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A history of teacher training in the city of Boston and the role of the laboratory school as an integral part in the preparation of teachers.

Francis S. Murphy

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A HISTORY OF TEACHER TRAINING IN THE CITY OF BOSTON AND
THE ROLE OF THE LABORATORY SCHOOL AS AN INTEGRAL PART
IN THE PREPARATION OF TEACHERS

A Dissertation Presented

by

FRANCIS S. MURPHY, JR.

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1989

Education
A HISTORY OF TEACHER TRAINING IN THE CITY OF BOSTON AND
THE ROLE OF THE LABORATORY SCHOOL AS AN INTEGRAL PART
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by
FRANCIS S. MURPHY, JR.

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Robert D. Sullivan, Member

James W. Fraser, Member

Marilyn Haring-Hidore, Dean
School of Education
To

My Mother,

MARY M. MURPHY

(March 25, 1893 - March 27, 1989)
ACKNOWLEDGMENTS

The completion of this dissertation could not have been possible without the support, understanding, and guidance from my Dissertation Committee, family, and friends. To these people, I owe my deepest appreciation:

- To Robert R. Wellman, Chairperson of my Committee, for his wisdom, professional advice, counsel, and steadfast support; his guidance and belief in this research were motivating and most appreciated;
- To Members of my Committee, Atron A. Gentry, Henry A. Mariani, Robert D. Sullivan, and James W. Fraser, for their insightful comments, unfailing encouragement, and supportive feedback;
- To my colleagues at the University of Massachusetts at Boston, for their assistance, cooperation, and encouragement throughout this process;
- To the teachers, students, administrators, and officials of the Boston Public School System and the City of Boston, for their cooperation and assistance in helping make this research study a reality;
- To my family and friends, for their personal support, especially my twin sisters and their husbands, Mr. and Mrs. Robert A. White and Mr. and Mrs. Joseph M. Lovett;
• Finally, my gratitude is extended to my parents, who instilled in me the belief that any goal is achievable.
ABSTRACT
A HISTORY OF TEACHER TRAINING IN THE CITY OF BOSTON AND THE ROLE OF THE LABORATORY SCHOOL AS AN INTEGRAL PART IN THE PREPARATION OF TEACHERS
MAY, 1989
FRANCIS S. MURPHY, JR., B.S., BOSTON COLLEGE
Ed.M., TEACHERS' COLLEGE OF THE CITY OF BOSTON
Ed.D., UNIVERSITY OF MASSACHUSETTS
Directed by: Professor Robert R. Wellman

From the inception of teacher training in Boston, the Laboratory School had a key role in teacher preparation. The rationale behind the Laboratory School approach was that beginning teachers could best learn their craft by observing and imitating experienced teachers. Down to the present time, teacher training is conducted by placing student teachers in classroom situations with experienced professionals.

Boston established its Model or Laboratory Schools when the City decided to train teachers at a Normal School supported by municipal tax revenues. Through the years, public schools were chosen to serve as sites for preparing teachers. Outstanding pedagogists were carefully selected by the school system administrators to serve as training teachers.

The students learned from an instructor who served as a role model.

Other Normal Schools in the State of Massachusetts adopted the same method and established their own Model Schools. Today, Bridgewater
State College, Salem State College, and Tufts University have campus Model Schools.

When Francis W. Parker (1837-1902) served as supervisor of primary schools in Boston, and as Superintendent of the Quincy, Massachusetts, Public Schools, he became familiar with the Model Schools in Boston and Bridgewater. When Parker became head of the Cook County Normal Schools in Chicago and, at a later date, the School of Education at the University of Chicago, he established Model Schools designed after the Massachusetts training program.

The Teachers' College at Columbia University developed the Horace Mann Laboratory School under the direction of John Dewey who had been at Chicago and had witnessed the success of Parker's teacher training.

The concept of the Normal Schools and the later teachers' colleges using a controlled school situation for preparing teachers spread to all sections of our nation. Teacher education became a national philosophy that had an effect on all teacher training institutions.

A close examination of teachers' training today reveals a continued use of Laboratory Schools.
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When *A Nation At Risk* (National Commission on Excellence in Education, 1983) was published six years ago, it awakened a renewed interest in education on the part of the general public. It was followed by a number of studies advocating improved schools. These studies indicate that the time to move to improve our schools is at hand. It is the researcher's intention in this study to examine past methods in teacher training, particularly the Laboratory School approach, with the hope of applying the best features of the Laboratory School to the preparation of future teachers.

**Recent Studies**

Comparing the reports on teacher training that have been published during the past five years results in the realization that there is an evident similarity both in the educational problems stated and the solutions suggested. These studies followed upon the much publicized criticisms of teacher education that were voiced in *A Nation At Risk* (National Commission on Excellence in Education, 1983), and the work of Ernest Boyer of The Carnegie Foundation for the Advancement of Teaching. In general, they state that there must be an immediate upgrading of teacher training in the nation in order to insure improvement in the caliber of those who wish to enter the teaching profession. Centering on the Holmes Group Report and recognizing that its implications apply
to all of the states will enable one to analyze the concerns of the educational leaders who comprise the Holmes Group and the collective agreement as to how this nation's universities and colleges can improve their teacher training programs.

It would be wise to focus on recent reports with the understanding that their implications are contained in the Massachusetts Board of Regents of Higher Education Report that deals exclusively with the institutions of higher education in Massachusetts.

The Regents' Report states that if the quality of teaching is not improved, the performance of students will not improve. This is exactly what the other reports maintain. This proposition lies at the basis of the many findings arrived at after their eighteen-month study of teacher training in America.

Focusing on the need for improving teacher education, the Holmes Group, a consortium of education deans and chief academic officers from the major research universities in each of the fifty states, came together to seek a means of addressing the question of how to prepare for the teaching profession. What is lacking is a study emanating from the teacher training institutions that are not research-centered and dominated by liberal arts faculties.

The Laboratory School

This dissertation will examine in detail the Boston experience with the Laboratory School in teacher training, with a view to presenting recommendations for resolving some of the issues facing contemporary
educators in improving teacher training. It will commence with a review of recent reports on teacher training, in order to suggest the continued centrality of the practicum experience in teacher training. The bulk of the dissertation will describe the history of the principal Laboratory Schools as they developed in the Boston area. Recommendations will entail drawing lessons from these experiences for contemporary teacher education practices.

Detractors claim that these laboratory schools become too inbred and serve to pass on a style of teaching that becomes uniform for all graduates. Their complaint is that the research necessary to improve teaching methods is lacking and the new teachers repeat the practices of the past with no thought of improving on the accepted methods. In a sense, this charge can be recognized as having some value, but it would be wrong to neglect a close look at the whole process because there are weaknesses in some of the parts.

The Boston Normal School

By following its closely structured and conservative plan for training teachers, the Boston Normal School and its successor, the Teachers' College of the City of Boston, were able to meet the needs of the Boston Public School System for one hundred years. Teachers were trained not only for the City of Boston schools but many graduates were employed in other school districts. State Teachers' College at Boston and finally Boston State College were a progression of titles that identified the institution of higher education over the last thirty
years of its existence prior to merging with the University of Massachusetts at Boston in 1982. It can be said that the preparation of teachers was carried on for over one hundred and thirty years. It produced a large number of professionals who proved a credit to their vocation. For many years, the Boston School System was recognized as a national leader, and though recent years have blemished that reputation, it would be unwise to forget to reflect on past successes when seeking to improve their schools of the future.

Some thought should be given to the devotion to the teaching profession by so many of the graduates of the Boston Normal School and the Teachers' College of the City of Boston. In the case of women graduates, their whole life revolved around their professional duties. It must be remembered that women teachers were prohibited from marrying by regulation until after World War II. They were expected to devote their energies to the teaching of children. Since many teachers were first- and second-generation Americans, whose families and neighbors took great pride in their professional standing in the community, they were among the most respected segment of the society.

In its early years, the Normal School provided the only opportunity for upward mobility for most women. Educational opportunity provided by the teacher training of the Normal Schools enabled women to make the first opening into the professions that prided scholarly pursuits.
Boston followed the lead of the Massachusetts State Legislature, which passed a bill sponsored by James Carter in 1838 establishing Normal Schools for the preparation of teachers. As a member of the House of Representatives, James Carter had, since the late 1820s, attempted to obtain the passage of legislation that established Normal Schools with adequate libraries, skilled professors in the area of teacher preparation and a Laboratory School. Boston took its own initiative and used tax revenue to establish its own Normal School in 1852. The City trained its own teachers. From its inception, the Boston Normal School had a Laboratory School as an integral part of the teacher training program. The influence of the Laboratory School upon its students is difficult to measure. Teachers chosen to staff the Laboratory School were experts whose pedagogical excellence was to be imitated by the future teachers who observed their instructional methods and then put them into practice. Thus there came into being a system that perpetuated itself, a system where teachers strove to teach like their mentors taught. For many years, the Boston Normal School and the Teachers' College of the City of Boston dominated the methodology of teaching and the administration of the public schools. Its influence has lasted down to the present time in that there are teachers in service who are products of this system and are cooperative practitioners guiding the college students, from many different institutions, through their student teaching experiences.
In this dissertation, the researcher proposes to historically trace the evolution of teacher training in the City of Boston. In doing this, it will be necessary to follow the growth of the physical land mass that is the City, its population increases that affected the schools, its assimilation of the many ethnic populations that resulted in teaching adjustments, and the constant changes in the mores of the culture which led to a contest for superiority between the public school system and the private schools.

An interesting part of this study will address itself to the political forces in the City and how they influenced the opportunities for education. In the past, as today, the budget problems of the municipal leaders had a profound effect on school buildings, curriculum, class size and the number to be admitted to the teacher training courses. The constant struggle of leaders in the field of education to hold onto the gains that they have realized and achieved in the face of dwindling tax revenues is as common now as it was throughout the history of Boston's support of teacher training. It is most remarkable that for one hundred and thirty years the citizens of Boston in good times and bad supported their own institution of higher education. It is a credit to them that they placed such a high degree of importance in the training of their young people to be teachers. When the City, in 1952, found it impossible to continue the support of the Boston Teachers' College, there was a determined move on the part of the electorate to make certain that the opportunity for teacher training be made available for the young people of Boston and a continuation of their College under State auspices.
Reminiscences of Teachers

Sophia Whalen was the Assistant Principal of the Prince School in Boston's Back Bay prior to World War II. When the researcher interviewed her, many years ago, she talked at great length of her years at the Normal School, her further education, travel, and forty-five years of teaching. From her, the researcher came to understand a type of caste system that existed within the ranks of women teachers. To be promoted to assistant principal, a teacher had to possess a Bachelor's Degree. Graduates of the Normal School, therefore, who desired promotion, often completed their degree requirements at Radcliffe College. This attainment separated them from their teaching colleagues and resulted in the development of a class structure which was evident when the researcher began his teaching career. Boston University, until 1922, awarded a full scholarship to the student graduating first in her class from the Normal School in order that she could obtain her degree.

Travel was always on the agenda and many of the women administrators or graduates of the Normal School and Teachers' College had a first-hand knowledge of foreign lands. Miss Whalen recalled her trips, every other summer, by ship to Europe with a group of her fellow assistant principals. She enthusiastically pointed out that this travel enhanced their teaching and placed them above the male high school teachers who could not raise a family and afford travel. She pointed out that women teachers could not marry and retain their positions. Therefore, they devoted their entire lives to the children that they taught. Their bi-yearly travels added to their knowledge which they shared with their
pupils. It was not until 1947 that the State Legislature permitted married women to hold a permanently appointed faculty or administrative position in the Boston School System.

Professor Elizabeth D. Flynn, who served as a member of the History Department at Boston State College, shared her research with the researcher and allowed him access to the records of the Normal School and the Teachers' College of the City of Boston which were housed at the Huntington Avenue campus until this year. Researching these records was valuable and time-consuming because it is only recently that an attempt had been made at cataloging.

Professor Flynn’s information was valuable in understanding the Laboratory School as an integral part in the teacher training program and the effectiveness of the reading clinics operated at the college for the children of Boston under the direction of Professor Miriam Kallen, a faculty member from 1929-1962.

Mr. James Mahoney, of the Hubert Humphrey Occupational Resource Center of the Boston Public Schools, allowed the researcher to avail himself of Mr. Mahoney’s records from the Industrial Arts Program. The late Mr. Joseph Walker, a former instructor at the South Boston training site, gave the researcher a valuable insight into the students' program which included practice training in the school shops, training school pre-practicum and academic studies in the afternoon at the main campus.

Mr. John Mulhern, Chief Engineer of the Boston Schools, was most generous in going over the plans of school buildings and allowing the researcher to collect data at the Boston Public Schools' Patrick T. Campbell Curriculum Center at 1216 Dorchester Avenue.
Many members of the Physical Education Department, among them, the researcher's sister, the former Associate Director, Mrs. Virginia M. White, enabled the researcher to trace the advent and development of physical education at the Normal School and Teachers' College. Without these records, it would not have been possible to relate physical education to the teacher training process.

**Historical Approach**

In designing this study, the researcher depended on his background in history to relate international, national and local happenings to the Normal School and Teachers' College existence. Having served as a liaison between Boston State College and the last Laboratory School, the Maurice J. Tobin School on Smith Street in Roxbury, the researcher was familiar with the Martin District records that were housed in a vault. When it was decided to confiscate some of these records, he began a project of designing a research model for future use. Basically, the researcher used an historic approach relying on sources that related the history of Boston, school documents and personal interviews. During the last few years, the researcher visited sites of the Normal School in order to obtain a true perspective of the locations relative to the City's expansion.

Having taught at the old Girls' High and Normal School building, the researcher is familiar with the many tin-types and photographs in the historical collection now at the University of Massachusetts at Boston and at the main building of the Boston Public Library that proved
valuable in tracing the history of teacher training in the City of
Boston.

A secondary objective of this research will be realized if the
resulting historical account can be of use in compiling the documents
being assembled for the newly-created Boston State College Room located
at the University of Massachusetts at Boston. There is much to be
learned from the City of Boston teacher training institutions and many
of the early innovations are recommended in refined form, in current
studies.

Professional Pride

It is the researcher's intent to emphasize the intense pride that
graduates of the teacher training schools brought to the teaching pro-
profession. From working with teachers who were part of the Hyde Park
School System that was assimilated or merged with the Boston School
System in 1912, the researcher found that same pride of having achieved
professional status was related to other Normal Schools such as
Bridgewater and Framingham Normal Schools. The researcher was fortunate
that in his first year of teaching there were women teachers still in
service who talked about their educational background and their pride
in being part of the teaching profession. The feelings that they con-
veyed should not be lost to the present generation of educators who are
working to improve the public schools.
CHAPTER 2
EARLY TEACHER TRAINING IN BOSTON

Tracing the evolution of teacher training in the City of Boston is closely related to a study of the historical development of the Girls' High School. The demand for teachers qualified to teach the primary and elementary schools of the City of Boston was met by employing young women who had demonstrated proficiency in their course work at the elementary level.

The Unified Boston School System

By the middle of the eighteenth century, it was determined that the primary schools that accommodated children between the ages of four and seven should cease to exist as separate reading and writing schools. In 1855, a merger was effected between the primary and elementary schools, thus a unified Boston School System was brought into being. Starting with eighteen schools in operation the first year, thirty-six the third year, and so on in mounting numbers as the City grew, the classes were invariably taught by women.

Nathan Bishop, the first Superintendent of the Public Schools of the City of Boston, in his first report, that of 1851, examined the problem. "Every year," he declared, "between forty and fifty well-qualified female teachers will be wanted to fill vacancies which are occurring in the places of teachers. If these places are filled by
persons of very high qualifications, the schools will be greatly improved without any increased expense."

The Boston Normal School

Recognizing this demand, the School Committee established the Boston Normal School in 1852 and admitted one hundred young women into the first class. Public petitions were received at this time requesting the establishment of one or more "High Schools for Girls". Many of the leading citizens, interested in preserving a low tax rate, felt that the upper grades in the girls' grammar school were the equivalent of high school "for all the purposes of a sound English education", for the girls were allowed to stay two years longer than were boys and in those years received "instruction in several branches . . . extended to boys only after their admission into English High School". A majority disagreed with this concept; and in 1854, the Girls' High and Normal School was established.

In reality, the Normal School was a three-year secondary school which prepared women to teach the primary and elementary classes in the Boston Public School System. Practical laboratory or practicum experiences were a part of teacher training in Boston from its inception. Since great importance was placed in pre-teaching Laboratory Schools, it would be of interest to follow this development.
Tax-Supported Public Schools

When Boston received City status, through the granting of a charter by the General Court of Massachusetts in 1822, education was a primary concern. Since 1635, the Public Latin School had provided a secondary, college preparatory curriculum for a few selected male students. Following the passage of the "Olde Deluder Satan Act", by the General Court in 1647, the Massachusetts Bay Colony used public tax money to support literacy in order that all children be taught to read. Tax-supported public education was an accepted principle when Boston became a City.

The Double-Headed System

By the time of the incorporation of Boston as a City in 1822, there had developed an educational design which was known as the "double-headed system". Under this plan, separate reading schools and writing schools, each under its own principal and management, had been established. One-half of the students attended a reading school in the morning and a writing school in the afternoon; and the other half reversed this order, attending a writing school in the morning and a reading school after the mid-day meal. This double-headed system was continued until the appointment of the public schools in Boston in 1851. Under this curious plan, the reading schools included in their curriculum Reading, English Grammar, and, at a later date, Geography; and the writing schools taught Penmanship, Arithmetic, and Bookkeeping. By 1845, Boston had nineteen reading and the same number of writing schools.
Four years prior to incorporation, Boston, with a population of 40,000, had only 2,356 pupils in her reading and writing schools, while 4,132 pupils were taught by 162 private teachers at an annual cost of fifty-thousand dollars. The private schools provided for the educational needs of the more wealthy. The public schools provided for those pupils whose parents sought after their educational needs; however, it was determined that between 500 and 1,000 children of school age did not go to any school. Boston was able to enroll only one-third of her school-age children in her public schools. This was the result of an attitude on the part of the general public that the tax-supported reading and writing schools were the schools of the poor. Also, no child could be received in a public reading school until he or she had learned to read the Bible sufficiently well to keep his or her place in the book as the classwork proceeded. Only by home instruction or private instruction could the pupils acquire the necessary reading skills which were a prerequisite for attendance at the reading schools.

To correct this problem, Boston could have increased the number of public schools and mandate that they admit children at the age of six or earlier. Instead, the City chose to establish a whole new system of primary schools to be taught by women at much lower salaries than the masters of the reading and writing schools received. Women teachers were paid, in the eighteen primary schools, the sum of two hundred dollars per year. If the teacher provided the school room, the sum was two hundred fifty dollars per year. These new primary schools were under separate management from the reading and writing schools. Although they were successful in their mission, the need for qualified
teachers was of concern. Here it should be noted that the reading and writing schools from their inception were not coeducational. Boys attended during the most desirable months. The attendance of the girls was limited to from April 20 to October 20. One accomplishment of the primary school was that they eliminated this discrimination.

The High School for Girls
(1825-1827)

Recognizing the future continuing need for trained teachers for the primary schools, Boston took a giant educational step in 1825 which resulted in a dismal and disappointing failure. The experiment of 1825-1827, urged particularly by the Secretary of the School Committee, the Reverend John Pierpont, established a high school for girls. Strange to say, the academic success of this innovation brought about its financial failure. In short, the cost of educating women at the high school level was too heavy a burden on the City treasury. Maybe the curriculum was too ambitious for the times. In fact, the High School for Girls was designed to admit girls from eleven to fifteen years of age in a course of study three years long, embracing "all the branches of education usually taught in colleges, except Greek and Latin".

Curriculum of the High School for Girls

The regulations of the Boston School Committee for 1827 list the following "required" and "allowed" studies:
Studied Required:

1. Reading: Pierpont's First Class Book
2. Spelling: Walker's Dictionary (Abridged)
3. English Grammar: Murray's Abridgement
4. Rhetoric: Blair's Lectures (Abridged)
5. Composition
6. Modern Geography: Winchester
7. Ancient Geography
8. The Drawing of Maps
9. Mental Arithmetic: Colburn's First Lessons
10. Written Arithmetic: Colburn's Sequel
11. Practical Geometry
12. Natural Philosophy: Blake's Edition of the Conversions
13. Bookkeeping: Single Entry
14. History of the United States: Goodrich

Studies Allowed:

15. Principles of Perspective
16. Astronomy: Witkins' Elements
17. Algebra: Colburn's Introduction
18. Demonstrative Geometry: Legendre
19. Projection of Maps
20. General History
21. History of England
22. History of Greece
23. History of Rome
Girls were admitted to the new school by taking an entrance examination. On Washington's Birthday, 1826, a total of two hundred eighty-six girls presented themselves to take the written examinations. At that time when the City was spending "sixty thousand dollars annually" for its schools, an additional appropriation of two thousand dollars for the new project was a much greater increase in educational funding than it appears today. Josiah Quincy, the Mayor, lamented this additional burden to be inflicted upon the taxpayers and he remarked, "No funds of any city could endure the expense." Lost in the argument over finance was one of the ultimate goals of qualifying females to become instructors in the public schools. Also overlooked was the fact that the course of study was equivalent to a college curriculum minus the study of classical languages.

On the present site of Suffolk University's College of Liberal Arts, on Derne Street, directly behind the Bullfinch State House, the High School for Girls occupied the largest room available in the City of Boston. This room was an unoccupied floor in the Bowdoin School which could seat no more than one hundred--no wonder, then, that only one hundred thirty-three of the examined applicants were accepted and that their qualifications were superior. The catalog of the first scholars, printed in 1826, lists seventy-two prepared in private writing or grammar schools and sixty-one in public schools. Cost problems resulted from the fact that for eighteen months of the experiment all the girls continued their education. Various means were employed, by the School Committee, to reduce the cost of the High School for Girls. Cutting the course to one year, limiting the enrollment to girls between
Opposition to the High School for Girls

In 1851, Josiah Quincy wrote in his Municipal History an explanation of his opposition to the High School for Girls and his role in closing the Girls' High School. He draws a parallel with English High School, which is of interest today because it contains statistical data regarding the dropout numbers that are much discussed in the present as an acute educational problem. Quincy made much of the fact that boys quit school to go to work, therefore the education costs were held down. Girls, on the other hand, were not compelled to prepare for active life between the ages of eleven and sixteen and found a high classical education extremely attractive during this period of their life. He points out that of all the girls who entered this High School for Girls in 1826, not one, during the eighteen months it was in operation, voluntarily quit it; and he further surmised that no pupil would leave during the three-year course unless for marriage. He feared that since there were seven hundred girls in public grammar and high school and the private schools enrolled a large number, that a second High School for Girls would be necessary. In comparing English High School to the Girls' High School, he states that one of the major virtues of the boys was indicated in the statistic that of seventy boys who commenced the program, the number that completed their whole course was only seventeen.
In the end, Josiah Quincy and his anti-High School for Girls faction exerted their financial argument and the Boston School Committee voted to withdraw its support. The Mayor's Report, on the Subject of Schools, was followed by the resignation of the Master, Ebenezer Bailey, in December of 1827. He described his resignation as a "painful duty" because, as he said, "My affections and professional ambition have been, and still are, strongly enlisted in the favor of that institution." Mr. Bailey was a schoolman, aware of his pioneering and proud of it. How could he alone have taught one hundred thirty-three pupils in a single large-room setting and felt his efforts successful?

The answer lies in his method of "monitorial or mutual instruction" which enabled him to teach all branches. This method is currently used in adult education. In describing this method as an answer to the goal of the sponsors of the school, he stated that it had the "happy effect" of preparing teachers for the lower schools. That it had a "happy effect" is manifest from the fact that several of the young ladies educated in the High School became successful teachers in the Primary Schools. Many others, thoroughly qualified for the business area, would gladly be employed as teachers; and others opened cheap private schools in various parts of the City for small children. Thus, the first attempt to provide practical teacher training on the part of the City of Boston was ended because of financial restraints. More than two decades would pass before the need to provide teachers would manifest itself in such a forceful way that the City would adhere to the demand for the establishment of a teacher training institution.
CHAPTER 3
ESTABLISHING THE BOSTON NORMAL SCHOOL

Immigration and Expansion

Multitudinous factors combined to make Boston's political leaders aware of the need to train teachers by the midpoint of the nineteenth century. Among the factors was the geographic expansion of the City; revolutions in Europe; famine in Ireland caused by crop failure, particularly the potato--staple of the Irish diet; increasing immigration through the Port of Boston, following upon the latter two mentioned happenings. Families fleeing political unrest in Europe and food shortages in Ireland came to Boston seeking refuge. Their children swelled the school-age population. Land expansion was needed to accommodate these new foreign-born peoples and to improve the environment of what was a small city. Indeed, one could walk the length of Boston in 1850 from the area of the neck passage to Roxbury, near where the University of Massachusetts, Boston Downtown Center, is located, to the Mill Dam, located where the Charles River empties into Boston Harbor in about twenty minutes. From Boston Common to the waters of Boston Harbor was a relative short distance at that time. Approximately three hundred acres of land was supporting a population of 136,881.

Cutting down the Beacon Hill area to fill in the Mill Pond had been accomplished in the preceding two decades. Remaining as a source of health concern were the stagnant waters that fouled the summer air of the City. Back Bay was a marsh that befouled the City each summer,
causing the more wealthy to seek refuge and relief in the rural surrounding town such as Milton. Governor Hutchinson, the last representative of the Crown, had his summer retreat on Milton Hill in order to escape from the threatening disease believed to generate from the swamp-lands of Back Bay. In the late 1860s, the City government undertook the solution of this problem by hauling gravel from Needham over the Boston and Worcester Railroad tracks, and thus the Back Bay was filled creating an expanded city. The value of this property was immediately recognized and gradually the gentry began to build their brownstone mansions. By contrast, the South End of the City, which many thought would become the heart of the affluent residential area, had a short-lived period of great affluence.

Another factor that caused the City fathers to turn their attention toward providing better public education were the reports of Horace Mann, from his position as Secretary of the Massachusetts Board of Education.

Horace Mann's Influence

Imagine Senate President William Bulger leaving his post to become Commissioner of Education at a salary of a teacher in today's economy. The purpose of this move would be to improve education. This is exactly what Senate President Horace Mann did in 1837. William Ellery Channing, a leading churchman among Boston's high caste Brahmins, wrote to Mann, "I understand that you have given yourself to the cause of education. I rejoice in it! You could not find a nobler station. If we can but
turn the wonderful energy of this people into a right channel, what a new heaven and earth must be realized among us!" Mann received the backing of Governor Edward Everett who had studied in Germany and returned extolling the Prussian System of youth education. Having taught in Boston Latin School in his post-Harvard days (he was listed as an usher at the Latin School), Governor Everett had a keen interest in improving education of the young and favored the establishment of high schools. It was through Everett's efforts that the State Board of Education was proposed and Mann accepted the position as Secretary at a salary of $1,500 per year, which included expenses. Money to support the improvement of education in Massachusetts was to be made available from Surplus Revenue which was in reality a one-time windfall. Two sources provided this extra money: First, the sale of lands in Maine which had become a separate state in 1820; secondly, a belated payment to Massachusetts as a state bounty for raising militia during the War of 1812. The total was over one million dollars and Mann, as Senate President, attempted to have the surplus applied to improving education and establishing high schools. His fellow legislators turned down his proposal. The sum actually appropriated was a paltry sum, yet he set about in an effort to influence the public conscience into changing schools. It must be stated that outside of Boston the school year consisted of a four- to eight-week session in the rural areas of Massachusetts.

Horace Mann's struggle in the legislature had its effect upon the City leaders in Boston. By 1850, they ascertained that there was a need to centralize the administration of the schools under the control of a
superintendent. Thus, in 1851, Nathan Bishop (1851-1856) became the first Superintendent of Schools in Boston. In making his first report as Superintendent, Nathan Bishop noted that every year between forty and fifty female teachers will be needed to fill vacancies in the public schools. He was concerned about the quality of new teachers. It was a fact that Boston had prided itself in carrying out provisions of a special committee that had met in 1828.

It was far preferable to arrange all our Grammar and Writing Schools so that the standard of education in them may be elevated and enlarged, thereby making them all, as it respects females, in fact, high schools, in which each child may advance, according to its attainments, to the same branches recently taught in the High School for Girls.

(Manual of the Boston Public Schools of the City of Boston, 1867)

Girls, at the high schools in all but name, were permitted to stay through the year. Their education was deemed quite adequate as training for grammar school teachers. Their education was thought to be the equivalent of that of boys at English High School.

Nathan Bishop took issue with this method of teacher preparation and proposed the establishment of the Normal School. In the light of Mann's published reports, Boston acceded to Bishop's request, and in 1852, the Normal School came into being.

Establishing the Boston Normal School

One hundred young women between the ages of sixteen and nineteen years old had to pass entrance examinations in Spelling, Reading, Writing, Arithmetic, English Grammar, Geography and History in order to gain admission. Mason Street, the site of the old Adams School House, became
the premises of the first institution specifically designated to train teachers for Boston's elementary schools. The Adams School also housed a public reading room (later the Boston Public Library), which opened in 1854.

The course was of two-year duration and included the following in the first year:

-- Graham's English Synonyms
-- Campbell's Rhetoric
-- Cleveland's Compendium of English Literature
-- Guyot's Earth and Man
-- Comparative Physical Geography
-- Natural Philosophy
-- Laws of Health

For the senior (second) year, the course specified:

-- Campbell's Rhetoric (Continued)
-- Intellectual Philosophy
-- Moral Philosophy
-- Sherwin's Algebra
-- History
-- English Literature (Continued)
-- Physiology
-- Laws of Health (Continued)

Under the guidance of Loring Lothrop, Master from 1852 to 1856, the Normal School became the training school for teachers who would take the responsibility for staffing the elementary schools of the City for many years. In the same building was located the "Model School" where the
students would gain practical teaching experiences under the direction of an experienced teacher. Bishop's Report for 1854 lists the names of Lucy F. Kimball, Mary J. Tarr, and Lucy D. Osborn as Mr. Lothrop's assistants; and Luch D. Osborn as the teacher of the Model School. L. H. Southard was listed as a special teacher of Music. From its very inception, the Normal School included in its curriculum the practical preparation of teachers through the learning gained by actual experience working with children in the classrooms of a Model School. The relationship established in the Normal School would continue into the late 1960s when the tie was severed, as a later successor institution would sever ties by dropping the close working relationship with the Tobin School, the successor to the Martin School.

Rapid changes occurred in the organization of the new school. Public pressure exerted upon the School Committee to establish a High School for Girls and resulted in this body seeking an expedient solution to the demand. In 1854, they voted that the new school change its name to "Girls' High and Normal School" and, henceforth, the girls, after completing a two-year course, could take a further year of teacher training. During Loring Lothrop's stewardship, the school became firmly established; and when he resigned, in order to start his own private school in 1856, William Henry Seavey was named as his successor.

As Headmaster (1856-1868), Mr. William Henry Seavey presided over the physical expansion of the facilities and a strengthening of the course offerings. In 1858, the Boston Public Library moved to Boylston Street, thereby releasing the first floor of the Mason Street building to the Normal School. Then, in 1864, the Natural History Society (later
the Museum of Natural History) moved to a newly-constructed building at the corner of Berkeley and Newbury Streets. This building was later occupied by Bonwit Teller, a store specializing in luxury clothing for women. It may be noted that, in the 1950s, the Museum of Natural History moved to Cambridge on the Charles River and was renamed the Museum of Science. The new space provided the Girls' High and Normal School resulting in a two-building complex on Mason Street which met the needs of the pupils and teachers.

Mr. Seavey exerted a strong influence on curriculum, and having an interest in the natural sciences, mathematics and philosophy, he raised the standards of learning. In 1864, there were twenty-eight young women pictured in a series of tin-types who completed their studies. Adding a faculty member, who had graduated from Radcliffe, the school offered instruction in Latin and French. In 1860, a special teacher was hired to teach German. Thus, in less than twenty years (1852-1868), Boston had opened the door to professional preparation for women. The teaching profession was the opening wedge which would lead the way to slow but sure progress toward greater goals, all of which depended upon providing educational opportunities. Before he died, William Henry Seavey created the Seavey Loan Fund which enabled many female students to continue their education down to the present.

The Mason Street Site

A description of the area of the Mason Street location is necessary in order that one may understand the desirability of the area at the time
of the school's inception. Mason Street runs parallel to Tremont Street. In the 1850s, Tremont Street boasted of being the residence of such illustrious families as the Lawrence's and other merchant princes. Having amassed fortunes in merchantile ventures, they found themselves without a place to invest their vast wealth due to the trade embargo resulting from Congressional action during the War of 1812. Turning to textile manufacturing in new cities such as Lawrence, they were able to increase their wealth to astronomical proportions. Their homes on Tremont Street featured balustrades and stately windows overlooking the Boston Common. In the rear, facing Mason Street, gardens of peach and apple trees were maintained by gardeners of the Lawrence family and their neighbors. In the Spring, the school overlooked a sea of blossoms which would be the envy of any college campus. Not far to the east was Summer Street, another prime residential area. Its imposing homes were owned by some of Boston's most noteworthy leaders. Among them were United States Senator Daniel Webster; Dr. Nathaniel Bowditch, author of "Bowditch's Navigator"; and Edward Everett, who for many years served in Congress, was Governor of Massachusetts, and served as president of Harvard College, Secretary of State and Minister to England. Just off Summer Street, on Winthrop Place, Rufus Choate, successor to Webster in the United States Senate, maintained his abode. Another prominent household, whose fine mansion was located on the corner of Arch Street, was Benjamin Bussey who left $350,000 and the Bussey farm in Jamaica Plain to Harvard. This farm is now part of the Arnold Arboretum. Trinity Church was a landmark on the corner of Hawley Street. On Bedford Street, just around the corner from Summer and Lincoln Streets, were located
Boston Latin School and Boston English High School. Socializing between the pupils of the traditional boys' secondary school and the pupils from the Girls' High and Normal School was common at the "Tuck Shop" on Bedford Street. Within two decades of the establishment of the Girls' High and Normal School, Summer Street would cease to be a tree-lined residential area and by 1870 would feature commercial enterprises. This would force the Boston School Committee to construct a new home for Boston Latin and English High School on Montgomery Street in the South End. About the same time, Tremont Street began to feature retail stores catering to the carriage trade. It was deemed necessary to move the Girls' High and Normal School to a more suitable location. During the 1860s, pupils at the Normal School walked to observe classes in the Somerset School close by the new State House. This move was made necessary when the School Committee turned over the entire complex on Mason Street to the Girls' High and Normal School and discontinued the primary classes at the Adams School.

A Changing City

Drastic changes in the City of Boston area occurred in rapid succession shortly after the Civil War. The Town of Roxbury was added by action of the State Legislature in 1868, followed by Brighton, Charlestown, Dorchester and West Roxbury in 1874. These former towns had their own coeducational high schools. Many girls from the localities would, through the years, choose to attend the central all-girls high school and continue on to the Normal School teacher training program.
This would pose a space problem for the school committee to solve.

Skies glowed red above the east bank of the Fort Point Channel every night during the Civil War. Foundaries on the South Boston Shore received pig iron from ships that tied up along this waterway that extended from Boston Harbor to Roxbury. Norfolk, Virginia, was the port of origin of these vessels and the iron molders of South Boston, mostly Irish immigrants, fashioned the molten metal into gun castings and other weapons. Hunt Spiller Company, off Dorchester Avenue, operates today at its same location, although the Fort Point Channel has been, to a great extent, filled. In the late 1840s, the City of Boston had built a much publicized bridge, over the channel connecting Boston proper and South Boston. By the time of the Civil War, the farmlands of South Boston had been converted to residential neighborhoods. Schools were built and staffed by graduates of the Normal School. The Boston School Department records of 1867 list the Lawrence School District, the Lawrence School, at the corner of Third and B Street in South Boston, with Josiah A. Sterns as Master, Edwin Hale as Sub-Master, and eighteen women assistants or teachers. The Mather Primary School, located on Broadway, was part of the Lawrence District and had twelve women teachers listed. The Old Church, at the corner of B and Broadway, had three teachers; and the Silver Street School, near A Street, listed six teachers. The Lincoln District contained the Lincoln School on Broadway near K Street with C. Goodwin Clark as Master, Alonzo G. Ham as Sub-Master, Mary E. Balch as Head Assistant, Margaret J. Stuart as Head Assistant, and ten women assistants or teachers. In the Lincoln District, the Tuckerman Primary
School at City Point had six teachers; and the Hawes Primary School on Broadway had three teachers. Behind the Hawes Primary School was the Simonds Primary School with four teachers, including Mary H. Faxon, a Special Instructor. The staffing of an increasing number of schools made it mandatory that the Normal School expand its program, and it became evident that a new building was necessary.

The Boston Public School Manual (1867)

The Manual of the Public Schools of the City of Boston (1867) contains the following:

Girls' High and Normal School (Mason Street)

Committee Members:

Henry Burroughs, Chairman, 83 Vernon Street
John F. Jarvis, Secretary, 22 Leverett Street
Weston Lewis, 15 Franklin Street
Warren A. Cudworth, 1 Meridian Street
George A. Ricker, 106 Salem Street
Ezra Palmer, 1 Tremont Place
Thomas M. Brewer, 131 Washington Street
Alvan Simmons, 713 Federal Street
Enoch C. Rolfe, 616 Washington Street
Charles W. Storey, 8 Florence Street
Alden Speare, 15 East Brookline Street
Stephen G. DeBlois, 89 Concord Street
Edwin Bridges, 67 Dorchester Street
Teachers:

William H. Seavey, Master, 55 Chester Square
Harriet E. Caryl, Head Assistant, 82 Myrtle Street

Assistants:

Marie A. Bacon, Brookline
Margaret A. Badger, 13 Oxford Street
Helen A. Avery, 42 Chester Park
Emma A. Temple, 24 Bullfinch Street
Catherine Knapp, 26 Montgomery Street
Mary A. Scates, 44 Fayette Street
Adeline L. Sylvester, Roxbury
Frances A. Poole, Auburndale
Elizabeth C. Light, 13 Myrtle Street
William N. Bartholemew, Drawing, Newton Square
Carl Zerhn, Music, 26 Harrison Avenue
E. C. F. Krauss, German, Studio Building
Prospore Morand, French, 231 Tremont Street

Training Department (Somerset Street)

Superintendent:

Jane Stickney, 1 Boylston Place

Assistant Superintendent:

Sarah Duganne, 43 Bowdoin Street

Primary Teachers:

Ellen R. Crosby, 23 Elliot Street, Cl, I & II
C. Eliza Wason, 76 Temple Place, Cl, III & IV
Adeline I. Baker, 7 Avon Place, Cl, V & VI
Sub-Committee:
Messrs. Burroughs, Palmer, and Jarvis

Graduates of the Normal School as Faculty

It is noted that, at this time, most of the teachers at the Girls' High and Normal School were graduates of the institution who had returned to teach at their Alma Mater. Harriet E. Caryl had been a member of the first class admitted to the Normal School in 1852. She returned to teach immediately after her graduation and remained with the Girls' High School until her retirement in 1903.

Maria Bacon and Margaret Badger also returned to teach a few years later, the former for sixteen years and the latter for forty-two years. They and their fellow graduates who returned to teach gave the school a sense of heritage that was preserved for well over one hundred years.

At this time, the Boston School Committee consisted of a committee elected for each school. The Mayor, Otis Norcross, was an ex-officio member. Members of the individual school committees were divided into numerous school supervisory committees and each was assigned to visit classrooms. Supervision was, therefore, in the hands of elected officials rather than professional educators.
CHAPTER 4
A NEW CENTER OF EDUCATION

Boston's Great Fire

Deeply etched on the pages of the history of Boston is the catastrophe of the Great Boston Fire of 1872. The best source of information about the costliest per acre fire in history, up until that time, is the fifty-five page Boston Globe rotogravure supplement of November 12, 1982. Robert Taylor's text vividly describes the conflagration of November 9 and November 10, 1872. The first started on the corner of Summer and Kingston Streets and destroyed the entire newly-created commercial center of the City. Bedford Street, mentioned previously as the site of Boston Latin School and Boston English High School, was one block from the point of ignition.

At this time, Boston was in the midst of one of its periodic renewals. The residential center of the City had been replaced, during the post-Civil War redevelopment, by blocks of four- and five-story buildings, each block having its own specialties. Among these were areas of leather goods, boots and shoes, dry goods, publishing and mixed manufacturing. Political, commercial, economic, business and geographic expansion were changing the face of the City. These changes would force the center of education to move to the South End of the City.
Geographic Additions

Geographically, Boston, by the filling of the South End and the Back Bay, lost its status as an island. Further expansion occurred when separate towns adjacent to the City were annexed to Boston which had the immediate effect of expanding the school system. The Town of Roxbury joined Boston in 1868 and was followed by the additions of Brighton, Charlestown, Dorchester and West Roxbury in 1874. To the Boston School System, the primary, elementary and coeducational high schools of these farmlands and the more heavily populated Roxbury area should have created staffing problems. This was not of immediate concern because the teachers in these communities retained their positions.

A New Girls' High and Normal School

Caught up in the changing scene of old Boston, the City government had, in 1870, constructed a new school building on West Newton Street in the South End. This was a magnificent structure for that period and housed the Girls' High School and Normal School.

Almost immediately the Girls' High School faced the fact that many girls from the recently added suburbs preferred attending the centrally located Girls' High School, with the prestigious reputation, rather than their local coeducational high schools. The increased enrollment of the high school classes resulted in the decision to separate the Girls' High School and Normal School in 1872. Thus, the Normal School was forced to vacate what was described as the largest and costliest school edifice in the United States. Although the West Newton Street building was a
commodious and impressive building, which would at a later date accommodate the Girls' Latin School (1878) as a home of the Normal School, its term was short.

The South End of the City was a much desired residential location in the 1870s. Within a decade of the move of the Girls' High and Normal School, the Boston Latin School and Boston English High School would occupy a new block-long, four-story modern structure on Montgomery Street. This would remain the home of English High School until the 1950s. Nearby, at Copley Square, William Barton Rogers established the Massachusetts Institute of Technology.

Unforeseen problems confronted Dr. Samuel Eliot (1821-1898), who became Headmaster of the Girls' High School in 1872. Although the West Newton Street building was commodious and ideal as a secondary school setting, its location proved a detriment to the continued use of the training school on Somerset Street. The long walk from the South End to the vicinity of the new State House for observation and student teaching was too time-consuming and detracted from the education program. Administrative changes took place that would eventually remedy the situation. In 1872, the Boston School Committee, urged by Superintendent John Philbrick (1856-1878), set up a training school which would be a special department of the Girls' High and Normal School. There the girls in their last year would observe and practice teach in the first six grades of school. By this time, it had become apparent that it would be more feasible, from a viewpoint of education, to separate the Girls' High from the Normal School. At that time, the Girls' High course was three years; and those girls wishing to teach continued on for a fourth
year devoted to teacher training. With the addition of the afore¬
mentioned towns to the City of Boston, many of the pupils now attending
the Girls' High School preferred a one- to two-year course, leaving as
they found work.

Separation of the Boston Normal School

On May 14, 1872, Girls' High School and Normal School were
separated. This drastic change prompted changes in curriculum and the
establishment of an examination for entrance. New students from
Charlestown, Brighton, Dorchester and West Roxbury would compete with the
extremely well-prepared Girls' High School students for more advanced
studies. Some of the high school curriculum subjects were continued.

The course of study for the Normal School in 1875 included the fol¬
lowing disciplines:

-- Moral Philosophy (Ethics)
-- English
-- Geography
-- Physiology
-- Minerology
-- Botany

In addition, the elementary subjects were:

-- Arithmetic
-- Elementary Science
-- Printing
The cultural subjects were Vocal Culture (choral singing) and Drawing, which included geometry (forms) and color. The Drawing and Music marks were on a "Pass/Fail" basis. The students in Drawing were examined in free-hand modeling, memory, geometry and perspective. The Education subjects were "Methods in Teaching", especially in grammar, and "School Economy", which had to do with the allotment of class time. Some of the classes were taught for only one-, two-, or three-month periods. Before 1879, "Moral Philosophy" had given way to "Psychology", and "Didactics" (general way of teaching) had been added.

**Gymnastics Training**

Gymnastics, based on the Swedish system originated by P. H. Ling, was a subject added to the curriculum in the late nineteenth century. The Boston Public School Committee had to publish an English translation of Baron Nils Posse's book, entitled *Swedish System of Educational Gymnastics*. That the school administration would bear the expense attests to the fact that they placed great importance on teaching school children educational gymnastics or exercises for the development of a healthy body. Classroom teachers were trained to lead their pupils in regimented Swedish exercises. The Boston School of Gymnastics, which was located on Huntington Avenue, came to have a working relationship with the Normal School, as well as did other private schools of gymnastics.

Bouve, later to become affiliated with Tufts University and now part of Northwestern University, supplied instructors for the Normal
School; and graduates of these and other gymnastics schools were hired as teachers in the public schools. Until their much later affiliation with universities, these schools of gymnastics did not grant degrees. They were, in fact, two- or three-year schools. Probably the most prominent of these was Sargent College, founded in 1881 by Dudley Allen Sargent, M.D. Dr. Sargent's Normal School of Physical Training in Cambridge existed as a separate institution until 1929, when it became an integral degree-granting school within the Boston University School of Education. The importance of Bouve, Posse, Sargent and other gymnastics schools lies in the fact that they were able to place so many of their graduates as gymnastics teachers in the Boston Public Schools. These graduates, in turn, became the instructors of the Normal School graduates. Gymnastics supervisors visited classrooms and demonstrated for pupils, classroom teachers and student teachers of the Normal School the exercises that would benefit physical fitness. As late as the 1950s, the researcher worked with physical education teachers and supervisors who were graduates of non-degree granting gymnastics schools. Most had returned to gain their degrees when their schools affiliated with colleges and universities.

Interest of Other Institutions

From talking to Professor Elizabeth Flynn and Dr. Frederick Gillis, the researcher was able to understand how a women's college was able to develop an in-depth curriculum so rapidly. Harvard University took an active interest in the Normal School with its faculty composed of
superior educated women. The course of study in English was exactly the same as that taught at Harvard University; and professors from Harvard University and the Massachusetts Institute of Technology, at Copley Square, gave of their time and talents to enhance the learning of future teachers.

In referring to the Massachusetts Institute of Technology, it must be noted that in the 1880s and 1890s, it was far from the prestigious, scholarly institution of today. A fledgling school, like the Boston Normal School, it offered many courses that lent themselves to the teaching of manual training. Many of the women finishing their course work at the Boston Normal School, and not being able to secure employment as elementary teachers, returned to be instructed in the art of manual training. Located on North Bennett Street in the North End was the Sloyd School of Manual Training. The curriculum of the school was based on a Swedish System that taught children to learn by doing. In the learning, the pupils created useful household objects and furnishings. These became the basis for the manual training classes taught by women in the public schools of Boston until they were replaced by men industrial arts teachers just before and after World War II. The Sloyd method became the basis for the Industrial Arts Program at the Teachers' College of the City of Boston; and the machinery at the Sloyd Building on North Bennett Street eventually was moved to South Boston where it was used in the Industrial Arts Program of the Teachers' College of the City of Boston. These curriculum innovations were gradual, but the physical separation of the Girls' High from the Boston Normal School followed the administrative division by just four years in 1876.
Gentrification of the South End of Boston had not only a marked effect on the populace and the rehabilitation of buildings but, also, it caused a new focus on the historical structures that were an integral part of the area. Located on the corner of Dartmouth and Appleton Streets is a luxury condominium. As advertised, the sale price of each unit is astronomical even by today's standards. This building was formerly the Rice Elementary School, and high on the facade is the date stone, erected in 1868. The importance of this structure to education lies in the fact that it housed the Boston Normal School from 1876 until 1907. This change of location occurred four years after the Normal School was established as a separate institution.

The first two floors of the expansive school building were occupied by the Rice Elementary School, grades one through eight; and the third floor, which contained a large assembly hall with bolted-down desks and chairs, was the site of the pedagogical and academic instruction of future teachers. The Rice School served as a training or laboratory school for the Normal School students. Daily they would descend the stairs to observe the elementary classes and to learn from the classroom teachers who were chosen for their teaching abilities to be adjunct faculty of this select school. Today, one would call this visiting of classrooms a pre-practicum experience. For student teaching, the students went to schools close to their homes, where they put into practice the theories that were a part of their Normal School training.
In the May/June, 1968, issue of *Harvard Magazine* is an article which is biographical, featuring the career of Alexander Hamilton Rice. He was a medical doctor, a graduate of Harvard Medical School, whose term of professional practice was limited to World War I. Instead, he made a life's work of exploring the upper reaches of the Amazon River, making a great contribution to geographical studies. The article further states that he was named for his illustrious grandfather who served as Governor of the Commonwealth of Massachusetts. The Rice School bore the name of Alexander H. Rice, whose political contributions and interest in education were noted at its dedication.

**Legal Problems**

Establishing a separate Normal School had many administrative pitfalls. Legal technicalities held up salaries for many months. Not until 1873 was the school recognized legally by an act of the State Legislature. Despite political opposition to its cost, the school continued to grow slowly and experience a high rate of attrition due to failure (e.g., the class of 1878 started with one hundred and two students and ended with fifty-nine). Again, in 1879, ninety-three entered, but only fifty-two students completed the one-year course.

In 1892, the courses, both for elementary school and the newly-developed kindergarten classes, were lengthened to two years. A great change in the direction of the college occurred in 1894, when a one-year special course was offered for graduates of liberal arts colleges.
and universities. For many years, this course was in the planning stage; and in 1904, this course was open to men.

Boston's high schools now had a source of potential teachers who were college or university graduates with post-graduate training in the Boston School System's methods of teaching. By 1907, the demand for trained teachers had increased and the facilities offered by the Rice building were inadequate to meet the changing demands of teacher training.

During the sixty years following, the Rice School existed as an elementary school (K-8) and was always referred to as the "Training School". As recently as last year, Dr. John McGourty, the retiring Assistant Superintendent of the South End District, recalled beginning his teaching career in 1953 at the Training School. All Boston personnel knew he was speaking of the Rice School.

In the 1940s, the Rice School figured prominently in the first attempt by the Black community to exert political influence to bring about the appointment of a school principal. Everett C. Yates, a very active community leader, had been the long-time Assistant Principal of the Rice School. When the Principal's position became vacant due to a retirement, the parents and residents of the district petitioned the Boston School Committee to appoint Mr. Yates as the new Principal. The Boston School Committee chose to follow the examined list, taking Hugh H. O'Regan, the first name on the Principal's list, and appointing him Principal of the Rice School. A charge was leveled that the School Committee was dominated by Boston College graduates and that they acted favorably toward their fellow alumni. Hugh O'Regan had been an
outstanding athlete at Boston College and a highly efficient school man. The furor soon died down, and Mr. Yates continued as the most capable Assistant Principal until his retirement. The next attempt by the community to demand a voice in the selection of a principal would not occur until the desegregation crisis of the 1970s.

In his book, *Common Ground*, J. Anthony Lukas (1985) centers one episode on the Colin Diver family experience of living in the South End during the desegregation crisis. The Diver children attended an experimental program at the Rice School. Dr. Diver is the newly-appointed Dean of Boston University's School of Law. His wife is the daughter of George Makechnie, long-time Dean of Sargent College of Physical Education, now part of Boston University. The experimental magnet program at the Rice School failed because the Boston School Committee found it impossible to fund the costly curriculum; and soon after, the Rice School closed.

**Changes in the South End of Boston**

Thus, the South End ceased to be the center of higher education in Boston with the departure of the Normal School, the move of the Massachusetts Institute of Technology to Cambridge, Boston University's locating on the Charles River, and Boston College's departure from James Street (now Father Gilday Way) for the farmland of Chestnut Hill. For fifty years more, the secondary schools would be housed in the South End until finally in the 1950s the Girls' High School and Boston English
High School would move to Roxbury and the Fenway respectively, thus bringing to an end the South End as a center of education.
Wallace C. Bouden, Headmaster (1899-1929), presided over the construction of the new buildings and the move to the new Huntington Avenue site. He was the fifth Headmaster; and during his long tenure, he exerted a profound influence on education. Much beloved and respected for his abilities, his ideas of the needs of a Normal School were incorporated into the design of the new school. Materials used, red brick and white granite, were in common usage at the turn of the century. Four distinct structures, separate but connected, comprised the Boston Normal School and Girls' Latin School which moved to its new location from the quarters it shared with the Girls' High School. Today, these buildings are used for education by Roxbury Community College, the Massachusetts College of Art, and, in the near future, by Boston Latin School while renovations are completed at that renowned secondary school.

An enlarged city block, bounded by Huntington Avenue, Longwood Avenue, Worthington Street (now Palace Road) and, to the north, the Fenway (a part of the Olmstead's Emerald Necklace), comprised the area chosen as the location of this center of learning. Mrs. Jack Gardner's world-recognized museum is located next to the school. An inner courtyard with a bell tower and two fountains added majesty and grace to a public institution that was the City of Boston's contribution to higher education, particularly for women.
Design of the New Boston Normal School

Plans for the buildings indicate that the Administration Building fronted on Huntington Avenue and was entered by a walkway through two rows of Lombardi poplar trees. Set back from the street, the complex featured a very wide lawn which was fenced in and eventually saw the planting of many trees, the result of Arbor Day observances. The Boston Public Schools' Engineer's Office file report lists the Administration Building as three stories, Type I; a pupil capacity of 350; the area of the building, 18,541 square feet and the area of the lot, 141,076 square feet; the cubic contents, 1,115,098 cubic feet; and the location as Roxbury. The cost of the building was $254,553.30, and the cost of the lot was $241,190.77. Per pupil cost was $940.65, and the cost per cubic foot was $.23.

The date of erection is stated as 1907, and the above date refers only to what was called the Administration Building. This housed a small office for the Headmaster, directly to the right of the main entrance, plus a smaller office for a three-person secretarial staff, one of whom was a switchboard telephone operator. Science rooms occupied the third floor, and the major thrust was the teaching of Biology and Health Education. English classrooms and a library were located on the second floor. The library was small but was deemed adequate in its holdings because each student was supplied with textbooks, free of charge. All students could be gathered in an assembly hall on the second floor which was also the location of Geography classrooms, each containing maps, relief models, globes, charts and other equipment. Kindergarten
training, and Mathematics classrooms occupied the remaining space on this floor.

Numerous classrooms on the first floor, on either side of the main corridor, were reached from the main entrance foyer which included a large reception room facing Huntington Avenue. Through the years, the walls of this room would be adorned with the portraits of the Headmasters. It hosted many of the School's formal meetings and club gatherings. It was looked upon as a sacrosanct area to be used for special happenings. In later years, a red velvet cord hung across its entrance. Many years later, this was converted into the President's Office of Boston State College.

The Patrick A. Collins Building

The first Irish Mayor of the City of Boston, Patrick A. Collins, was commemorated by the naming of the building in the west rear of the complex after this most capable and esteemed public servant and diplomat. Erected also in 1907, it contained seventeen rooms with a student capacity of 904 future teachers. Cost of this structure is listed as $166,222.50, with a cost per cubic foot of $.23 and a cost per pupil of $194.42. The cubic contents were stated as being 721,037 cubic feet. Boston Normal School and Girls' Latin School shared the Collins Building as they also shared a third building in the City's new center for learning.
Gym C

The Gymnasium Building, later designated as Gym C, fronted on Huntington Avenue and spanned the distance between the Administration Building and the Girls' Latin School, which was a companion structure. Architecturally, the design of these three buildings was considered to be a balanced frontage. The Gymnasium boasted very large arched windows extending from the second floor to the celestial lighted roof. It was considered to be of most modern design and was equipped with ropes and ladders attached to the ceiling and walls which were used for climbing exercises. Spectators were accommodated at either end of the Gymnasium. Overhanging balconies provided a viewing area for both physical education, gymnastics and social gatherings. Office space occupied one end of the Gymnasium for the Physical Education teachers assigned to the Normal School and Girls' Latin School, since the Gymnasium was used jointly. Scheduling of classes was not a problem and there was cooperation between the normal and secondary school faculties.

At both ends of the Gymnasium, there was placed a full grand piano. Many of the students took lessons and played for rhythmic exercises, marching, folk dance or singing games. In later years, kindergarten teachers were required to be able to play the piano for this type of instruction in their classes. Before classes, many came to the Gymnasium to practice for examinations. This skill is not required today, but there are many experienced kindergarten teachers who remember practicing piano in the Gymnasium and regret the fact that the newer teachers are lacking in this musical accomplishment.
Until long after World War II, the Gymnasium was used for dances, parties, dinners of the Alumni Association and fund-raising activities on the part of various classes. Since it was a commuter school, the Gymnasium became the center of social life for many of the students. Friday or Saturday dances, carefully chaperoned by members of the faculty, were a source of entertainment and fund raising. Students festooned the Gymnasium with green and gold decorations for such events. Proper decorum was observed and the faculty insisted on Victorian etiquette. When the City of Boston sold these buildings to the State, another set of cultural mores dictated the end of the Gym C as a social center.

**Girls' Latin School**

The Girls' Latin School building, later to be a part of Boston State College after 1952, was located on Tremont Street Extension to the Fenway in Roxbury. John Tetlow was the Headmaster in 1907; and at a later date, Tremont Street Extension was renamed Tetlow Street in his memory. This building had three stories; was a Type I structure; and had a capacity of 600 pupils, an area of 17,382 square feet and a cubic content of 1,103,502 cubic feet. The building cost was $153,750.30; the cost per cubic foot was $.23; and the per pupil cost was $495.19. This was the home of Girls' Latin School until it moved to Codman Square, occupying the old Dorchester High School for Girls in 1952. Of passing interest is the fact that in 1982, the State valued the complex at six million dollars when, in fact, a short time later it was appraised at twelve million dollars.
The Martin Laboratory School

Erected in 1885, the Martin School was located on Huntington Avenue on the ground now the site of the world-renowned Countway Library of the Harvard Medical School. From 1907 until June of 1959, the Martin School was the Model School for the Boston Normal School and the Teachers' College of the City of Boston. Statistics indicated that the Martin School was a three-story, Type IV structure, with eleven rooms and a capacity of 700 pupils in grades kindergarten through eight. Its area was 8,858 square feet; and the lot size was 28,307 square feet, which included a school yard. Original cost of the building was $105,552.63; the cost of the lot was $21,234.28; the cost per cubic foot was $.19; and the cost per pupil was $150.79. In the minutes of the Boston School Committee of May 18, 1959, an order passed stating it was advisable to sell the Martin School which would not be required for school purposes after September 1, 1959. On October 2, 1959, the School Committee of Boston voted to sell to Harvard University for $100,000, with the proviso that the School Committee be given a one-year option for $15,000, on the purchase of a half lot at the rear of English High School, now located on Avenue Louis Pasteur, across the street from Boston Latin School. This sale was completed on January 1, 1960.

The contribution of the teachers at the Martin Model School to the training of teachers for Boston and many other school districts can only be measured by the reputation of the graduates of the Normal School and the Teachers' College of the City of Boston. Students walked up Huntington Avenue across Longwood Avenue to the Model School. From 1907
through 1959, a total of fifty-two years, the students observed, taught, prepared lessons, were critiqued by faculty, tutored and assisted teachers as an integral segment of the program. Teachers at the Martin School were carefully selected by the Assistant Superintendent of the Boston Public Schools. They were experienced teachers who were recognized for their outstanding abilities while teaching in other schools. They were invited to teach at the Model School and were paid a stipend for working with the Normal School and later the college students. Prestige was a factor in drawing teachers to the Model School. As time passed, it became a stepping stone for promotion to the position of assistant principal or master's assistant as the rank was originally called.

The curriculum of the Normal School and Teachers' College had two time schedules arranged for students to work with the classroom teachers. This was a prelude or pre-practicum exposure to student teaching in other schools of the Boston System. A Department of Practice and Training was formed by the Boston School Department and supervisors from this section visited and critiqued the seniors who were practice teaching at other schools. Many of these supervisors were drawn from the faculty of the Martin School and the teachers who accepted student teachers were so called "master teachers". The master teachers received no extra compensation for this service; but since a student teacher assumed some of the teaching tasks, there was mutual benefit involved. Master teachers who participated in teacher training were recognized as possible candidates for promotion. Following World War I, the Boston Schools adopted many of John Dewey's progressive ideas and the Normal
School and the master teachers were much involved in the introduction of these teaching methods into the classrooms.

A member of the Normal School faculty, Charles Lamprey, was the first principal to be designated as "Principal and Director of the Model School". This title would remain; and when the Martin School closed, it was assumed by Maurice T. Ford who moved the school to the Maurice J. Tobin School on Smith Street in Roxbury, behind the Mission Church. This new school was called the "Laboratory School" and maintained the relationship with Boston State College until the desegregation crisis when it was assigned to Boston University under the federal court order.

The Role of the Laboratory School

During its history, the Model School and Laboratory School played a vital role in the training of Boston's teachers. The importance of working with experienced teachers is emphasized in the Holmes Group Report of current interest to all teacher preparation institutions. Boston experiences with regard to the use of model schools in teacher preparation could well be a focus for future planning. The arched entrance covering the portico at the Martin School where students would run for cover in inclement weather is but a memory. There are, however, many teachers who fondly remember their introduction to their profession at the Martin School, and they are staunch advocates of a Model School setting for the preparation of teachers. Today, the schools located around the Brigham and Women's Hospital and the Mission Church are still
considered part of the Martin District. Among these are the Farragut School, located just up Huntington Avenue from the Martin School, which became a supplementary model school offering an opportunity for more classroom experience for the college students.

**Enrollment in the Boston Normal School**

Enrollment in the Normal School was small and the attrition rate resulted in a varying number of graduates. Records of graduates are not to be found until 1873. Table 1 indicates the size of the school and how the Model Schools were able to accommodate these students.

**Threatened Closing**

At various times, the Normal School was threatened with closing. This was particularly true when national economic conditions caused the City of Boston to be strapped for funds. On each occasion, the school alumni rallied to the support and persuaded the Mayor and the School Committee to allow the school to continue training teachers.

**Miss Mary Mellyn**

In the Winter Edition of the 1988 *Boston College Magazine* is a nostalgic picture of Miss Mary Mellyn being hooded by Father William Devlin, S. J., the President of Boston College. This took place at the College Commencement in 1925. It is noteworthy because she became the first female recipient of a degree from Boston College. Through the
TABLE 1

SIZE OF THE NORMAL SCHOOL FROM 1873-1924

<table>
<thead>
<tr>
<th>Year</th>
<th>One-Year Course</th>
<th>Year</th>
<th>One and One-Half Year Course</th>
<th>Year</th>
<th>Two-Year Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1873</td>
<td>52 Graduates</td>
<td>1890</td>
<td>100 Graduates</td>
<td>1894</td>
<td>52 Graduates</td>
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<tr>
<td>1874</td>
<td>48 Graduates</td>
<td>1891</td>
<td>65 Graduates</td>
<td>1895</td>
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<tr>
<td>1875</td>
<td>59 Graduates</td>
<td>1892</td>
<td>85 Graduates</td>
<td>1896</td>
<td>59 Graduates</td>
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<tr>
<td>1876</td>
<td>61 Graduates</td>
<td>1893</td>
<td>79 Graduates</td>
<td>1897</td>
<td>61 Graduates</td>
</tr>
<tr>
<td>1877</td>
<td>66 Graduates</td>
<td>1894</td>
<td>52 Graduates</td>
<td>1898</td>
<td>66 Graduates</td>
</tr>
<tr>
<td>1878</td>
<td>59 Graduates</td>
<td>1895</td>
<td>48 Graduates</td>
<td>1899</td>
<td>59 Graduates</td>
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<td>1879</td>
<td>52 Graduates</td>
<td>1896</td>
<td>59 Graduates</td>
<td>1900</td>
<td>52 Graduates</td>
</tr>
<tr>
<td>1880</td>
<td>43 Graduates</td>
<td>1897</td>
<td>61 Graduates</td>
<td>1901</td>
<td>43 Graduates</td>
</tr>
<tr>
<td>1881</td>
<td>38 Graduates</td>
<td>1898</td>
<td>66 Graduates</td>
<td>1902</td>
<td>38 Graduates</td>
</tr>
<tr>
<td>1882</td>
<td>58 Graduates</td>
<td>1899</td>
<td>59 Graduates</td>
<td>1903</td>
<td>58 Graduates</td>
</tr>
<tr>
<td>1883</td>
<td>68 Graduates</td>
<td>1900</td>
<td>52 Graduates</td>
<td>1904</td>
<td>68 Graduates</td>
</tr>
<tr>
<td>1884</td>
<td>56 Graduates</td>
<td>1901</td>
<td>43 Graduates</td>
<td>1905</td>
<td>133 Graduates</td>
</tr>
<tr>
<td>1885</td>
<td>84 Graduates</td>
<td>1902</td>
<td>38 Graduates</td>
<td>1906</td>
<td>148 Graduates</td>
</tr>
<tr>
<td>1886</td>
<td>84 Graduates</td>
<td>1903</td>
<td>58 Graduates</td>
<td>1907</td>
<td>127 Graduates</td>
</tr>
<tr>
<td>1887</td>
<td>63 Graduates</td>
<td>1904</td>
<td>68 Graduates</td>
<td>1908</td>
<td>97 Graduates</td>
</tr>
<tr>
<td>1888</td>
<td>84 Graduates</td>
<td>1905</td>
<td>133 Graduates</td>
<td>1909</td>
<td>108 Graduates</td>
</tr>
<tr>
<td>1889</td>
<td>No Graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1890</td>
<td>100 Graduates</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1891</td>
<td>65 Graduates</td>
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<tr>
<td>1892</td>
<td>85 Graduates</td>
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<td></td>
<td></td>
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<tr>
<td>1893</td>
<td>79 Graduates</td>
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<tr>
<td>Year</td>
<td>Graduates</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>1910</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1912</td>
<td>101</td>
<td></td>
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<td></td>
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<td>1913</td>
<td>92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914</td>
<td>118</td>
<td></td>
<td></td>
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</table>

Three-Year Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915</td>
<td>No</td>
</tr>
<tr>
<td>1916</td>
<td>60</td>
</tr>
<tr>
<td>1917</td>
<td>70</td>
</tr>
<tr>
<td>1918</td>
<td>90</td>
</tr>
<tr>
<td>1919</td>
<td>67</td>
</tr>
<tr>
<td>1920</td>
<td>56</td>
</tr>
<tr>
<td>1921</td>
<td>79</td>
</tr>
<tr>
<td>1922</td>
<td>69</td>
</tr>
<tr>
<td>1923</td>
<td>95</td>
</tr>
<tr>
<td>1924</td>
<td>64</td>
</tr>
</tbody>
</table>
Boston College Summer School, she earned a Master's Degree in Education. It is ironic to note that between 1920 through 1927, twenty-three of the Master's Degrees in Education were awarded before the program was discontinued because "the Teachers' College of the City of Boston", which opened in 1924, "began to draw most of the students interested in teaching degrees".

Miss Mary Mellyn was the first woman to attain the position of Assistant Superintendent in the Boston Public Schools. Graduating with the class of 1890 from the Normal School, she continued her studies obtaining her Bachelor's Degree at Radcliffe College. In 1901, she was a teacher of Geography at the Boston Normal School and later was promoted to head the Department of Practice and Training of the Boston Public Schools. The department supervised the Normal School students in their classroom role as beginning teachers and worked closely with the faculty of the school in the teacher training program. In 1917, Miss Mellyn was appointed Assistant Superintendent in charge of elementary education and the Normal School. She was most instrumental in improving the standards. Until 1940, she served as the first woman assistant superintendent of the Boston School System. She died in 1946, recognized by all as a distinguished leader in the field of Education and one of those responsible for changing the Normal School into a degree-granting institution.
Teachers' College of the City of Boston

Through the efforts of the Headmaster, Dr. Wallace C. Boyden (1899-1929), Jeremiah E. Burke, the Superintendent of Schools; Charles Lamprey, the Director of the Model School; and countless alumni, the Massachusetts Legislature was prevailed upon, in 1922, to follow a national trend by increasing the course of study to four years and permitting the Normal School to become a degree-granting institution of higher education. The name was changed to the Teachers' College of the City of Boston. Thus, in 1925, the first Bachelor's Degrees were awarded followed the following year by the first Master's Degrees in Education. A brief summary of the transition follows:

Teachers' College of the City of Boston:

- Diploma: Three-Year Course Until 1932
- B.Ed.: Four-Year Course
- B.S.Ed.: 1925 to 1952
- M.Ed.: Five-Year Course (1926 to 1952)

At first, the four-year course was structured to prepare teachers for the high school and the newly-constituted junior high schools or, as they were first designated, intermediate schools. From 1925 until 1932, two courses were offered (see Table 2).

In 1933, the elementary program was increased to a full four-year degree-granting program and the statistics of graduates for the years 1933 to the closing of the college in 1952 are shown in Table 3.
<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary (Three Years)</th>
<th>Secondary (Four Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>131 Graduates</td>
<td>33 Graduates</td>
</tr>
<tr>
<td>1926</td>
<td>165 Graduates</td>
<td>49 Graduates</td>
</tr>
<tr>
<td>1928</td>
<td>172 Graduates</td>
<td>57 Graduates</td>
</tr>
<tr>
<td>1929</td>
<td>177 Graduates</td>
<td>49 Graduates</td>
</tr>
<tr>
<td>1930</td>
<td>179 Graduates</td>
<td>65 Graduates</td>
</tr>
<tr>
<td>1931</td>
<td>169 Graduates</td>
<td>54 Graduates</td>
</tr>
<tr>
<td>1932</td>
<td>135 Graduates</td>
<td>61 Graduates</td>
</tr>
</tbody>
</table>
TABLE 3
SIZE OF THE ELEMENTARY PROGRAM (FOUR YEARS) FROM 1933-1952

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933</td>
<td>No Graduates, Transition</td>
</tr>
<tr>
<td>1934</td>
<td>97 Graduates</td>
</tr>
<tr>
<td>1935</td>
<td>118 Graduates</td>
</tr>
<tr>
<td>1936</td>
<td>127 Graduates</td>
</tr>
<tr>
<td>1937</td>
<td>111 Graduates</td>
</tr>
<tr>
<td>1938</td>
<td>118 Graduates</td>
</tr>
<tr>
<td>1939</td>
<td>126 Graduates</td>
</tr>
<tr>
<td>1940</td>
<td>39 Graduates</td>
</tr>
<tr>
<td>1941</td>
<td>83 Graduates</td>
</tr>
<tr>
<td>1942</td>
<td>38 Graduates</td>
</tr>
<tr>
<td>1943</td>
<td>No Graduates (World War II)</td>
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<tr>
<td>1944</td>
<td>No Graduates (World War II)</td>
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<tr>
<td>1945</td>
<td>40 Graduates</td>
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<tr>
<td>1946</td>
<td>38 Graduates</td>
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<tr>
<td>1947</td>
<td>56 Graduates</td>
</tr>
<tr>
<td>1948</td>
<td>62 Graduates</td>
</tr>
<tr>
<td>1949</td>
<td>57 Graduates</td>
</tr>
<tr>
<td>1950</td>
<td>68 Graduates</td>
</tr>
<tr>
<td>1951</td>
<td>88 Graduates</td>
</tr>
<tr>
<td>1952</td>
<td>114 Graduates</td>
</tr>
</tbody>
</table>
Graduate Degree Program

Beginning in 1948, the day graduate program leading to a Master's Degree in Education was opened to graduates of liberal arts colleges. Most of the students were veterans who had obtained their Bachelor's Degrees from Boston College, Boston University, Suffolk University, Harvard University or Tufts College, and any number of other colleges. This one-year program was the key to entrance to teaching in the Junior High Schools and the High Schools of Boston. From this program, many of the future leaders of the Boston School System emerged, including Superintendent Paul Kennedy, whose father was the President of the Teachers' College from 1929 to 1948, and William Leary.

Secondary teacher training lacked a model or laboratory approach for these graduates. Their practical experience was limited to eight weeks of practice teaching at the high school or junior high school level. Undergraduates were required to work in the Laboratory School during their Sophomore, Junior and Senior years prior to a full semester of student teaching.

Choice of Faculty

Faculty members from the Teachers' College were chosen for leadership positions in the Boston School System. Dr. Frederick Gillis, who is now in his ninety-fifth year, served as Superintendent of the Boston Schools from 1960 to 1964. From 1923 to 1935, he was a Professor of Psychology at the Teachers' College of the City of Boston. While Assistant Superintendent and Superintendent, he favored the continuation and improvement of the City's only college. Until infirmity, he attended
every graduation. In the Summer issue of the 1984 Boston College Magazine, the cover features a picture of Lieutenant Frederick Gillis "16". Because of his record in World War I, the hierarchy of the politically-prone Boston School Committee was reluctant to oppose his requests for the college. He was most forceful in advancing World War II veterans, who were graduates of the Master's Degree Program, to administrative positions. Having served in the 26th (Yankee) Division, on the front at Chemire-des-Dames, Toul, Xivray-Marvoisire, Aisne-Marme and Champagne, he was twice wounded. His decorations include the Purple Heart with Palm, and the American Victory Medal with six stars. The French awarded him the Verdun and Chateau-Thierry Medals. Having taught at Boston College, Boston University, Regis College, and Boston Teachers' College, he was a staunch advocate and backer of the Laboratory Schools' role in teacher training. Becoming Assistant Superintendent in 1934, he insisted that the only way to learn to teach was to teach, and teaching under the guidance of the master teacher at a Laboratory School enhanced one's pedagogical skills.

The faculty of the Boston Teachers' College was its strength. Drawn from a wide area, during its existence from 1922 to 1952, these dedicated academicians provided many students, most of whom were the first generation in their families, to attend college, an education that launched them in successful careers in teaching and other professional areas. The contribution of the Normal School and the Teachers' College of the City of Boston to the role of women in the professional life of our nation must never be underestimated.
Boston State Teachers' College

In 1952, the Boston School Committee, under the leadership of its Chairman, Isador H. Y. Muchnick; and members, William F. Carr, Patrick J. Foley, D.D.S., Mary K. Fitzgerald, and Alice M. Lyons, voted to sell the Teachers' College to the State of Massachusetts for the sum of one dollar. Their reasoning was that the City of Boston could no longer afford the cost of supporting higher education. Rapidly, the institution became the State Teachers' College at Boston, State College at Boston, and, finally, Boston State College until the merger in 1982 with the University of Massachusetts at Boston.

The Laboratory School Arrangement

The Laboratory School arrangement continued without any legal basis, until the late 1960s, when the Boston State College administration withdrew its subsidy to the teachers at the Maurice J. Tobin Laboratory School which was used after the demolition of the Martin School. At this time, each teacher in the training program was receiving a stipend of sixteen hundred dollars per year. The Industrial Arts course was also discontinued and the Industrial Arts Training School in South Boston was abandoned. Thus, Boston ended one-hundred years of city-supported higher education. It is remarkable that the taxpayers of the City willingly supported this endeavor but the results were well worth the price. Women were able to avail themselves of a recognized higher education; the Boston Schools excelled because of the teaching skills
gained; and the community, in general, reaped the benefits of the influence of a century of teacher training.
CHAPTER 6
SUMMARY

Boston's teacher training experience should be examined, particularly in the emphasis on the Model or Laboratory School, when considering the multitude of present-day studies that address the topic of teacher training. Working with pupils under the direct supervision of experienced classroom teachers was the basis of teacher preparation. Opportunities were afforded to put into practice the theory that was taught in methods courses.

Implications of the Laboratory Schools

The Adams School House, the first Laboratory or Model School, and the first home of the Boston Normal School, served as a foundation upon which the Boston School System based its teacher training program. Later, the school on Somerset Street continued the same approach, opening its classrooms to the Normal School students and designated by the Boston School Department as the Model School.

Moving to the South End, the Normal School was housed in the Rice School, which always was referred to as the Training School. Expanding to a new site in the Fenway on Huntington Avenue, the Boston Normal School District became a single education component providing future teachers with a knowledge of the theories of teaching and an opportunity to work with children in a regular school setting.
A New Model

In a recent report, Dr. Harvey Scribner, Professor of Education at the University of Massachusetts at Amherst and former Chancellor of the New York City Schools, stated that schools have changed little since the middle of the nineteenth century. Technology, in the meantime, has advanced to the state where many students are using computers and scientific instruments to advance their learning while their teachers are being left behind. Boston's latest proposal to establish a new Laboratory School in a high school building that would be a (K-12) Model School with mentor teachers working with students and faculty from a university seems to reinforce his statement.

If, however, this Model School is a true cooperative venture between a school of education and the school system, then it would be used to experiment with new methods that may enhance teaching. There would be mutual and measurable benefits to the school, university and teacher trainees.

Boston University has presented a proposal to take over the administration of the public schools of Chelsea, Massachusetts. Under the leadership of President John Silber, the Boston University School of Education will introduce innovative methods with the intent of improving the educational opportunities of the Chelsea children. Retraining of teachers and the use of the Chelsea schools as laboratory sites for the training of university students as teachers are a segment of the overall plan. Teacher opposition to this plan is evident from the statements released by the Chelsea Teachers' Union and their parent group, the
Massachusetts Federation of Teachers, AFL/CIO. Looking back at the experience of Boston's Laboratory School and the decade-long attempt to change teaching methods at the Martin School may be of value in alerting present-day planners of some of the obstacles that must be overcome in order to bring about change in teaching methods.

**Boston's Progressive Experiment**

Stephen J. Clarke, in his study of the Boston Schools, relates that in the decade of the 1920s, there was an attempt by Superintendent Jeremiah E. Burke to adopt a more progressive approach to teaching. His intent was to move toward a child-centered curriculum and away from a subject-centered direct method of instruction. Championed by Assistant Superintendent Mary C. Mellyn, whose duties included supervising the Laboratory School, this attempt to make the schools child-centered was incorporated into her courses by Julia H. Dickson, Professor of Elementary Education at the Teachers' College of the City of Boston. Because most of the Boston teachers came through the Boston Teachers' College, her influence had a wide effect. Her students were encouraged to employ these progressive ideas of John Dewey and the "Project Method" of William H. Kilpatrick in planning their lessons which would be taught at the Laboratory School. This progressive approach was used at the Martin School until 1930, when it was gradually discontinued. Reasons for the demise of this attempted change are found in the fact that the teachers throughout the system, having been trained in the traditional teacher-centered method, refused to adopt the progressive approach.
Another reason was that the School Committee gave over the evaluation of teachers to the principals rather than Miss Mellyn, whose responsibility had included the Laboratory School and all elementary teachers. Without teachers and principals supporting such a drastic change, the progressive movement died and teachers followed the traditional methods that flowed from their training at the Laboratory School.

Influence of the Laboratory School

The influence of the Laboratory School had a far-reaching effect in the Boston area colleges. Faculty lists of the Boston College Summer School in the 1920s reveal the names of many Teachers' College of the City of Boston faculty administering and teaching courses at the Jesuit institution. They include Mr. Arthur L. Gould, Mr. Frederick Gillis, Mr. Francis J. Hogan, and Mr. William F. Linehan. Emmanuel College lists Miss Mary C. Mellyn, Mr. William F. Linehan, and four administrators from the Boston Schools as its Education faculty in the 1920s. The courses taught and the philosophy of education of the Teachers' College of the City of Boston were incorporated into these teacher training institutions, and their graduates filled many of the teaching positions that were created in the 1930s by the advent of a baby boom following World War I.

It must be concluded that Boston Teachers' College spread its training and teaching philosophy through its faculty who were part-time employees of other institutions of higher education.
The additional burdens imposed upon teachers by the advent of special needs and disabled children, who were rarely in school until recently, have forced teachers to become more involved in testing and evaluation programs. Coupled with the explosion of knowledge, increased clerical responsibilities and changing social attitudes, the teaching profession has been changed to a degree where it seems evident that the process of teacher training must also be changed.

The best teachers with pedagogical expertise should not only help children but guide other teachers in improving their work. Some teachers would become experts in specialized areas, such as curriculum development, teacher evaluation or school management. Others of proven ability, estimated one-fifth of all the teachers, would be "Professional Teachers", people who have proven their competence at work. These teachers would be superceded by "Career Professionals", who would supervise novice teachers as well as teach children.

State certification in this three-tier system of teacher licensing would be renewable and could carry tenure for the Professional Teacher and the Career Professional. The other Novice or Instructor would be temporary and non-renewable. Written examinations and assessment of performance would be the criteria for certification. Instructors should be licensed only in those subjects in which they have an undergraduate major or minor. Their appointment would be preceded by a year of intensive supervised practice and advanced study in pedagogy and human learning. Since beginning instructors lack these qualifications, they should be licensed to practice only under the supervision of a fully-certified profession. A basic skills test in reading, writing and
reasoning, as well as specialized knowledge, would be required of all entering the profession.

The teaching profession would consist of the following categories:

1. Career Professionals would have been recognized as competent practitioners, the holder of Master's Degrees and be involved in further specialized study, usually for the Doctorate.

2. The Professional Teacher would hold a Master's Degree and be evaluated as a competent teacher of all children.

3. The Instructor would be a teacher who enters the profession on a temporary basis not intending to devote his or her life to teaching but wishing to gain valuable life experience while helping children.

Universities would eliminate the undergraduate Education major as a beginning toward improving the quality of education. They would set up programs in which undergraduates would study the subject that they will teach with instructors who model fine teaching and who understand the pedagogy of their material. Those wishing to teach should be well-founded in their subject area and have models to follow in their approach to teaching their subject.

A Changing Profession

Faced with the possibility of an annual need of 222,000 new teachers each year, recent studies favor the development of a differentiated
profession which will contain talented, committed teachers. The duties and functions of teachers would be changed into the previously-mentioned Career Professional, exercising authority at both the classroom level and the school level. The Professional Teacher would exercise autonomy within the classroom responsibilities. The Instructor would function under the systematic guidance and supervision of a Career Professional Teacher. Credentialing of these three classifications would all demand a strong liberal arts program. Instructors could be recent liberal arts graduates who enter the profession on a temporary basis or older, experienced people who bring their lifelong experience into teaching.

Demonstration Sites

Demonstration sites reminiscent of the Laboratory School approach to teacher training would be established by the institutions of higher education in cooperation with local school systems. The staffing of these Demonstration Model Schools would be of the utmost importance for they would serve as a Model School where competent Career Professionals would demonstrate teaching techniques and guide the beginning teacher through practice prior to being assigned to teach in a school. Studies strongly recommend the establishing of Professional Development Schools, analogous to teaching hospitals in the medical profession. They would bring practicing teachers and administrators together with university faculty in a partnership based on the following principles:

-- Reciprocity or mutual exchange between research and practice;
-- Experimentation, or willingness to try new forms of practice and structure;
-- Systematic inquiry, or the requirement that new ideas be subject to careful study and validation; and
-- Student diversity, or commitment to the development of teaching strategies for a broad range of children with different backgrounds, abilities and learning styles.

These schools will serve as settings for teaching professionals to test different instructional arrangements, for novice teachers and researchers to work under the guidance of gifted practitioners, and for the development of new structure designed around the demand of a new profession.

If the construction of a genuine new profession of teaching is to succeed, schools will have to change. Institutions will work towards this change by developing exemplary modules for new division of authority among teachers and administrators in Professional Development Schools, and by working within their institutions to make professional education of administrators compatible with the requirements of the profession of teaching.

Role of the Public Schools in Teacher Training

The tasks outlined for the improvement of education in the United States are, to say the least, formidable. In the face of the current problems facing educators and the expectations of the general public,
with regard to the role of the schools in our society, an effort must be made, on a grand scale, to influence the people of the United States to make a much stronger commitment to our system of education. This will be a very costly venture and a question arises as to whether the people of this nation are willing to make the necessary sacrifices to meet the demands of the proposals. The alternative to not improving our schools is equally frightening in its implications for the future of the United States.

Certification

These reports are current but also current are the demands being placed on administrators in our schools. Just what are schools supposed to do as part of the public sector? What is the true role of the schools in our society today? Is every social problem that is confronted to be referred to the schools for a solution? We are told to go back to the basics because there are too many of our high school graduates that are not competent in the functional skills. The dropout problem must be alleviated by the improvement of the schools. Overcoming a growing concern that has as its grass roots a home and community is very difficult for the educator. Peer group pressures are having a detrimental effect on the school performance of our young people. Educators are being asked to solve the problem of the use of drugs and alcohol by students in our schools. Teachers are now being asked to include in their instruction the psychological and medical facts related to the growing public concern with the AIDS epidemic. Teenage suicide is a concern that
the public feels that the school should address and instruct students in the worthiness of life. We are faced with the question: Are the school, peer group, parents and society placing too much pressure on the youth of today? The studies do not delve into this question in any detail. Rather, the reports only place a slight reference to these problems. Its general focus is on the training of better-qualified teachers and, therefore, improving the educational opportunities of our youth.

Conclusions

The recent studies advocate that all persons entering the teaching profession be the possessors of a degree from an accredited university or college. The requirements for this degree shall include a major in the liberal arts. The area in which a candidate for teaching shall be licensed shall be the same one he or she majored in while studying for their degree. This conforms with the certification requirements in the State of Massachusetts, as outlined by the Bureau of Certification of the State Department of Education. At present, a secondary teacher in this state must meet certain competencies and have a total of thirty-six hours in their major field of study. Elementary majors must have thirty-six hours in their professional courses, but only at the University of Massachusetts are they required to have a second major in the liberal arts area. It may be stated that the standards at the University anticipated the recent reports in this area.
The categories of teachers are reminiscent of a situation that existed into the 1950s in many school systems with some major variations.

The Master Teacher was a person seeking promotion to administrator or assistant principal. This person would be given the additional responsibility of supervising a number of beginning teachers. This role would be filled by the Career Professional, a teacher of experience recognized as being competent to assume this role of training new teachers and compensated for performing in the supervisory capacity.

The tenured teacher of an earlier age would become the Professional Teacher, as indicated in the reports. This teacher would be recognized as a competent member of the profession fully capable of assuming all the responsibilities of a classroom teacher.

The substitute teacher of an earlier time, who had a full schedule to teach and was a member of the faculty but was paid a very low salary until such time as he or she had to be put on tenure, by state law, would be the equivalent of the Instructor as outlined in the studies. A substitute teacher had all the duties of a classroom teacher but was not allowed to become a member with pension and tenure rights until after the third year of teaching. Many of these beginning teachers did not continue in the profession to become tenured or professional teachers. Other older persons either retired or, wishing to make a career change, came into teaching, and not finding it to their liking, left the profession after a year. Some continued until they found more lucrative employment or completed their education in other fields. The Instructor, as described in the reports, seems very similar to the substitute,
non-tenured teacher of the years to the mid-1960s and the changes wrought in the profession by the teacher shortage in that era.

The strongest part of the reports and the area of greatest emphasis seems to the researcher to be in the recommendation for the establishment of Professional Development Schools. Although some will compare them to the Laboratory Schools, such as those in existence at Bridgewater State College and at Westfield State College, these new schools would have a continual presence of college or university faculty. They would, in conjunction with the school faculty, carry on research to improve teaching skills and to train those entering the profession in the best methods and procedures of teaching.

The staff of this type of Professional Development School would be carefully chosen by the institution of higher education and, if a separate school system was involved, the Superintendent of Schools would, by necessity, have to cooperate in the assignment of personnel to the teacher training site. Many years past, Boston chose its Laboratory School personnel by joint consultation between the Teachers' College and the Assistant Superintendent of Schools.

A firm commitment on the part of the institutions of higher education to back with the required financial resources is an absolute for the success of these proposals. Grants must be sought, agreements reached with local school systems, and a tax structure developed if we are to see the fruition of these recommendations.

Of prime interest to anyone concerned with the problems that involve all institutions having teacher training programs is the very recent directive that was released by the Commissioner of Education for
the Commonwealth of Massachusetts. Dr. Harold Raynolds, Jr., indicates that the category of Apprentice Teacher should be established within the certification framework of the State of Massachusetts certification standards. The Bureau of Teacher Certification would be authorized to permit school systems to employ new teachers with this designation who would be credentialed for a five-year period. Up to ten percent of a school faculty could hold the Apprentice Teacher certification.

Already, the objections are being raised by teacher organizations, such as the National Education Association, the American Federation of Teachers and their local affiliates. The Massachusetts Teachers' Association (MTA), in its March publication, voices strong opposition to the Raynolds release. To the researcher, this indicates that the lines are being drawn for another battle over the issue of certification standards. The time has come when a review of the Laboratory School and its valuable contribution to the Boston School System is in order in planning for the future training of teachers.

Because of their long history, the past role of the Laboratory Schools, which worked closely with the teacher training programs of the institutions of higher education, should be restudied and their role considered when deciding the future of the training of teachers. To paraphrase from Santayana, the past must be studied in order to avoid the errors of past teacher training experiences.
APPENDICES
APPENDIX A

BOSTON NORMAL SCHOOL AND GIRLS' LATIN SCHOOL,
HUNTINGTON AVENUE, BOSTON, MASSACHUSETTS
(1909)
Area of Boston's landmass in 1722. Its boundary was expanded by use of landfill.

Site of dig at Blackstone Allright parking lot

Source: Boston University Office of Public Archaeology

Globe staff map/Jim Karaian
APPENDIX C

INDUSTRIAL ARTS NORMAL SCHOOL SCENE
BOYS ROOM
Where Normal Students practice teaching.
APPENDIX D

CRAFTSMANSHIP USING THE SLOYD METHOD
APPENDIX E

PLANS OF THE MARTIN SCHOOL
**SOLD**

**BOSTON PUBLIC SCHOOLS—ENGINEER’S OFFICE**

<table>
<thead>
<tr>
<th>School</th>
<th>MARTIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Huntington Avenue, Roxbury</td>
</tr>
<tr>
<td>District</td>
<td>Martin</td>
</tr>
</tbody>
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**ORIGINAL BUILDING:**

<table>
<thead>
<tr>
<th>Date of Erection</th>
<th>1935</th>
<th>Stories</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Rooms</td>
<td>14</td>
<td>Pupil Capacity</td>
<td>700</td>
</tr>
<tr>
<td>Area of Building</td>
<td>8,858</td>
<td>Area of Lot</td>
<td>28,307</td>
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<tr>
<td>Cubic Contents</td>
<td>512,272</td>
<td>Play Space Per Pupil</td>
<td>28</td>
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<tr>
<td>Cost of Building</td>
<td>$105,551.63</td>
<td>Cost of Lot</td>
<td>$21,234.26</td>
</tr>
<tr>
<td>Cost Per Cu. Ft.</td>
<td>.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cost Per Pupil:** $150.79

**Changes:**

- **5/18/59:** In School Committee: Order passed that it is advisable to sell this building which will not be required for school purposes after Sept. 1, 1959.
- **10/2/59:** In Board on Sale: Voted to sell to Harvard Univ. for $100,000, with proviso that School Committee be given a 90-year option on purchase of 1/2 of lot at rear of English H.S. at assessed value. 
- **7/14/60:** Sold to Harvard University; above sum credited to Sch. Dept.
APPENDIX F

PLANS OF THE TEACHERS' COLLEGE OF THE CITY OF BOSTON
TRANSFERRED BOSTON PUBLIC SCHOOLS—ENGINEER'S OFFICE

School: TEACHERS COLLEGE
Location: Huntington & Longwood Avs., School District: Roxbury

ORIGINAl BUILDING:
Date of Erection: 1907 Stories: 3 Type: I
Number of Rooms: Pupil Capacity: 350
Area of Building: 18,511 Area of Lot: 141,076
Cubic Contents: 1,115,098 Play Space Per Pupil:
Cost of Building: $2,534,553.30 Cost of Lot: $2,01,290.77
Cost Per Cu. Ft.: .23 Cost Per Pupil: $910.65

Changes: May 5, 1952: In School Committee: Ordered Teachers College to be discontinued as of Aug. 31, 1952.

Transferred to Commonwealth of Massachusetts.

(100-3-23-39.)
APPENDIX G

PLANS OF THE COLLINS BUILDING
<table>
<thead>
<tr>
<th>School</th>
<th>Huntington Ave &amp; Langwood School and Girls Latin</th>
</tr>
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<tbody>
<tr>
<td>Location</td>
<td>Patrick A. Collins</td>
</tr>
<tr>
<td>Original Building</td>
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</tr>
<tr>
<td>Date of Erection</td>
<td>1907</td>
</tr>
<tr>
<td>Stories</td>
<td>Three</td>
</tr>
<tr>
<td>Type</td>
<td>I</td>
</tr>
<tr>
<td>Number of Rooms</td>
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</tr>
<tr>
<td>Pupil Capacity</td>
<td>904</td>
</tr>
<tr>
<td>Play Space Per Pupil</td>
<td>Sq. ft.</td>
</tr>
<tr>
<td>Area of Lot</td>
<td>T.C. Lot</td>
</tr>
<tr>
<td>Area of Building</td>
<td>13,018 sq. ft</td>
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<tr>
<td>Cubic Contents</td>
<td>721,037</td>
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<tr>
<td>Cost of Building</td>
<td>$166,222.50</td>
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<tr>
<td>Cost of Lot Teachers College Lot</td>
<td></td>
</tr>
<tr>
<td>Cost Per Cu. Ft.</td>
<td>23¢</td>
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<tr>
<td>Cost Per Pupil</td>
<td>$195.42</td>
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<tr>
<td>Changes: 5/5/12</td>
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<tr>
<td></td>
<td>Sold to Comm'th of Mass. Teachers' College</td>
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(500-10-6-47.)
APPENDIX H

PLANS OF THE GIRLS' LATIN SCHOOL
<table>
<thead>
<tr>
<th>School</th>
<th>GIRLS LATIN (old Bldg)</th>
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<td>Location</td>
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**ORIGINAL BUILDING:**

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<th>Type</th>
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<tr>
<td>Number of Rooms</td>
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<td>Pupil Capacity</td>
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<td>Play Space Per Pupil</td>
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<td>Sq. ft.</td>
<td>Area of Lot</td>
<td>Teachers</td>
<td>Teachers col. lot</td>
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<td>Cost of Building</td>
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<td>Teacher, coll. lot</td>
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<td></td>
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<td>Cost Per Cu. Ft.</td>
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<td>Cost Per Pupil</td>
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</tr>
<tr>
<td>Changes:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(500-10-6-47.)
APPENDIX I

A MEMORY AND A MEANING: THE DEDICATION OF THE
BOSTON STATE COLLEGE HISTORY ROOM
A Memory and a Meaning

Boston Normal School

The Teachers College of the City of Boston

State Teachers College at Boston

State College at Boston

Boston State College
The Dedication of the Boston State College History Room

Wednesday, May 18th, 1988
3:30 p.m.
University of Massachusetts at Boston
McCormack Hall
Harbor Campus

<table>
<thead>
<tr>
<th>Program of Events</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming Remarks</td>
<td>Linda A. Manning, Chairperson UMass/Boston Alumni Association</td>
</tr>
<tr>
<td>Greetings of the University</td>
<td>Robert A. Corrigan, Chancellor University of Massachusetts at Boston</td>
</tr>
<tr>
<td>Introduction of Speakers</td>
<td>Sherry N. Thomas, President UMass/Boston Alumni Association</td>
</tr>
<tr>
<td>The First 100 Years</td>
<td>Elizabeth D. Flynn, Author History of Boston Normal School–Teachers College 1852–1952</td>
</tr>
<tr>
<td>The Faculty</td>
<td>Theresa M. Corcoran, Professor Physical Education Department 1955–1985</td>
</tr>
<tr>
<td>The Alumni</td>
<td>Jean M. Magaletta, President Boston State Alumni Association 1978–1982</td>
</tr>
<tr>
<td>Closing Remarks</td>
<td>Joseph P. O'Brien, Jr. Director of Alumni Affairs</td>
</tr>
</tbody>
</table>

Reception immediately following
Music by Equinox Jazz Ensemble
Boston Normal School
The Teachers College of the City of Boston
State Teachers College at Boston
State College at Boston
Boston State College
1852–1982

The establishment of the Boston Normal School was due in large measure to Nathan Bishop, the first superintendent of the Boston public schools. He realized that the women teaching in the elementary classrooms of the country needed more education and training than the grammar school education to which girls were limited in 1851.

In 1852, by order of the Boston City Council, the Boston Normal School was established as part of the public school system. Boston became the second city in the country to manage its own normal school.

As the surrounding towns joined the city and waves of immigration swept over the East Coast, the school population increased. Completion of high school became the popular goal. The Normal School expanded from a one-year program to a three-year one. This included a kindergarten teacher-training course that became a model for the nation. The Normal School moved three times as its enrollment expanded. In 1907, the school moved into the Huntington Avenue building erected especially for the Normal School.
In 1922, a fourth year was added to the course, and the name of the school was changed from the Boston Normal School to The Teachers College of the City of Boston. A degree of B.S. Ed. was granted. In 1926, with the addition of a fifth year, the M.S. Ed. degree was added.

The school was becoming expensive for the city to maintain. As early as 1894, and periodically thereafter, the City Council and/or School Committee moved to close the school. Each time the Alumni and prominent citizens came to its defense. Finally, in 1952, facing extinction, the school was taken over by the State. This ended a hundred years of city management. Boston Teachers College now became State Teachers College at Boston. As careers other than teaching became popular, degrees of B.S. and B.A. were added. In 1960 the Massachusetts Legislature passed an act eliminating the word “teachers” from the name of the state supported college. The State Teachers College at Boston became State College at Boston with the power to grant Bachelor of Arts and Bachelor of Science degrees in the non-education courses. In 1968 the college became known as Boston State College.

At one time, more than 11,000 students were enrolled at Boston State College. In 1982, Boston State College was closed. The Huntington Avenue building became the home of the Massachusetts College of Art and the temporary home of Roxbury Community College. Records of the Boston Normal School, the Teachers College of the City of Boston, State Teachers College at Boston, State College at Boston and Boston State College were moved to the Harbor Campus of the University of Massachusetts at Boston.

The University of Massachusetts at Boston Alumni Association and the Boston State College Alumni Association have worked together since 1982 to facilitate a complete merger of the Associations. Through the opening of this “History Room” dedicated to the memory of Boston Normal School, the Teachers College of the City of Boston, State Teachers College at Boston, State College at Boston and Boston State College, the University and the Alumni Associations are proud to preserve the name of Boston State for future generations.

Dorothy Lennon White, '37
Teachers College of the City of Boston
<table>
<thead>
<tr>
<th>Former Presidents of the Alumni Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence S. Young</td>
</tr>
<tr>
<td>Adelaide G. Nelson</td>
</tr>
<tr>
<td>Mary F. MacGoldrick</td>
</tr>
<tr>
<td>Theresa A. Dacey</td>
</tr>
<tr>
<td>Anna M. Sheehan</td>
</tr>
<tr>
<td>Esther L. McNellis</td>
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<tr>
<td>Anna M. Niland</td>
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<tr>
<td>Mary E. Vaughan</td>
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<tr>
<td>Mary A. Consodine</td>
</tr>
<tr>
<td>Julia M. Fitzpatrick</td>
</tr>
<tr>
<td>Mary T. O'Connell</td>
</tr>
<tr>
<td>Elizabeth D. Flynn</td>
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<tr>
<td>Virginia D. Dodge</td>
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<td>Mary M. Doyle</td>
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<td>Marie A. O'Donnell</td>
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<td>Louise M. McCoy</td>
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<td>Marie P. Hughes</td>
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