

**DEPARTMENT OF PUBLIC INSTRUCTION,
CITY OF CHICAGO. TWELFTH ANNUAL
REPORT OF THE BOARD OF
EDUCATION, FROM SEPTEMBER 1, 1865,
TO AUGUST 31, 1866**

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VARIOUS

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Department of Public Instruction,

CITY OF CHICAGO.



TWELFTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

FROM

SEPTEMBER 1, 1865, TO AUGUST 31, 1866.



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1866.

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Harvard List

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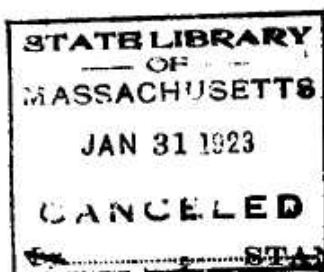
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- | | |
|-------------------------------------|---------------------------------------|
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| <i>Brown School</i> —Runyan. | <i>Holstein School</i> —Von Horn. |
| <i>Foster School</i> —Walsh. | |

REPORT OF THE PRESIDENT.

To the Board of Education of the City of Chicago:

GENTLEMEN:—At the close of another school year, we pause to review the labors, to note the progress and advancement of the schools, and carefully to look over the field, that we may be prepared with new energy and zeal to improve upon the past in advancing popular education in our city.

During the past year, the "Wells School" building has been completed at a total cost of about \$48,000, seating 925 scholars, and we are surprised to find it already well filled. The pressing demand for more school room has induced the Common Council to furnish funds for the purchase of several fine lots, and the erection of several new buildings, many of which have been, and others are now being put under contract, one of which is to be a fine brick building, to relieve the Foster School; this when completed, will seat 925 scholars. The others are eight room frame buildings, and together will seat about 2000 more; these are all much needed, and no doubt will all be filled as soon as opened. The action of our Council should be followed up, by an application to our next Legislature, for authority to borrow, and expend, at least \$100,000 per annum for several years, or for an increase of taxes for the same purpose, but as we said in our last report, we deem it but just that at least part of the money for these permanent improvements should be borrowed, and paid by the future recipients of the benefits to be derived therefrom.

Teachers College Library

The High School has, as usual, during the past year sustained its high reputation, and the graduates of both departments have given new honors to our popular school system. During the past year we have opened a new branch of the High School, known as the training branch of the Normal department, under the instruction and training of Miss N. Ella Flagg, one of our High School graduates; this has proved a very satisfactory success, and I do not say too much, when I say that this is not excelled by any similar school in our country. The practical knowledge, the tact in teaching and discipline here gained by those preparing to teach, is of more real value to the young teacher, than any gained in the same or much more time in any other way. Many and perhaps most of our teachers would be benefited and improved by a term in this school. The question of enlarging, and improving upon our High School system is worthy of our attention, of so extending and enlarging the facilities, and range of studies, that the large class of young men seeking a liberal education in our city may be able to gain it here, under the care and oversight of parents and friends, and not be compelled to go to our eastern cities for such facilities as they need.

At the opening of our schools last year, German was introduced into one of our schools as an experiment, giving to those scholars in that school (the Washington,) one teacher, Mrs. P. M. Reed. As the friends of the movement expected, and much to the surprise of many who doubted the policy and utility of the course, in three or four months, we found the pupils (mostly Americans,) speaking, reading and writing German quite well, and at the same time holding their positions well, in the examinations on their English studies. The consequence is that now we have applications from nearly all of the school districts for the introduc-

tion of German by suitable teachers in their schools, and we have resolved as far as possible to comply with the request, coming as it does from parents and guardians. I am aware that while this movement has earnest and anxious friends, it has its opponents who urge that we have no right to so expend school funds, and that the tendency is to germanize Americans and not to americanize Germans. My own opinion from observation is, that while the study and knowledge of the German is a real business want, that a knowledge of the language and literature gives breadth and strength to our education, and is really one of the best means of americanizing our German population by bringing us into social and familiar contact with them in our dealings, and in all the routine of life's transactions, political, commercial, religious and social, all of which, without the aid of their language on our part, must be distant, distrustful and tedious, and cannot be accomplished to any great extent with the first generation, and not much greater with the second. Not so if we can at once approach them, in their own language. Others object that many of our scholars are allowed to remain in school but a short time at best, and are then taken out by necessity to labor for a living, or to aid in the support of their parents, hence they have no time to study German, and but little to gain the knowledge of simple reading and writing, but no one is *obliged* to study German, nor is it in the way of those who choose not to give it their time or attention. And if the practice of taking children out of school at ten to fourteen years of age to work, or of keeping them out entirely for the same or for a worse purpose, as is often the case, could be controlled by law, and *all* were obliged to go to school until by their mature years and strength they were prepared for labor without constitutional injury, it would be much better for them, and for future