Julius L.	1899-1901	Totten, Joseph	1900-1902
Robertson, Charles E.	1898-1902	Weir, James, Jr.	1898
Schaedle, George W.	1898-1900	Williams, John J.	1898-1899
Schmidt, Henry P.	1898-1899	Wise, Charles C.	1899-1902
Schmidt, Isidor B.	1900-1902	Woodworth, George H.	1898-1900
Scottron, Samuel R.	1898-1902	Wright, James	1898-1901
Shevlin, M. J.	1899-1902	Young, Richard	1898-1902
Somers, Arthur S.	1898-1902		

MEMBERS OF THE SCHOOL BOARD FOR THE BOROUGH
OF QUEENS

1898-1902

Applegate, Jacob A.	1901-1902	Rath, Henry C.	1899-1901
Cahill, William J.	1900-1902	Schultheis, Anton	1900-1902
Callahan, Daniel	1898-1899	Simonson, F. De Hass	1898-1900
Chapman, Theodore	1898-1900	Spaeth, George F.	1898-1899
Kelly, John J.	1899-1902	Thornbury, W. H.	1900-1902
Leavitt, G. Howland	1898-1899	Vandenhoff, George A.	1899-1902
Maure, George	1898-1902	Wainwright, William G.	1898-1899
Pauly, Frederick G.	1898-1900	White, Patrick J.	1899-1902
Power, John S.	1898-1902		

MEMBERS OF THE SCHOOL BOARD FOR THE BOROUGH
OF RICHMOND

1898-1902

Anderson, Samuel	1898-1902	Flannigan, Thomas J.	1898-1900
Barton, Willis	1900-1902	Heymann, Louis	1898-1900
Bottger, Emil	1898-1902	Kinkel, Robert A.	1901-1902
Burke, John T.	1898-1902	Perlet, Frank	1898-1902
Cole, William J.	1898-1902	Vaughan, Thomas	1898-1902
Egbert, George T.	1898-1902		

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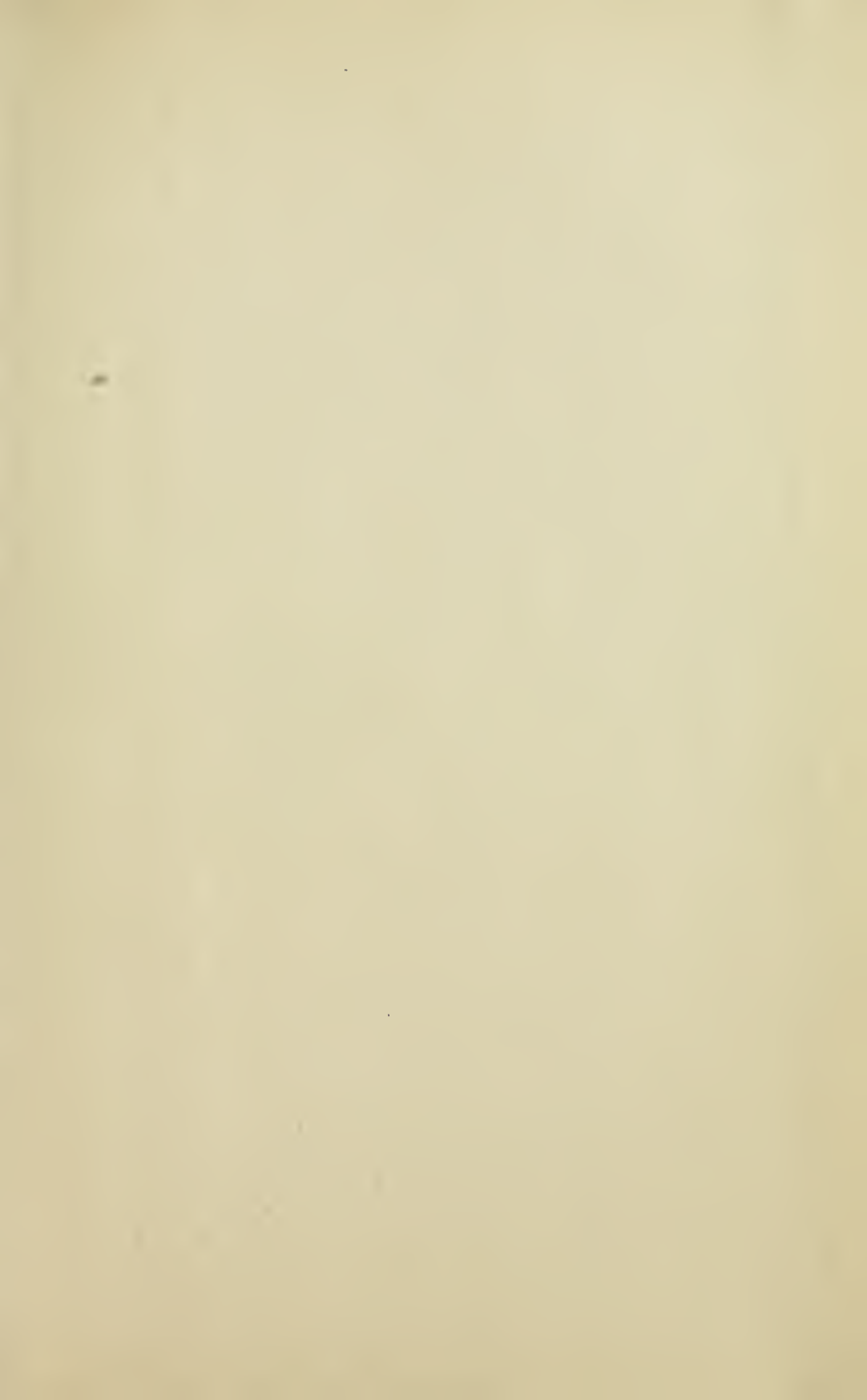
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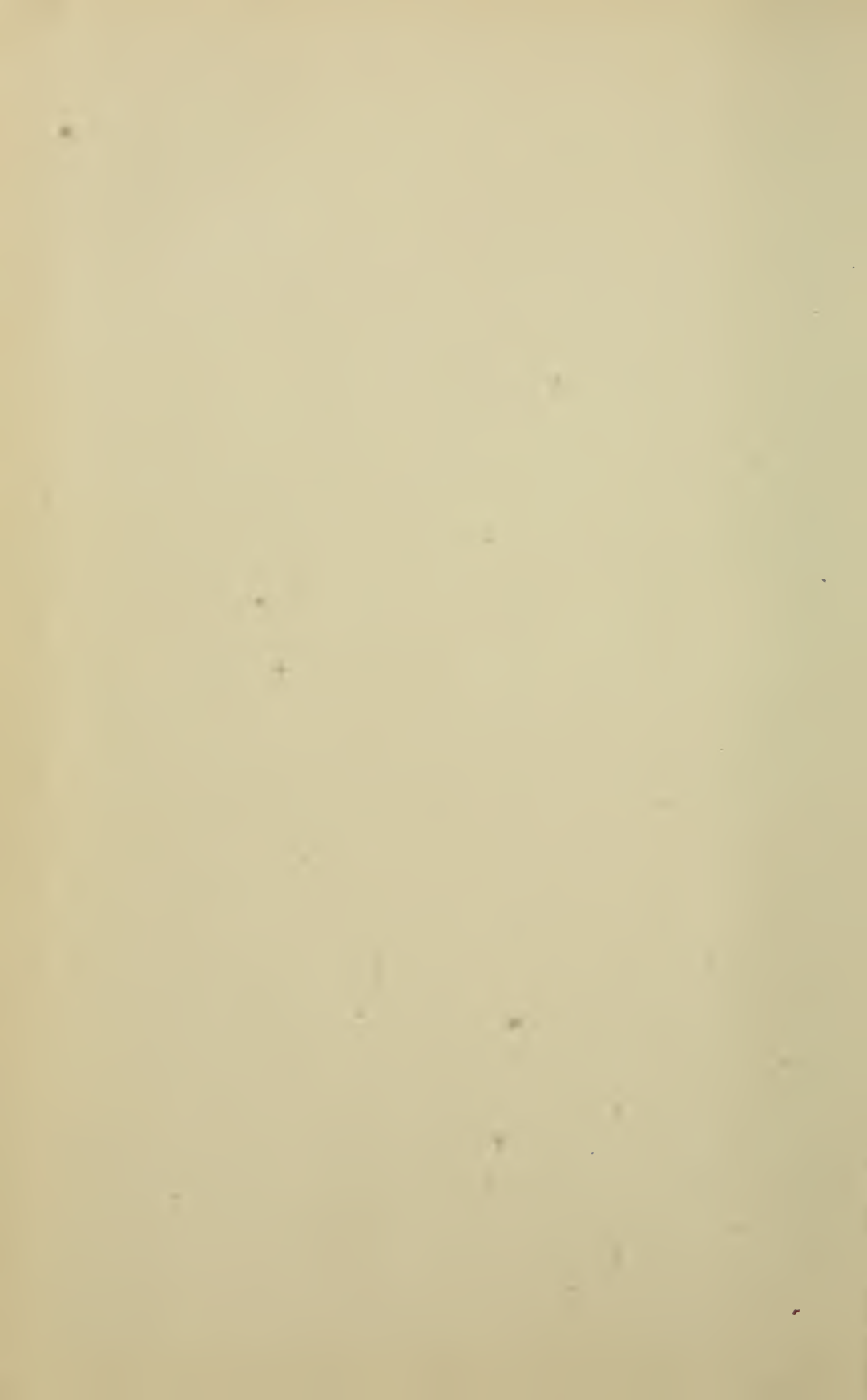
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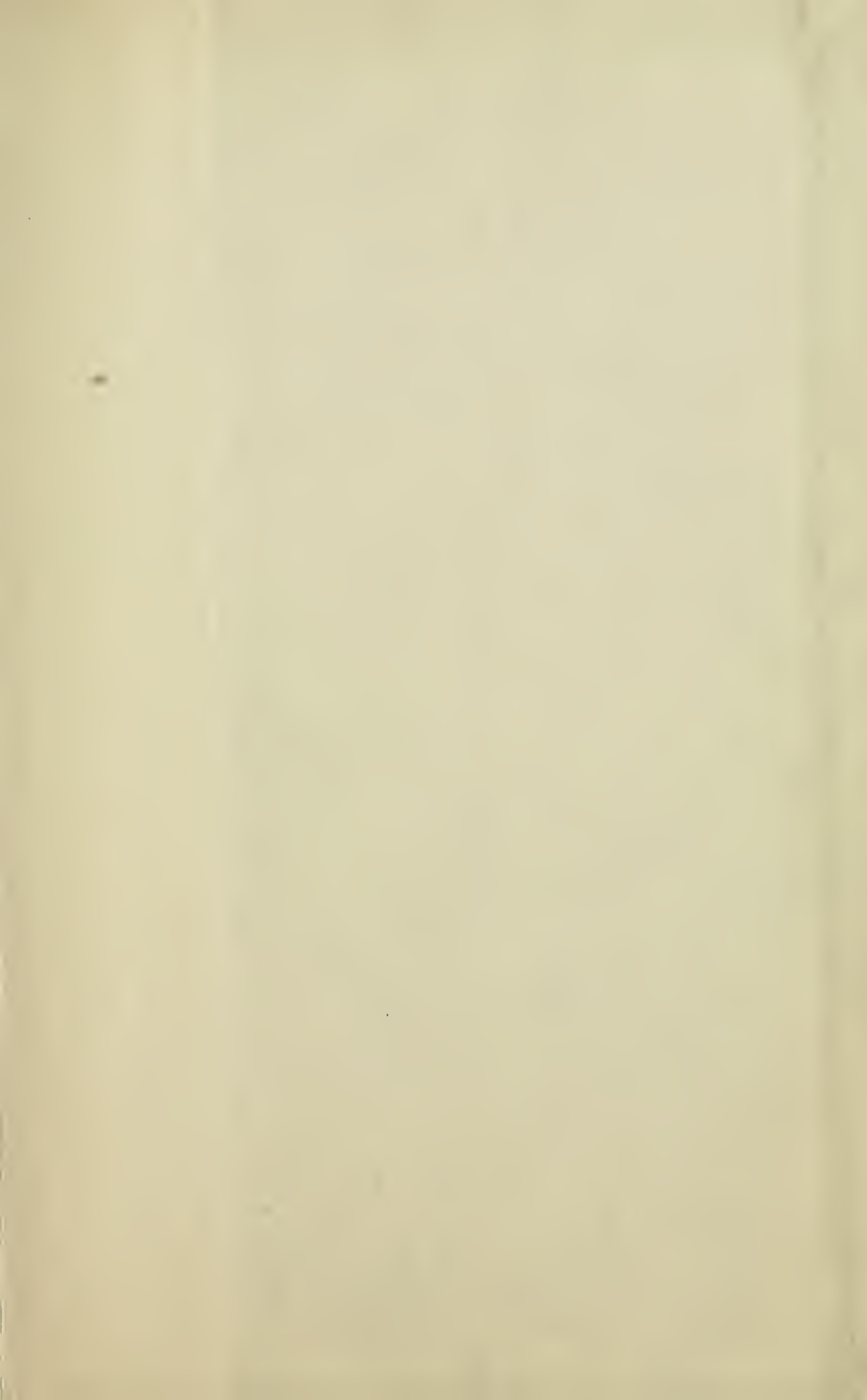
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