

**ANNUAL REPORT OF THE CITY
SUPERINTENDENT OF SCHOOLS TO
THE BOARD OF EDUCATION OF THE
CITY OF NEW YORK FOR THE YEAR
ENDING DECEMBER 31, 1886; PP. 1-125**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649057108

Annual report of the City Superintendent of Schools to the Board of Education of the City of New York for the Year Ending December 31, 1886; pp. 1-125 by Various

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OF THE

City Superintendent of Schools

TO THE

BOARD OF EDUCATION

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FOR THE YEAR ENDING DECEMBER-31, 1866.

NEW YORK:

W. U. BRYANT & CO., PRINTERS, 41 NASSAU ST., COR. LIBERTY.

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REPORT OF THE CITY SUPERINTENDENT.

CITY SUPERINTENDENT'S OFFICE, }
New York, Dec. 29, 1866. }

To the Honorable the Board of Education :

IN transmitting, for your information and that of the public, the customary annual reports of the officers connected with this Department, I am happy to be able to state that our excellent system of public instruction is steadily advancing in value and efficiency, and, through its results, commending itself more and more to the regard and affection of our citizens. Originating more than sixty years ago in the benevolent efforts of a few philanthropists for the establishment of a single school in which the destitute children of the city, not provided with instruction by the various church organizations, could be taught, it has become an indispensable department of our municipal government, for the free education of every child of suitable age residing in the city, whose parents or guardians may desire to avail themselves of its benefits. Instead of one school, with a single teacher, we have three hundred departments and schools, with two thousand teachers. Instead of an annual expenditure of less than five thousand dollars, contributed from private or corporate funds, nearly two and a half millions of dollars are annually contributed by the tax payers of the city, and cheerfully and ungrudgingly placed at the disposal of the Board of Education. Instead of about a hundred pupils, gleaned from the overflowing of the parochial charity schools, we have two hundred thousand, bright, cheerful faces, representing the homes and firesides of the rich and the poor, without discrimination or distinction of class, color or religion. Instead of a meagre dole of a few elemen-

tary branches of instruction, we place at the disposal of all a complete academical and collegiate course.

This system rests, for its foundation, upon that principle now almost universally recognized among us, that it is the primary duty of every community to provide ample and adequate means of instruction for every child within its borders; that this obligation is imperative and indispensable to its future safety and well-being; and that for the omission fully to discharge it, such community endangers the security of the lives, property and peace of its future citizens, and incurs the certain liability of a burdensome expenditure for the maintenance of its paupers and the punishment of its criminals—while, on the other hand, for every child properly educated, it receives, in return, an accession into its ranks, of productive industry, increased wealth, mental ability, and moral and social worth, immensely exceeding, in a merely pecuniary point of view, any expenditure it may have incurred. If, therefore, this principle is sound, and is found to be applicable to every community, its importance to a great metropolis like our own, composed of the representatives of every nationality, and every grade and class of society, must be strikingly apparent to every intelligent and reflecting mind. And thus it has happened that for more than half a century, it has been engrafted upon our municipal legislation, and borne its precious annual harvest of well instructed youth of both sexes, mentally and morally fitted for usefulness, honor and upright and virtuous lives. To the extent, and in the main, only to the extent, that it has failed, from the rapid and immense influx of population from all quarters of the globe, to bring within its beneficent influence, *all* those who need, and, from whatever circumstances, are deprived of its blessings—has the community suffered from the depredations of outlaws and vagabonds, the violence of criminals, the lawlessness of brutal ignorance and vice, and the helplessness and imbecility of utter poverty and destitution. So long as, for any reason, we continue to permit one-tenth, one-fifth, or any other proportion of the children of our city, to grow up to manhood or womanhood in idleness, viciousness, lawlessness and ignorance, instead of peremptorily and firmly insisting upon their proper care and culture in *some*

public or private school,—so long we must continue to reap the bitter harvest of violence and crime, insecurity of person and property, and burdensome taxation. For every school-house we build, and fill with the youth of the city of every class and every grade, we reclaim from the ranks of future pauperism and crime, and add to the available industry, wealth and order of the community, as many of our future citizens as we thus provide with the means of instruction; and for every dollar we appropriate to this object, we not only save thousands in future inevitable expenditures for the prison, the alms-house and the gallows, but we augment the industrial, social, civil, moral and religious resources of the community, to an incalculable extent.

It is this most simple, and clear, but most important problem of political, civil, and social economy, that we are now engaged in working out, upon a scale more extensive and magnificent than was ever before attempted in any community. Much—very much—we have accomplished. Results have been achieved for which we may well congratulate ourselves: but the substantial and permanent bulwarks which we have at so great cost and labor erected against the incursions of ignorance and vice, are yet inadequate effectually to stay the constantly increasing torrent flowing upon us from every quarter. Here, then, if we are wise, we shall take our stand. **COST WHAT IT MAY**, in money or in labor—unwelcome as the proposition may be to the vagrant, the ignorant, or the lawless—we must as rapidly as possible increase the number and the accommodations of our public schools of every grade; and we must take effectual measures to see that *every child of suitable age, not otherwise provided with the means of instruction, shall be so constantly provided either in public or private institutions.* We must maintain, and if necessary, increase the efficiency of our admirable and renovated system of Evening Schools, until it fully meets the wants of that large portion of our population, adults as well as children, who can spare only that portion of their time for mental improvement. We must provide in the future, as we have already in the past, for the educational wants of our colored population. We must greatly extend our facilities for primary instruction—improve and elevate our Grammar Schools—provide schools of a still higher grade for a higher degree of advancement for both

sexes—establish Normal Schools of the highest degree of efficiency for the education of teachers; and infuse throughout every branch of our system of public instruction, LIFE, ENERGY, PROGRESS, AND PRACTICAL UTILITY.

STATISTICS OF THE SCHOOLS.

There are, under the jurisdiction of the Board of Education, in addition to the College of the City of New York, and the Saturday Normal School for Teachers, 44 Grammar Schools for Boys, 44 for Girls, and 4 where both sexes are taught in the same Department—50 Primary Departments, 38 Primary Schools, 6 Grammar, and 7 Primary Schools for Colored Children, and 15 Corporate Schools, participating in the public money. There were also, during the year ending with the 1st October last, 48 Evening Schools, 26 for Males, and 22 for Females. The following Table will show the whole number of pupils taught in each class of schools during the year reported, and the average attendance:

SCHOOLS.	WHOLE NO. TAUGHT.	AVERAGE ATTENDANCE.
Boys' Grammar Schools.....	29,097	13,896
Girls " ".....	26,013	12,463
Primary Departments.....	86,337	33,275
Primary Schools.....	39,592	15,377
Colored Schools.....	1,946	731
Evening Schools.....	25,005	11,202
Corporate Schools.....	14,536	5,440
Total.....	222,527	91,986

Showing an increase over the previous year of about 7,000 in the whole number of pupils, and of 1,210 in the average attendance.

SCHOOL BUILDINGS AND APPURTENANCES.

It will be perceived from this recapitulation, that the whole number of Grammar School pupils attending or taught during the year, was 55,110, with an average daily attendance of

26,359; while the whole number of pupils in the Primary Departments in the same buildings, amounted to 86,337, with an average daily attendance of 33,275. In nearly all the Grammar Schools, two entire stories are occupied by the pupils of the Grammar Department, while the remaining story is assigned to the Primary Department. The result is, that (with the occasional exception in some of the schools of a gallery extension, capable of accommodating two or three hundred pupils,) an average daily number of 33,275 pupils are crowded into *one-half* the same space provided in the upper departments for an average daily attendance of 26,359, or compelled to occupy badly lighted, inconvenient, and ill ventilated galleries or rooms in the basement story.

The following statement will illustrate the extent to which this disparity is suffered to exist in several of our Public Schools :

SCHOOLS.	Average daily attendance in both Departments in Grammar Schools.	Average daily attendance in Primary Department.
Ward School, No. 1.....	481	491
" " " 2.....	479	532
" " " 4.....	487	870
" " " 5.....	286	405
" " " 7.....	377	595
" " " 8.....	433	493
" " " 10.....	475	526
" " " 11.....	857	1,068
" " " 13.....	597	1,043
" " " 14.....	942	1,287
" " " 15.....	616	806
" " " 17.....	1,082	1,243
" " " 18.....	487	674
" " " 19.....	781	936
" " " 20.....	677	990
" " " 21.....	375	564
" " " 22.....	426	604
" " " 23.....	381	517
" " " 24.....	376	454
" " " 27.....	360	538
" " " 32.....	496	1,172
" " " 33.....	558	1,150
" " " 36.....	480	893
" " " 38.....	711	726
" " " 39.....	470	572
" " " 42.....	654	866
" " " 47.....	684	608
" " " 48.....	656	1,222
" " " 49.....	748	984
" " " 51.....	293	730
" " " 54.....	69	162
" " " 55.....	532	873