

**ETHICAL CULTURE  
SCHOOL RECORD**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649442003

Ethical Culture School Record by Anonymous

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**ETHICAL CULTURE  
SCHOOL RECORD**



New York, New York



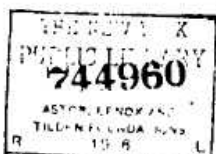
**ETHICAL CULTURE  
SCHOOL RECORD**

Published by  
**THE ALUMNI ASSOCIATION**

To Commemorate  
**THE FORTIETH ANNIVERSARY**  
of the Founding of  
**THE SOCIETY FOR ETHICAL CULTURE**

NEW YORK  
PUBLIC  
LIBRARY

NEW YORK CITY  
MAY 14, 1916



*"When gifts are great the only way to show our gratitude is by the use we make of them."*

*"As light is light when it strikes on objects, so life is life when it smites on other life. We live truly in our radiations. We grow and develop in proportion as we help others to grow and develop."*

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VIA AIR

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## FOREWORD BY THE CHAIRMAN OF THE BULLETIN COMMITTEE

It may seem unusual that the Alumni of an educational institution which sends its students only through high school should aspire to publish such a pamphlet as this. We knew that we could not hope for a complete record, because this is the first time that facts about so many of the former pupils have been collected. And yet we members of the Alumni Association of the Ethical Culture School felt that we ought to set down certain facts concerning some of the former pupils which were known only to a few of us, but which, because of their direct bearing on some of the most important educational problems of the day, deserved to become known. These facts we wished to publish, not only for the encouragement of the devoted teachers and friends of the School, but also for the information of educators throughout the country. It is in this spirit that the questionnaires were sent out, and it is in this spirit that the results should be read. We are all glad to hear again about our former schoolmates, but the higher purpose which this Record aims to accomplish will certainly make the stronger appeal to us.

When the School was started, and for many years after its inception, it was an indispensable object of study for all progressive educators. Teachers from all parts of this country visited it, and groups of educators from abroad who came to the United States to observe American methods of education were especially commissioned to visit the Workingman's School. It was the pioneer in introducing many of the new ideas into American elementary education,—among others, the free kindergarten, manual training, art work, nature study, festival work, ethical instruction. It experimented generously and gave freely, and the result is that to-day these features may be found in every forward-looking school in this country. Not many people know how deeply these institutions are indebted to the experiments carried on in our School.\* To still

\* In one of the most widely read books of the year, a prominent educator, describing the leading educational experiments in America, has

fewer is the fact known that these achievements are many of them over twenty years old, and that our School has been quietly working out newer, more subtle problems these many years, which perhaps in another generation may become as much the accepted facts for the educational world as are to-day the varied curriculum, manual training, the training of reason rather than memory, etc., etc.

How many people know, for instance, that thirty years ago the problem of vocational preparation was met even in our elementary grades not by concentration along one line of study but by giving the pupil such a varied program that in many cases he would be sure to find the subject of his greatest interest and under proper encouragement follow it up by further study and work. Examine the few records that we have of our early graduates—boys and girls with only an elementary school training—and see how they were helped to find themselves through their interest in some one of the many subjects offered to them. Thus one pupil discovers his talent in the art room and becomes an expert in ornamental plastering, another through his interest in wood-working and art becomes interested in interior decorating, and is to-day the general superintendent of one of New York's best interior decorating establishments. Another, who is to-day president of a large rug manufactory, says that the help which he received through the school shop and art department gave him a good groundwork for his later study and practice. Others, through their work at the forge or over the machines, became interested in mechanics and are to-day occupying positions of great responsibility. One pupil, who was able later to study only at night at Cooper Union, became in a few years chief draftsman at the Brooklyn Navy Yard and later chief engineer for the Remington Typewriter Company. Among the girls, several followed up their work in sewing, and several went into kindergarten. In those days the newer fields for women's activity were not so open as now.

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omitted all reference to the Ethical Culture School, at the same time that he mentions schools which have simply imitated our own. Surely in the interests of historical accuracy, at least some reference should have been made to a pioneer institution which is still challenging the attention of experts.