

**MEMORIAL OF THE
DEDICATION OF THE
PUBLIC LATIN AND ENGLISH
HIGH SCHOOL-HOUSE**

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Memorial of the Dedication of the Public Latin and English High School-House by John Dudley Philbrick

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JOHN DUDLEY PHILBRICK

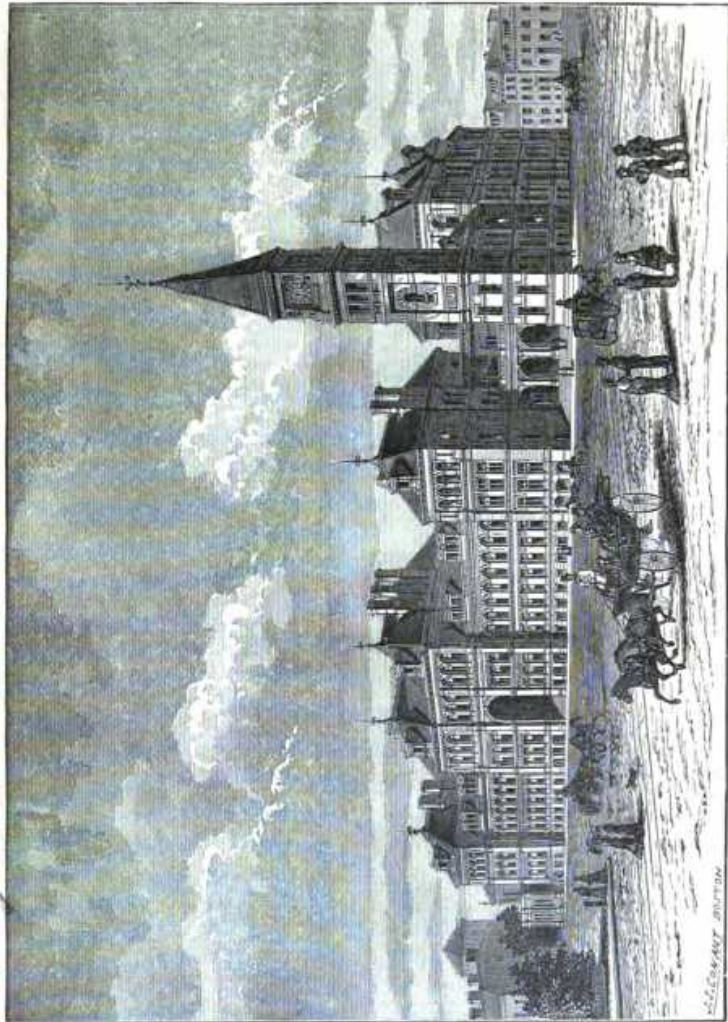
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PUBLIC LATIN AND ENGLISH HIGH
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WITH A DESCRIPTION OF THE BUILDING.



BOSTON:
ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.
1881.



LATIN AND ENGLISH HIGH SCHOOL.

McClure & Co. N.Y.

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OF THE

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Boston, Mass. OF THE

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HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MICROF. C. GUTMAN LIBRARY

IN SCHOOL COMMITTEE,
BOSTON, March 22, 1881.

Ordered, That one thousand copies of the dedicatory exercises of the Latin and English High School-house be printed.

Attest:

PHINEAS BATES, JR.,
Secretary.

IN SCHOOL COMMITTEE,
BOSTON, June 14, 1881.

Ordered, That one thousand additional copies of the dedicatory exercises of the Latin and English High School-house be printed.

Attest:

PHINEAS BATES, JR.,
Secretary.

DEDICATION.

The ceremonies arranged for the formal dedication of the building erected for the use of the Public Latin and the English High Schools took place in the Drill Hall, on the 22d of February, 1881, beginning at 10 o'clock, A.M., under the direction of the Committee on High Schools: Charles L. Flint, Chairman, Henry P. Bowditch, Brooks Adams, John G. Blake, and Henry W. Swift.

The hall was filled to its utmost capacity, the audience consisting of more than three thousand people, drawn together by an absorbing interest in the occasion. The selection by the committee of the birthday of Washington for the performance of these ceremonies was recognized as peculiarly appropriate. A temporary platform, elegantly draped, was erected on the easterly side, in front of the cavalry entrance from Clarendon street to the magnificent hall, while numerous portraits of past head-masters of the two schools adorned the walls, and national banners, the stars and stripes, hung in festoons in front of the balconies.

Seated on the platform were the Committee on High Schools and invited guests, consisting of His Excellency John D. Long, Governor of Massachusetts; His Honor Frederick O. Prince, Mayor of Boston; Hon. Robert C. Winthrop; Rev. Ralph Waldo Emerson; Hon. Marshall P. Wilder; Prof. William B. Rogers, President of the Institute of Technology; Rev. Samuel K. Lothrop, D.D., Rev. Phillips Brooks, D.D., Rev. J. M. Manning, D.D., Rev. George E. Ellis, D.D., Rev. A. A. Miner, D.D.; Rev. Robert C. Waterson, D.D., President of the English High School Association:

Hon. F. W. Lincoln, Hon. Jonathan A. Lane, Henry P. Kidder, Esq., Thomas Gaffield, Esq., Col. Thomas Wentworth Higginson, Hon. Henry K. Oliver, Rev. George A. Thayer; Prof. Edwin P. Seaver, Superintendent of Schools; Charles K. Dillaway, Esq., President of the Latin School Association; Ex-Gov. William Gaston; George A. Clough, Esq., City Architect; the Head-masters of the Latin and English High Schools; members of the School Committee, the City Government, and others.

After the invocation by the Rev. William Burnet Wright, Alderman Woolley, Chairman of the Committee on Public Buildings of the City Government, in a few appropriate remarks delivered the keys to His Honor the Mayor, as President of the School Board, who replied as follows:—

ADDRESS OF MAYOR PRINCE.

Mr. Chairman:—In behalf of the School Committee, I accept from you, as the representative of the City Government, these keys, in token of the delivery of possession of this building, erected for the accommodation of the Boston Latin and English High Schools, and its consecration to the purposes of public education. In appropriating the large sum, more than three-quarters of a million of dollars, required for the purchase of land and construction, the citizens have shown their ancient and traditional interest in the cause of free schools. By the laws of the Commonwealth this structure now passes from the control of the city to that of the Board of School Committee; and we of this Board, and our successors in office, must watch well that the great trust thus reposed in us is faithfully executed, so that the objects for which this costly temple was erected may be successfully accomplished. Believing that the committee fully appreciate their responsibilities in the premises, and that the accomplished teachers who will minister here fully recognize the importance of their work, I have confidence that these

great schools will now enter upon a new career of enlarged usefulness, so that they will not only benefit our own citizens but the people of the whole Commonwealth. If such results are realized, the building of this edifice was inspired by policy and wisdom.

The formal ceremonies of this dedication require me to deliver these keys to the Chairman of the Committee on High Schools, and this accomplished, my duties at this time are performed. Before making this delivery, I wish to say a few words touching these schools, which their importance and the proprieties of the occasion seem to demand. Both of these schools are venerable, not only for their great age but for their great success in accomplishing the objects of their organization. They both antedate our existence as a city. The Latin School was established in 1635, the English High School in 1821. As there is a vast disparity in their ages, we cannot say that they are *ambo æquales ætatibus*, but we may affirm that they are

Arcades ambo,
Et cantare pares et respondere parati.

It may be said that the Latin School was brought here by Governor Winthrop and the Puritan colonists, in 1630, for their first thought, after establishing a church, was to organize a school. They built their religious, educational, and political institutions on foundations of rock; for the First Church still lives as with immortal youth; the First School—our Latin School—still flourishes with no sign of decrepitude or decay; and the political dogma to which we owe our existence as a nation—that taxation and representation are inseparable—enunciated by the liberty-loving emigrants more than a hundred years before the Great Declaration of the United Colonies, is to-day the corner-stone of our glorious Constitution. It is not strange that the education of the people was the early care of the colonists. The number