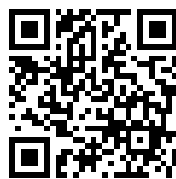

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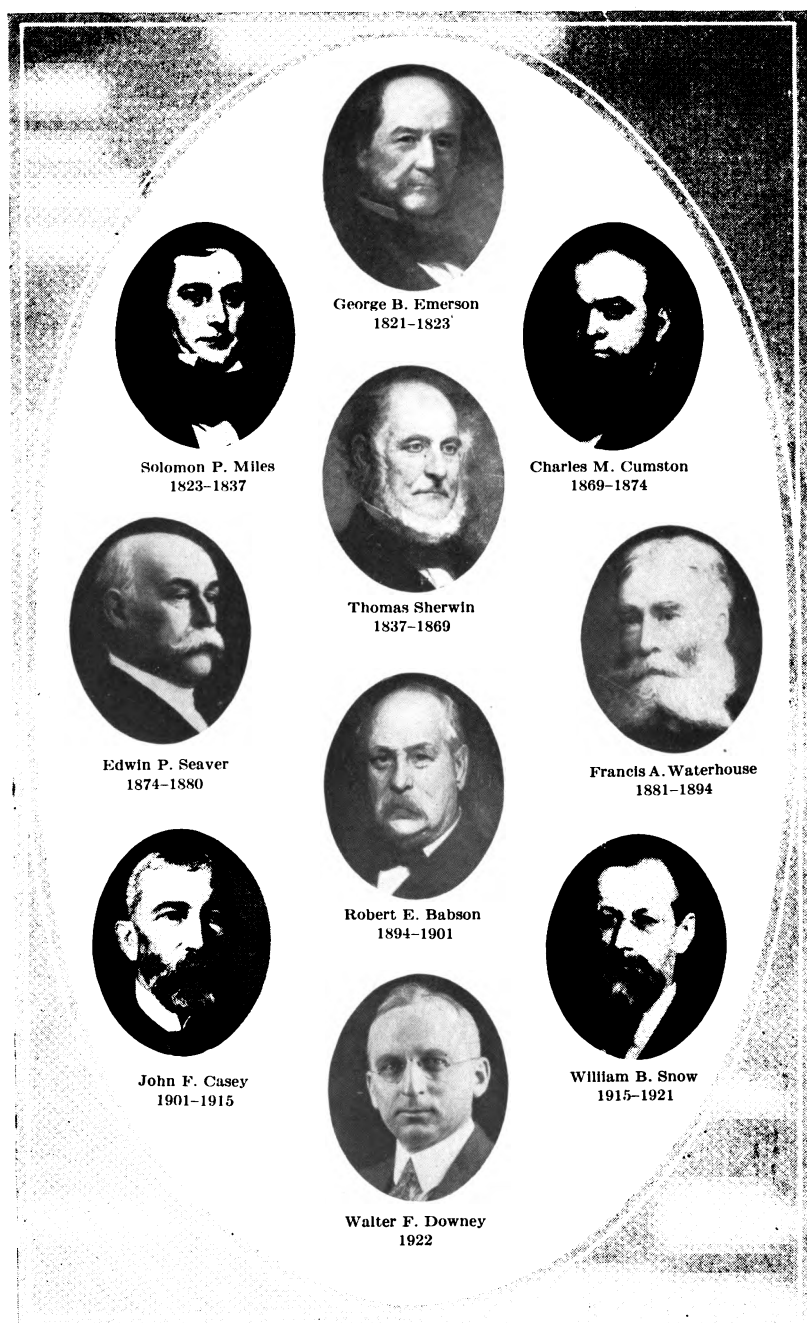
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THE CENTENARY
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THE ENGLISH HIGH SCHOOL
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George B. Emerson
1821-1823



Solomon P. Miles
1823-1837



Charles M. Cumston
1869-1874



Thomas Sherwin
1837-1869



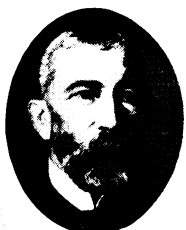
Edwin P. Seaver
1874-1880



Francis A. Waterhouse
1881-1894



Robert E. Babson
1894-1901



John F. Casey
1901-1915



William B. Snow
1915-1921



Walter F. Downey
1922

THE HEAD MASTERS

**ONE
HUNDRED YEARS
OF THE
ENGLISH HIGH SCHOOL
OF
BOSTON**



**PUBLISHED BY
THE CENTENARY COMMITTEE
OF THE
ENGLISH HIGH SCHOOL ASSOCIATION
1924**

FOREWORD

At a meeting of the Centenary Committee in May, 1922, John Ritchie, John F. Casey, Lindsly B. Schell, and Clarence H. Carter were appointed a committee to prepare and distribute the Report of the Centenary Committee and a History of the School.

It was expected that Mr. Casey, the one man preëminently fitted for the task, would write the History, but his illness and death made this impossible. In this situation Mr. Downey, the Head Master, kindly tendered his own services and those of members of his staff; and now, after unexpected and regrettable delay, the Report and the History are submitted in this little volume. This delay has, however, made it possible to include important events that have taken place since June, 1921.

It should be mentioned that the first and the most important part of the book, the History of the School, was compiled by Mr. Clinton C. Scheffy of the Faculty, who, using Mr. Casey's narrative and other sources, has continued the "Historical Sketch" prepared by Thomas Sherwin (Junior) with the coöperation of William H. Moriarty, and published by the English High School Association in 1892. The brief statement of the purposes of the Association and the accounts of the several celebrations were edited by Messrs. Ritchie and Carter, while the details of the distribution were left to the supervision of Mr. Schell.

The available material would have filled a book several times larger than this; and our task has been largely one of selection and curtailment, that we might keep within the limits of our appropriation.

To Mr. Downey, Mr. Scheffy, and all others who have aided us in our work we extend our appreciative thanks.

JOHN RITCHIE,
LINDSLY B. SCHELL,
CLARENCE H. CARTER,
Publication Committee.

Boston, April, 1924.

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THE ENGLISH HIGH SCHOOL

1821-1924

The English High School was founded in 1821, the year preceding that in which the old Town of Boston, then a place of some fifty thousand inhabitants, became a city.

In addition to the Public Latin School, already a time-honored institution and widely known as the leading school among those which fitted boys for the University, the system of public instruction in Boston consisted, at that time, of the intermediate or English grammar schools, and the primary schools which had been established only three years before.

The importance of providing a school of higher grade, which should afford to the youth of the town not intending to enter college the opportunity for pursuing an advanced course of study, had come to be recognized by the school committee; and early in the year 1820 a sub-committee, consisting of Samuel A. Wells, a well-known merchant, the Reverend John Pierpont and the Reverend Nathaniel Langdon Frothingham, prominent members of the clerical profession, Lemuel Shaw, who later became Chief Justice of the Commonwealth, and Benjamin Russell, editor of "The Columbian Centinel," was appointed to consider the subject.

On October 26th of the same year this committee made its report, recommending that a school be established, to be called the English Classical School.

✓ The needs which this school was designed to meet and the advantages which, it was believed, would result from its maintenance as part of the public school system, are so well set forth in the report that a portion of it may well find place in this record:

"The mode of education now adopted," said the committee, "and the branches of knowledge that are taught at our English grammar schools are not sufficiently extensive, nor otherwise calculated to bring powers of the mind into operation, nor to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. A parent who wishes to give a child an education that shall fit him

for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical, is under the necessity of giving him a different education from any which our public schools can now furnish."

The report closes with the following words:

"No money can be better expended than that which is appropriated to the support of public schools. If anything will preserve tranquillity and order in a community, perpetuate the blessings of society and free government, and promote the happiness and prosperity of a people, it must be the diffusion of knowledge. These salutary effects, the committee conceive, would flow from the institution of this seminary. Its establishment, they think, would raise the literary and scientific character of the town, would incite our youth to a laudable ambition of distinguishing themselves in the pursuit and acquisition of knowledge, and would give strength and stability to the civil and religious institutions of our country."

The plan of organization, as outlined by the committee, provided that the school should be for the education of boys exclusively, that the course of study should cover the term of three years, that the age of admission should be not less than twelve years, that candidates for admission should be subjected to a suitable examination, and that the teachers should have been regularly educated at some university.

The list of studies to be pursued included such as would constitute a good education in the English branches, mathematics, and natural philosophy.

The recommendations embodied in this report were adopted by the school committee, and at a town meeting held in Faneuil Hall, on January 15, 1821, the citizens of Boston voted to establish the English Classical School. By this name the school was designated until 1824, when it became known as the English High School. The original name was restored on March 13, 1832, the committee deeming it not within their authority to alter the name which had been given the school by the people in their corporate capacity, and was retained until February 12, 1833. On that date the designation English High School was formally adopted by the school committee.

Mr. George Barrell Emerson was elected principal master, February 19, 1821, Mr. Joshua Flint being soon after appointed

his assistant. Examinations for admission were held in the Latin School building on School Street, and in May the school opened in the building on Derne Street, with a membership of one hundred and two pupils.

The school was fortunate in having for its first principal one who brought to his chosen work not only high attainments as a scholar and genuine love for his profession, but a true conception of the relations which should exist between the teacher and his pupils.

Mr. Emerson was a graduate of Harvard College, in the class of 1817, and at the time of his appointment as a master of the English High School was tutor in mathematics and natural philosophy at the University.

On taking charge of the school, Mr. Emerson undertook an experiment, as he terms it, in school government. At that day a certain rigor of discipline was commonly deemed necessary in dealing with the refractory nature of boys, both to ensure good order and to furnish a wholesome stimulus to intellectual effort. He at once discarded the old methods, enlisted the boys themselves on the side of good order, appealed to their generosity, reason, and sense of honor, and thus made the beginning of that admirable system of government which has distinguished the English High School during its whole history.

The Honorable J. Wiley Edmands, a member of Mr. Emerson's earliest class, in his oration delivered at the semi-centennial anniversary, makes an interesting comparison between the school which he had formerly attended and the English High School.

"In the former," says Mr. Edmands, "the boys studied by compulsion; in the other, they were actuated by ambition to learn. In the one, the perfect recitation, word for word from the book, was the task; in the other, a full understanding of the subject was the principal object. The one cultivated the memory; the other, the thinking and reasoning faculties. In the one, fear was the compelling motive of obedience to austere rule; in the other, were mutual good will and mutual respect between teacher and pupil. In the one was the discipline of the ferule; in the other, that of reproof and advice."

That the progress of the school in its studies was such as to afford encouragement to its teachers may be gathered from Mr. Emerson's own words:

"At the end of the first six months," he writes, in his reminiscences, "public examination took place. The hall was crowded with people who wanted to see how the English Classical School was managed. I explained in a few words my modes of governing and of teaching. The declamation was good, the examinations in geography, history, and French satisfactory, the poetical recitations very gratifying, and the audience seemed highly pleased with the result."

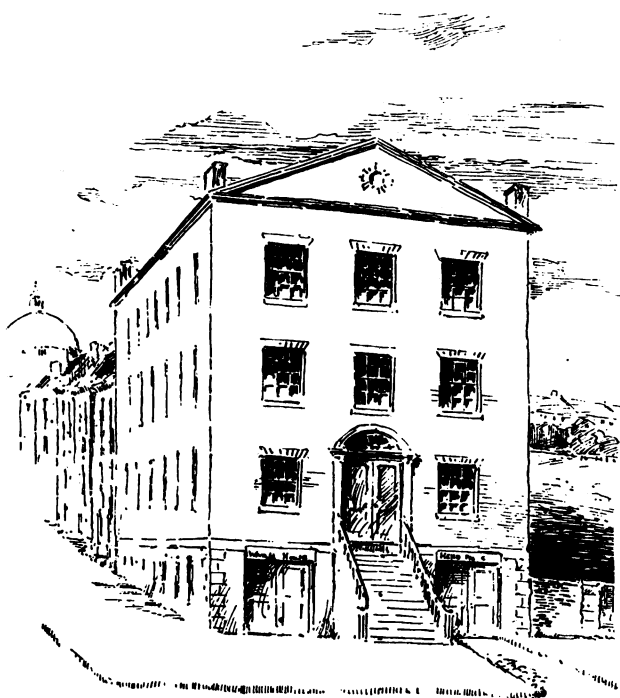
At the close of the first year the committee reported that the school, though so lately established, gave promise of most important and valuable results, and that they had no knowledge of any place whatever in which an institution was supported, at the public expense, upon a plan of education so extensive and liberal.

Soon after the establishment of the school a supply of philosophical apparatus was imported for its use, at a cost of three thousand dollars, which was a very liberal sum for the time, and which, it has been said, represented more than the value of the apparatus then possessed by all the institutions of learning in the State, outside of the colleges.

After presiding over the school for two years, Mr. Emerson resigned to open a school for young ladies, which he conducted successfully for many years. He was one of the founders of the American Institute of Instruction and the Boston Society of Natural History, and to the close of his life was warmly interested in the cause of education. His treatise on the trees and shrubs of Massachusetts was designated by Professor Asa Gray as "one of the two classics of New England Botany."

In a memoir of Dr. Emerson, prepared at the request of the Massachusetts Historical Society, the Reverend Robert C. Weston, writing of the English High School and its first principal, says: "Mr. Emerson, the first teacher, imparted the right impulse. He appealed wisely and successfully to high motives. He thought, at every step, as much of character as of intellect. 'Strive not,' he said to his pupils, 'to surpass others; strive rather to surpass yourselves.' From that day the work has been carried onward."

It is to be regretted that no contemporary picture of the building exists in which the English High School made its first home. It stood on the southerly side of Derne Street, covering a portion



THE FIRST SCHOOLHOUSE — Derne and Temple Sts.

Erected about 1817

(From sketches by former pupils)

of the ground since occupied by the reservoir and now the site of the State House extension, and was described by a member of the class of 1821 as a building of brick, with stone trimmings, four stories in height. The easterly portion of the ground floor was occupied as the quarters of the Town Watch; the westerly portion, as the house of Hero Engine, Number 6.

It is not a matter of surprise that, with temptation thus thrown in their path by the guardians of the town, some of the older boys, when opportunity favored, should occasionally have found the inclination to attend a fire stronger even than their thirst for knowledge, nor is it recorded that the kindly master visited such infractions of discipline with undue severity.

When first occupied by the school, the building was in process of completion. Rooms on the third floor had been hastily fitted with benches and desks of bare pine for the use of the boys, while the master's table, of the same material, stood near the open fireplace, which furnished the only means of heating. The remaining floors in the building were occupied by the reading, grammar, and writing schools.

From the rear of the brick wall surrounding the building, open ground extended to the State House. This was the playground of the school. At its upper end lay numerous blocks of stone, which the schoolboy belief held to have once formed part of the monument erected in 1790 upon the site of the ancient beacon, to commemorate the train of events that led to the American Revolution, and which had been taken down in 1811. These blocks the boys laboriously moved with ropes and levers, during the intermission from study, to the lower end of the lot.

Upon the retirement of Mr. Emerson, Solomon P. Miles, who had been his successor as instructor in mathematics at Harvard, was chosen principal of the school, entering upon the duties of his position on May 19, 1823.

The earliest list of prescribed studies to be found is dated in December of that year. This list included intellectual and written arithmetic, by Colburn and Lacroix; ancient and modern geography, by Worcester; history, by Tytler and Grimshaw; elements of arts and sciences, by Blair; sacred geography; reading, grammar, and bookkeeping; algebra, by Euler; rhetoric and composition, by Blair; geometry, by Legendre; natural philosophy; English literature and forensics; natural theology, moral phi-

losophy, and evidences of Christianity, by Paley; practical mathematics, comprehending navigation, surveying, mensuration, and astronomical calculations, together with the construction and use of mathematical instruments.

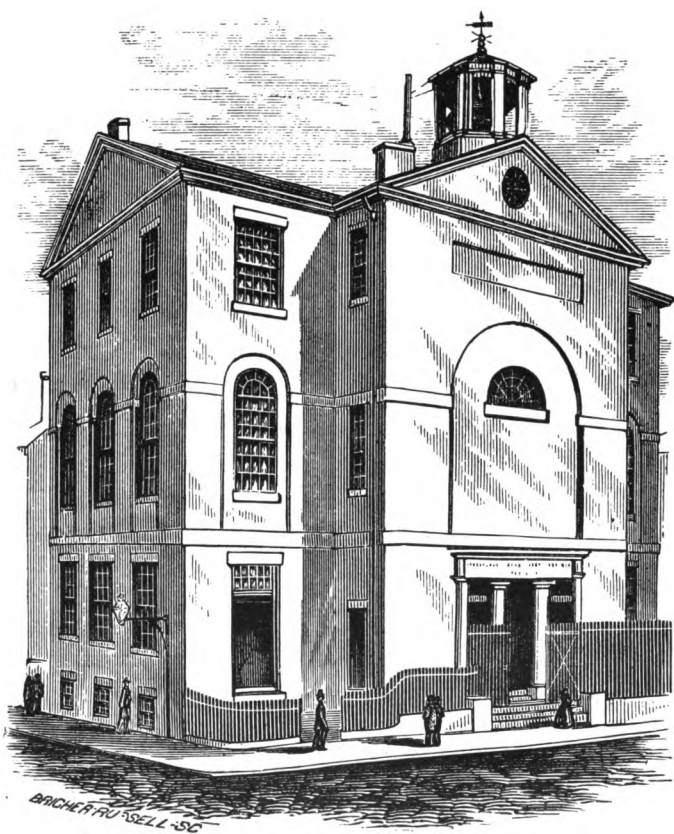
On November 2, 1824, the school moved to the new schoolhouse on Pinckney Street, a dedicatory address being delivered on the occasion by Josiah Quincy, Senior, who was mayor and chairman of the school committee. In this building the school was kept until its removal to the Bedford Street schoolhouse, twenty years later.

Owing to ill health, Mr. Miles was compelled to relinquish his charge of the school in 1837, after presiding over its affairs for fourteen years with marked success. His thorough scholarship and force of character, the dignity and the charm of his manner, and his earnest devotion to the welfare of the school had won for him the respect and love of his pupils.

The Reverend Dr. Samuel K. Lothrop, who had been a student under his instruction in Lancaster, and again at Harvard, spoke of Mr. Miles as "one of the wisest, tenderest, noblest, best men I have ever known," and continued, "His memory rises up before me as one of the three or four men who have done me, intellectually and morally, by their influence upon me, more good than I have received from any others."

Mr. Emerson, who had been instrumental in securing Mr. Miles to become his successor as principal of the school, speaking of him almost fifty years later, said, "He was so true a man, so good a scholar, and really so kind and just, and always so well and conscientiously prepared, that he was one of the best teachers and most excellent disciplinarians we have ever had. Many a man feels at this day, and rejoices in, the kindly influence of his genial character and faithful instruction."

While keeping in honored remembrance those able principals, George B. Emerson and Solomon P. Miles, those who were students at the school during the early years of its history recalled with feelings of regard the teachers who, though in less conspicuous position, were important factors in the work of the school. Of Mr. Joshua Flint, the earliest submaster, we are told that he was a kind, diligent, and successful teacher. Following him came Lucius V. Hubbard, William J. Adams, William Clough, and Epes S. Dixwell, all graduates of Harvard College and men of ability



THE SECOND SCHOOLHOUSE

and character. Mr. Dixwell severed his connection with the English High School to become the head of the Public Latin School, where he made an honorable record.

Upon the retirement of Mr. Miles in 1837, Thomas Sherwin became the master of the school, having been submaster for the preceding nine years. His connection with the school lasted until his death, which occurred on the day after he had completed the work of the school year, in July, 1869, thus extending over the remarkable period of forty-one years. Within this time three thousand nine hundred and thirty-seven boys were enrolled as pupils of the school.

Few teachers of whom history furnishes the record have had the opportunity which Mr. Sherwin enjoyed, to make their influence felt in training the minds and forming the characters of so large a number of young men destined to become part of the life of a great community; few have brought to the discharge of their trust the intellectual force, the grandeur of character, the high conception of the teacher's calling, the earnest purpose, and generous sympathies which made his work as an educator one of great and lasting value.

Mr. Sherwin was born in Westmoreland, N. H., and his boyhood was passed among the hills of his native state. He had acquired an education in the face of obstacles which nothing but a determined purpose to become a scholar could have surmounted. Much of his preparation for college was made during his apprenticeship in a clothier's mill. He graduated from Harvard College with honor, in 1825. Before and during his college course he taught in various district schools, and after graduation he took charge of the academy at Lexington. In 1826 he was appointed instructor in mathematics at Harvard, and remained in that position for a year. He then entered the profession of engineering, was engaged upon the dry docks at Charlestown and Portsmouth, and had begun the survey of the Boston and Providence Railroad, as assistant engineer, when ill health compelled him to relinquish this occupation. During the year previous to his connection with the English High School, he conducted a private school for boys, in Boston.

It may well be believed that the varied experience of Mr. Sherwin's early life and his association with men engaged in many fields of labor had contributed to give the breadth of character,

the insight of human nature, and the maturity of judgment which made the work of his later years so fruitful in good results.

His scholarship was thorough and covered a wide range of knowledge, which was constantly extended by study. He was distinguished as a mathematician, and during his connection with the school published two works on algebra, which for many years held their place in the schools as standard textbooks on that subject, and which, for clearness of thought and wise adaptation to the needs of the learner, were pronounced among the best textbooks ever written.

At a time when the opinion prevailed that a thorough acquaintance with the ancient languages was the chief requisite of good education, when the study of the scientific branches was, in many of our colleges, too much subordinated to that of the classics, Mr. Sherwin was an earnest advocate of the superior claims of scientific study, on the grounds of utility, of mental discipline, and of moral influence.

Mr. Ephraim Hunt, who was associated with Mr. Sherwin for fourteen years in the school, wrote of him as follows: "He had a broad and accurate knowledge of what the sciences had done, and were doing, to increase knowledge and push forward enterprise. By constant familiarity with the labors of experimenters and investigators in the old and new fields of knowledge, he was ever ready to add a new interest and give a fresh inspiration to matters that in other hands would be dry and timeworn topics. The possession of such ample treasures of illustration, in all the branches taught, gave him an intellectual poise that was the source of an irresistible influence in his office of instructor."

Mr. Sherwin possessed a remarkable power of imparting knowledge, due not only to the thorough preparation which he brought to his work, and his own enthusiasm, itself an inspiration to others, but to the rare gift of putting his own mind in touch with those of his pupils. Using the textbooks but little in conducting the recitations, he drew out the student's knowledge of the subject matter, compelled him to use his own reasoning powers, and led him often, by fresh process of thought, to the comprehension of a principle for which he might have groped in vain through the printed page.

To his high conception of the teacher's duty and his affection for the school is to be traced, in a large degree, the success which he achieved. The teacher's work he regarded as "second to none in

importance, inferior to none in its bearing upon the destinies of the world," admitting of "no compromise with evil, no sacrifice of duty."

It was a frequent expression of Mr. Sherwin that he tried to "make men." It was his ambition that the English High School should send out into the active pursuits of life young men with the intellectual and moral equipment, the force of character and purpose which he deemed essential both to good citizenship and to business or professional success.

Revering justice, truth, honor, fidelity to principle, ever ready to believe in right motive and generous impulse, and illustrating in his own life the qualities which he labored to implant and develop in others, he left, by teaching and example, a lasting impress upon the character of those who came within his influence; while his generous sympathy, his interest in the welfare of each boy entrusted to his care, won for him the lifelong affection of his pupils.

An extract from one of the reports made by the committee upon the English High School gives an interesting view of the relations which existed between the master and his pupils. "Mr. Sherwin," the committee say, "in regard to their conduct and character, bore this highly honorable testimony, that during the whole year in which they had been in his room, there had not been said or done, by any members of the class, anything, which he had observed, that approached to an appearance of moral delinquency, or of a desire to disobey him in any way. Rightly interpreted, this fact is as honorable to the teacher as to the pupils."

Under Mr. Sherwin's administration, the English High School gained a widespread reputation, not only for its high standard of scholarship and the thoroughness of its work, but for the spirit of manliness and honor which characterized its graduates.

The study of French seems to have been pursued at an early period in the history of the school, but it was not until 1832 that it was included in the list of prescribed studies. Later on, under the direction of Mr. Sherwin, a fourth-year, or post-graduate course was established, and German and Spanish were taught.

With the gradually advancing standard of requirement in the study of mathematics and physics, the severity of the course sometimes encountered criticism, but from an early day the school had two powerful influences in its favor. One was the very noble estimation in which learning was held by the com-

munity at large; the other was the capacity which its graduates showed to enter at once, and usefully, upon active business pursuits.

"For three grand results," said Mr. Waterston, "this school, under the guidance of Mr. Sherwin, became justly distinguished: first, for *thoroughness*; second, *the development of mental power*; third, *manliness of character*."

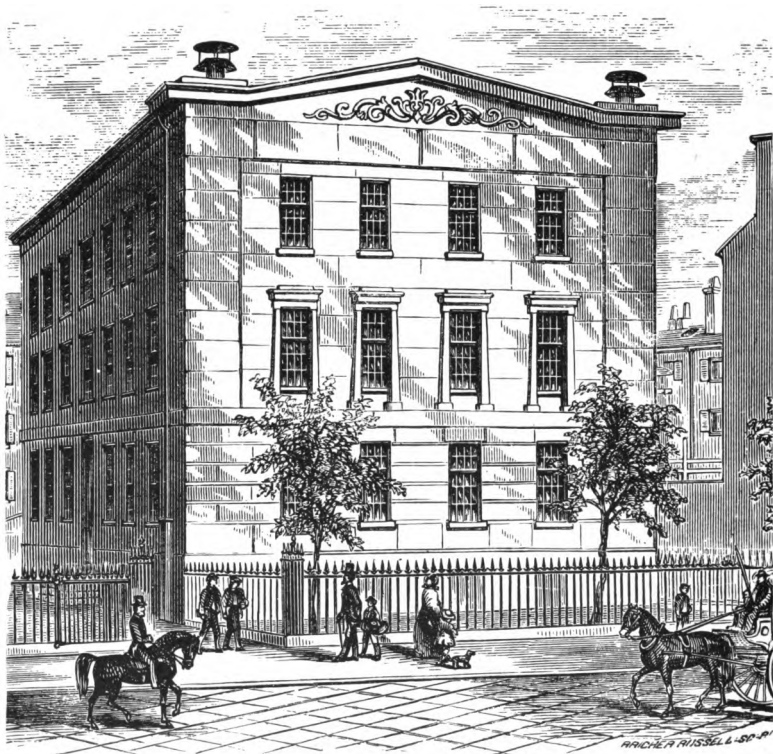
The Reverend James Frazer, afterward Bishop of Manchester, who visited this country in 1865, to make a study of our educational system, said of the English High School, in his report to the British Parliament:

"It is the one above all others that I visited in America which I should like the Commissioners to have seen at work, as I myself saw it at work on the tenth of June, the very type of a school for the middle classes of this country, managed in the most admirable spirit, and attended by just the sort of boys one would desire to see in such a school. Take it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States."

Associated with Mr. Sherwin in the work of the school were such able teachers as Francis S. Williams; John D. Philbrick, afterward superintendent of the Boston public schools; Samuel M. Weston, who became head master of the Roxbury High School; Charles M. Cumston, who succeeded to the head mastership of the school; Luther W. Anderson, whose name is held in honored memory by the graduates of many successive classes; Ephraim Hunt, afterward head master of the Girls' High and Normal School; Robert E. Babson, later head master; and L. Hall Grandgent, a popular teacher and a famous linguist.

To the thorough scholarship and good judgment of these and other teachers has been due, in great measure, the reputation for sound learning and usefulness which the school has sustained.

Among those who served as members of the High School Committee during this time, and to whom the school has been greatly indebted for a wise direction of its affairs, was the Reverend Dr. Samuel K. Lothrop, the eloquent and honored minister of Brattle Street Church. He was for twenty-six years, beginning in 1848, chairman of the committee, continuing in that position "because," to use his own words, "of my friendship, my profound regard and respect for Mr. Sherwin, and my desire to assist him



THE THIRD SCHOOLHOUSE
Remodeled in 1863

in all his noble efforts to carry forward that school and make it all that it ought to be." Warmly interested in the advancement of education, he rendered the public a great service by calling its attention, by speech and in official reports, to the important place which the English High School occupied in our public school system, and the advantages which its course of instruction afforded. His earnest and able advocacy of all measures to enlarge its usefulness will, for all time, associate his name honorably with the history of the school.

In 1844 the school removed from Pinckney Street to the new building on Bedford Street, which had been erected for the accommodation of the English High and the Public Latin schools. This was the home of the school for thirty-seven years, until its removal to the new house on Montgomery Street. When the building on Bedford Street was first occupied, the school numbered only one hundred and fifty pupils. Before it was vacated, more than three times that number were borne upon the rolls. In 1863 the roof was raised, and a story added to the original structure. With the increase of members more space was needed, and temporary quarters were provided for some of the classes in the Harrison Avenue, Mason Street, and South Street schoolhouses; and the school was not again brought under one roof until it took possession, in 1881, of its new building.

In an address delivered before the English High School Association in 1882, Mr. Curtis Guild sketched some of the features of the older Boston as the boys of 1844 remembered it, in contrast with the beautiful city of his day. When the school moved into its new building on Bedford Street, the Public Garden was a barren waste, the tide flowed over the Back Bay, and the site of the present schoolhouse was an unreclaimed marsh.

The Bedford Street building was taken down in 1882, and part of its site is now covered by a business block. From the corner stone was cut the pedestal upon which now rests, in the new building, the marble bust of Mr. Sherwin.

In 1864, upon the petition of many prominent citizens, the school committee adopted military drill as one of the prescribed exercises of the school. In the previous year some of the boys had practised at drilling, without arms, under instruction of the teachers. Under the direction of General Hobart Moore, who was first appointed to the position of military instructor, drill not only

became an exercise popular with the boys, but also proved valuable as a means of physical development, and conducive to courtesy and good discipline throughout the school.

Mr. Charles M. Cumston succeeded Mr. Sherwin as head master, taking direction of the school in September, 1869. He was a graduate of Bowdoin College, in the class of 1843, and became an instructor in the English High School in 1848. Mr. Cumston presided over the school for five years, a period which was marked by a large increase in the number of pupils.

During this time occurred the fiftieth anniversary of the founding of the school, which was celebrated on May 2, 1871, and was a memorable event in its history.

Mr. Cumston resigned in June, 1874, after twenty-six years of continuous service in the school. In accepting his resignation, the High School Committee expressed their appreciation of his diligent, faithful, laborious, and efficient service, his thorough and varied scholarship, and executive ability; recording their judgment that Mr. Cumston "has maintained the reputation and high character of the school in all its departments, and is entitled to the grateful respect of its friends and alumni."

As to Mr. Cumston's teaching capacity, one who was his pupil, and who is competent to judge, says: "I shall always feel grateful to Mr. Cumston for the interest which he imparted to me in my studies. He brought to the daily recitation an enthusiasm which was caught by his scholars, and some who have become distinguished in scientific pursuits owe much to the thoroughness of his instruction."

Mr. Edwin P. Seaver, a graduate of Harvard College in the class of 1864, was elected head master in June, 1874, and took charge of the school in the following September. He resigned in December, 1880, to accept the office of superintendent of the Boston public schools. Like three of his four predecessors in the principalship of the school, Mr. Seaver had been a teacher of mathematics in Harvard College, having been for five years before his election an assistant professor in that department.

During the first year of Mr. Seaver's administration, the school reached the highest point, in respect to numbers, that it ever reached while it occupied the buildings on Bedford Street and South Street. There were two principal causes of this: first, the annexation of West Roxbury, Charlestown, and other suburban



THE PRESENT BUILDING — Warren Avenue Front
FACULTY AND STUDENTS

territory, which threw open the central school to pupils from the annexed districts; second, the action of the school committee in abolishing the examination for admission to the high schools and directing the admission as pupils of all who held grammar school diplomas.

Between 1875 and 1880 the numbers in the school fell off considerably, in consequence, first, of the establishment of the East Boston High School; second, the application of the district rule; third, the granting of diplomas at the end of two years in the High School. The last-named practice was in use but a short time, and the district rule was repealed after the school had entered the new building on Montgomery Street.

The last day of Mr. Seaver's principalship was also the last day the school occupied its old quarters on Bedford and South streets. On the day before Christmas, 1880, Mr. Seaver visited the new building on Montgomery Street, then just completed, with all the teachers, and assigned to them their several rooms. He had already become Superintendent of Schools, but had been continued nominally as head master until his successor should be elected.

Mr. Seaver was succeeded by Francis A. Waterhouse, a graduate of Bowdoin College in the class of 1857, and at the time of his appointment, head of the Newton High School. His term of office began on January 1, 1881; and on January 3 the school, under his charge, took possession of the magnificent building which had been erected for its use on Montgomery Street. This new building was formally dedicated on February 22, 1881, and was regarded, both in point of architectural beauty and in its adaptation to the purpose for which it was designed, as the finest that had ever been built for public school use.

During the administration of Mr. Waterhouse, the school doubled in numbers — from 375 to 760 pupils. This increase soon led to some difficulties of organization at the beginning of the school year, and throughout the year imposed upon Mr. Waterhouse an excessive burden of detail, under which he finally broke down. He went abroad for his health under a year's leave of absence, and died in Europe in 1894.

When Mr. Waterhouse went on the leave of absence from which he was destined not to return, Robert E. Babson was appointed acting head master, and on Mr. Waterhouse's death succeeded

to the head mastership. Mr. Babson was graduated from Harvard in 1856 and had been a teacher in the English High School since 1864. Mr. Casey, who succeeded Mr. Babson and who was associated with him for years, said of him: "No pupil ever came under Mr. Babson but felt the influence of his kind and courteous disposition, his refined, cultured mind, and recognized in him the scholar, the gentleman, and the sympathetic friend." He was particularly known for his proficiency in modern languages, and it was sometimes said of him that he thought in German.

Mr. Babson's administration marked the beginning, informally at least, of the system of heads of departments. Mr. Casey later saw that even Mr. Waterhouse ought to have had the assistance of such a cabinet as the system of heads of departments provides, but it was not until Mr. Casey's administration that the system was formally adopted in the Boston schools.

During Mr. Babson's head mastership, the seventy-fifth anniversary of the founding of the school was celebrated in 1896. He resigned on account of ill health in 1901, but lived until 1913.

Mr. John F. Casey succeeded Mr. Babson. Mr. Casey was also a graduate of Harvard, in the class of 1868, and had come into the school as a teacher in 1872. In mathematics he "discouraged memorizing in geometry. By careful drill he gave familiarity with the logical structure of the theorems. He introduced originals and used them in his examinations. He brought into his class practical problems from outside sources." Mr. Casey thus stands out as the fifth head master whose special interest lay in mathematics and whose progressive methods helped to bring distinction to the department in which he taught.

No one associated with Mr. Casey can ever forget his vibrant voice and his kindly manner. His ready sympathy saved many a boy from a penalty that might justly have been imposed, and won him affectionate friends. As teacher and administrator he was a striking illustration of the teachers that he himself says the school desires — "able, well-trained, red-blooded men who can understand, sympathize with, and like boys."

His administration he characterized as strenuous years. The elective system was introduced; the activity in athletics had so greatly increased that it had to be organized and closely supervised; and the school now numbered over 2,000. In 1881, when the school came into its part of the building on Montgomery

Street, there were many empty seats. Before Mr. Casey retired, the accommodations had been outgrown, so that in 1909 an annex was opened for first-year boys; and in 1911 another, for second-year boys. Even when the Public Latin School moved into a new building, and the English High School occupied the entire building on Montgomery Street and Warren Avenue, the first-year boys still had to be accommodated in an inconveniently remote annex.

The details of this larger organization were, however, wisely left in the hands of the teachers, especially the heads of departments, who had been created in 1907. Mr. Casey was not overburdened as Mr. Waterhouse and Mr. Babson had been before him, and reluctantly retired, in 1915, on account of the age limit, with his health good and his strength unimpaired. As he came in to look up records or to consult his former associates, he continued a familiar figure in the school until his death in 1923.

No head master ever assumed his duties in the school with greater energy and devotion than Mr. William B. Snow, who succeeded Mr. Casey in 1915. Mr. Snow was graduated from Boston University, in the class of 1885, and, like most of his predecessors, prepared himself especially to teach mathematics. But his reputation as a scholar and a teacher was achieved not in mathematics but in French. Soon after he came into the school a teacher of that language was needed, and he went abroad for a summer to fit himself for the work. He became widely known as a teacher of French, and when the departments of instruction were organized in 1907 he was appointed the first head of the department of French. In 1914, under his guidance, the department achieved the honor of winning a beautiful Sèvres vase awarded by the Société Nationale des Professeurs français en Amérique, for the President of the French Republic, to that school in the United States which, by competitive examinations, showed the best results in the teaching of the French language. Even before he was appointed head of the department, Mr. Snow had been a leading figure in the organization and the management of the school. During the last fifty years no one connected with it has stood out more conspicuously and honorably.

Practically all of the outstanding features of the school to-day have had their inception and their development since 1871. The constituency of the school has changed pronouncedly; the departmental system of teaching has been perfected; military

drill has become a vital part of the school program; athletic games have been brought under control and supervision; and the elective course of study has been introduced.

A comparison of the catalog of 1924 with that of 1871 shows not only a prodigious growth but also a very remarkable change in the proportion of the nationalities of the pupils, indicative of the change that has taken place in the population of Boston, especially in the city proper. And yet, while the catalog of to-day shows such a large proportion of foreign born or of foreign parentage, there has been no falling off in the ability of the students. These foreign born pupils have as good minds as the native born, and many of them have more industry and determination to succeed in school.

The beginning of the departmental system of teaching probably dates from the early part of Mr. Seaver's administration. Up to this time each teacher had had charge of one division, and each taught his own division practically all the subjects it had. Naturally, he gave greater attention to the subjects in which he was most interested. The first step in making this great change was to assign a specific number of hours to each subject, and to credit it with diploma points in proportion to the time allowed. Secondly, teachers were assigned to teach one subject to several divisions instead of many subjects to one division. Even so late as Mr. Waterhouse's administration, however, one teacher taught several subjects to one division for four or five weeks until the school could be organized, a situation very different from the present, when, with the school four times as large, the boys begin to go to classes almost as soon as they come to school on the opening day, and, except for such changes as are desirable or inevitable, continue on the same program for the rest of the school year. Needless to say, such an orderly beginning of the school year entails a great deal of preliminary work, which is done mainly under the direction of the heads of the departments of instruction, the creation of which marked the final step in the establishment of the departmental system of teaching.

Military drill was introduced into the school during the year 1863-64, and has been in successful operation ever since. The boys, in general, like it; and the interest taken by parents and friends is shown by the fact that many thousands attend prize drills. Aside from the physical training from the setting-up exercises and the knowledge of mass movements in military for-

mation acquired, the boys gain in discipline by learning to act promptly on command, and as officers they learn to control themselves while learning to control others.

Commissioned officers are appointed only during the senior year, and candidates must show scholarship records which give reasonable expectation of graduation at the end of the year and a past record for good character. Moreover, any delinquency after appointment means prompt demotion, temporary or permanent in accordance with the seriousness of the charge. To ambitious boys this acts as a powerful stimulus to merit the coveted honors. A corps of one hundred commissioned officers, self-respecting in order to command respect, form a great aid to the administration of the school in preventing petty breaches of discipline, because the officers understand that they are not only officers for the drill but that they are also officers of the school and are responsible to some extent for all the offences committed in their presence. This responsibility develops manly character and a school spirit not attained by any other course. Military drill properly administered is one of the most valuable courses in the school; it makes for good scholarship and good character.

Until about thirty years ago athletics were ignored by the school authorities and left wholly in charge of the pupils interested. As public interest in the games, especially in football, increased, the expense of the necessary equipment mounted. Moreover, this increased interest led to an unwholesome desire to win, and its attendant evils. It became necessary for the school administration to control and regulate these activities. There were a few strenuous years when much diplomacy was needed, because most of the games took place out of school hours; and it was found that no school authority anywhere had any control over boys on these occasions. Finally, a committee of masters, with the consent of the school committee, obtained from the legislature the passage of a law giving the school committee authority over the games played by boys using the school premises or the school name. At the present time the school committee, through a physical director, takes full control of all forms of students' games, and eligibility rules as to character and creditable school work are enforced as in military drill.

The course of study had been gradually enlarged until it included all subjects given in any high or classical school with the exception of Greek, and in 1901 the school committee authorized the elective

system. This is a plan to fit the school to the boy instead of fitting the boy to the school. It requires every member of the school to take English and military drill and allows him to elect the rest of his course as follows: He may take any subject and any year of that subject provided he gets his father's approval and an indorsement from his room teacher that he is prepared to take the subjects offered and that the choice of studies is a consistent one — not consistent with prearranged school courses, for the school offers no courses as such, nor consistent with the school program, for the programs are made after these choices have been made and are based on such choices — but consistent with a definite plan of work for the pupil having a definite goal in view. Diplomas are awarded on points earned, and for a successful year's work in any subject a point is given for each hour per week of prepared work.

Eighty points are required for a diploma, ordinarily requiring four years. Able and ambitious boys are permitted, within limits, to carry extra work, and graduate with more than the required number of points, sometimes anticipating some of their college work, and in rare cases completing their course in less than four years. On the other hand, a boy is not obliged or allowed to carry more than he can do well, and is credited only with whatever work he successfully performs. The pupil is the unit; a separate account is kept with him, and classes are arranged to suit his needs. A boy may select a group of studies which, as a whole, is perhaps not duplicated by any other pupil's selection, and yet be accommodated, because he is put into groups by subjects chosen and not by his course as a whole.

This plan has been in successful operation for twenty years, and, though it increases the work of the administration, it has proved helpful to the pupils, especially to the great number of special pupils who are admitted every year. Here is a not unusual case of this class of pupils: A young man about seventeen years old applied for admission. He had recently arrived here, coming from Armenia, could speak but little English, had had some elementary education, but could not pass entrance examinations. Moreover, he was self-supporting, having no means except what he earned. He was admitted as a special student, and at the end of four years was graduated with his class. Four years later he was graduated from the Institute of Technology, having supported himself by working in a tanyard during all his spare time.

Of the devoted teachers who in the last half century have left their impress on the school, a small group taught here for a few years and then found the attractions of a business position too alluring to resist. The teaching profession in general and the school in particular have thus lost some very able and promising men. Another group turned to private schools or to college and university teaching; and their success in the different fields shows how adequate their training was.

A number of others have carried the methods and the policies of the school into other high schools of the city, where they have become heads of departments. In 1907, Mr. James Mahoney, after almost twenty years of service in this school, went to the South Boston High School as head of the department of English; and in the same year Mr. Oscar C. Gallagher went to the same position in the High School of Commerce. Mr. John E. Denham, in 1915, after nine years as a teacher in the department of mathematics, became head of the department of mathematics in the Girls' Latin School, and for several years was principal of the summer review high school. In 1914, Mr. John E. J. Kelley, after teaching languages here for eight years, went to the South Boston High School as the head of the commercial department. He was also at one time principal of an evening school and a teacher in the continuation school. Mr. Ralph C. Benedict, after ten years as a teacher of commercial branches, went to the Charlestown High School in 1920 as head of the department of commercial branches. Mr. Joseph R. Lunt has recently become head of the department of science in the Mechanic Arts High School; and Mr. John A. Marsh, of the department of mathematics in the High School of Commerce.

Another group continuing their work in the school have been principals of evening schools. Indeed, no other school in the city has furnished so many principals of evening high schools.

In the earlier period of the school three teachers left to become head masters of other high schools in the city. Mr. Epes S. Dixwell went to the Public Latin School and became head master in 1836; Mr. Samuel M. Weston went to the Roxbury High School and was given the title of head master soon after Roxbury was incorporated with Boston, in 1866; and Mr. Ephraim Hunt went to the Girls' High and Normal School in 1868. In later years eight more teachers have become head masters. Two went to the

East Boston High School: Mr. Charles J. Lincoln, in 1885, after teaching chemistry and other branches here for fifteen years; and in 1920, Mr. Bertram C. Richardson, after a worthy record as master-in-charge of the first- and the second-year annex. To the South Boston High School went first Mr. Peter F. Gartland, in 1914; and at his death he was succeeded by Mr. Samuel F. Tower. Both men filled large places in this school as teachers and administrators. Mr. Gartland was master-in-charge of the Winthrop Street Annex, and an able and progressive teacher of French and mathematics. Mr. Tower won distinction as a teacher of science and as an efficient administrator of a department and of an annex. Mr. George W. Evans, after twenty years of distinguished service as a teacher of mathematics, in 1905 became head master of the Charlestown High School, and has continued his service to other schools by originating and improving forms for keeping school records. In 1905, Mr. Albert P. Walker also left this school to become the head master of the Girls' High School, where he continued until his untimely death in 1911, leaving behind him a notable reputation for versatile scholarship and teaching ability. Mr. James E. Thomas, the first head of the department of English, became head master of the Dorchester High School, in 1911, after twenty-six years of service in this school. Mr. Oscar C. Gallagher, who had become the head of the department of English in the newly established High School of Commerce, became head master of the West Roxbury High School, and is now the very successful superintendent of schools in Brookline.

While these men were leaving to take charge of other schools, another group for many years continued in the school the work which death or retirement finally ended. Among these were Brigadier-General Hobart Moore, the first instructor in military drill; Mr. Charles B. Travis, a genial gentleman and a familiar figure at class reunions; Mr. Julius Eichberg, a talented musician and composer, director of music in Boston schools; Mr. Samuel C. Smith, a modest teacher, of great and good influence; Mr. Manson Seavy, an indefatigable teacher of practical bookkeeping; Mr. Alfred P. Gage, a "pioneer in secondary school physics"; Mr. Frank O. Carpenter, an enthusiastic teacher of commercial geography, for which he devised a laboratory method of teaching; Mr. Rufus P. Williams, one of the first chemistry teachers to use a laboratory manual; Mr. James A. Beatley, the founder of the



ADMINISTRATIVE OFFICE — HEAD MASTER AND HEADS OF DEPARTMENTS

school orchestra, whose enthusiasm led him to an ungrudging expenditure of time and money, and finally kindled others, so that school orchestras have found a place in school curricula; Mr. J. Y. Bergen, Jr., an innovator in the teaching of botany and author of textbooks in botany; Mr. William T. Strong, at one time attaché of the American embassy at Vienna and an accomplished linguist; Mr. Melvin J. Hill, a teacher of drawing and mathematics, who retired in 1907; Mr. Charles P. Lebon, a popular teacher of French, who retired in 1922; Mr. Edward H. Cobb, a teacher of English and history, who retired in 1923; and Mr. Edward R. Kingsbury, a teacher of drawing, who also retired in 1923.

Mr. Frank E. Poole, Mr. Frederic B. Hall, Mr. Henry M. Wright, and Mr. William H. Sylvester, known to many students of the last thirty or forty years, still continue their work.

Before the centenary year was over, another change in the administration of the school took place. Mr. Snow was elected Assistant Superintendent of Schools, and thus became the third English High School teacher to be drafted to help conduct the school system of the city, Mr. John D. Philbrick having been made Superintendent in 1857, and Mr. Edwin P. Seaver in 1880.

Mr. Snow's place was temporarily filled by Mr. Henry M. Wright, for fifteen years the head of the department of mathematics, a classroom teacher of distinction, and a man beloved by students, alumni, and colleagues.

On January 30, 1922, Mr. Walter F. Downey was appointed head master, and assumed his duties on February 6. Mr. Downey is a graduate of Amherst College, in the class of 1906, and also holds a graduate degree from Harvard. He taught mathematics from the time he came into the school until he took charge of the English High School Annex in the Patrick A. Collins Building. Mr. Downey's first official message to the faculty is given below, and outlines the fundamental purposes and aims of his administration.

ENGLISH HIGH SCHOOL,
February 6, 1922.

COLLEAGUES OF THE ENGLISH HIGH SCHOOL:

As the present Head Master of English High School begins his term of office to-day, it seems to him appropriate that he should express a few thoughts that come to him at this time.

A great trust has been placed in his hands. In safeguarding it, he freely delegates to each member of the faculty a share of the responsibility. The self-imposed professional standards of English High School men have always been of the highest order. The fine traditions of the school are due, in the greatest measure, to the able, loyal, and coöperative efforts of the classroom teachers, and it may fairly be asserted that the record of service rendered here is unsurpassed in the annals of American education.

Every man will understand that the Head Master aims to assist, encourage, and support each one in everything that will promote the interests of the school.

With the devout purpose of working unremittingly for the English High School, appreciating the task, but stimulated by this opportunity of serving a school that deserves all that a man can give, inspired by the work and example of his predecessors, and confident of able assistance, the Head Master assumes his new duties.

WALTER F. DOWNEY.

For a hundred years the school has had an honorable record as an institution of sound education and usefulness. Originally founded and still conducted as a finishing school, it has also become a very successful preparatory school. Years ago President Eliot said encouragingly and hopefully: "Three of the four freshman themes read this year as examples of the best compositions in English were the work of pupils of the English High School of Boston. The class of training given in that school will doubtless supply Harvard with the material for a very interesting study of this great question of relationship. May such schools continue to flourish." Ample evidence of the value of its training and its extended influence upon the business, social, and moral life of the community lies in the long list of men who, completing their studies or preparing here for a college course, have been successful and have occupied places of usefulness and honor in public and in private life. From these alumni it has received most warm and, for a public school, most unusual testimony of their appreciation, respect, and affection.

THE ENGLISH HIGH SCHOOL ASSOCIATION

This incorporated society of alumni was founded in 1853, with the stated object of promoting the usefulness and the prosperity of the English High School of Boston:

First, By fostering and increasing the interests natural to all graduates in this, generally their last home of school life.

Second, By increasing, in such ways as may from time to time be deemed expedient, the facilities of the school for affording a thorough commercial and general education to the youth of the city.

Third, By rendering such aid, financial or otherwise, to the pupils of the school or graduates as their circumstances may require; and

Fourth, By promoting and preserving acquaintance and friendship between those who have been associated as pupils and teachers of the school.

All persons who are or have been teachers in the school, all past pupils and members of the senior class are eligible to life membership by the single payment of one dollar.

The association holds its annual meetings at the schoolhouse; and occasionally the members have been called together in social activities or around the banquet board, the social activities having been particularly prominent in the decade following the semi-centennial celebration in 1871.

At the annual meetings the affairs of the association and of the school are discussed, the head master usually making a report of conditions and progress; and in the discussions and all of the business transacted the younger members are encouraged to take an active part. They thus come in contact with the older alumni, and their interest in school affairs is perpetuated.

In addition, it has conducted three notable historical celebrations, and at various times has raised or appropriated funds to aid, by scholarships or otherwise, indigent but deserving and ambitious pupils who without such assistance would have been unable to complete their high school education; to help students and their families solve home and social problems that tend to interfere with their school work and progress; to found a scholarship for E. H. S.

graduates at the Massachusetts Institute of Technology; to place in the school a large and valuable library; to provide decorative and instructive works of art for the schoolrooms and corridors; to erect a memorial tablet to those sons of the school who have worn the uniform of their country in the wars of a hundred years; to install in the assembly hall and library, oil portraits of the several head masters and a marble bust of Thomas Sherwin; and to augment in special cases the pensions paid to former teachers retired because of age or disability.

It now holds invested funds, largely contributed by the alumni, to the total amount of more than \$56,000, including the following:

1. Teachers' Pension Fund \$25,000.00
2. Students' Aid Fund About 23,000.00
3. Waterston Fund 1,000.00

A bequest of Robert C. Waterston, the income to be used in furthering the work of the Association.

4. Liberty Bond Fund \$2,150.00

A purchase of bonds donated by the pupils of the school during the World War, the income to be expended as directed by the Student Council, for the good of the school or the nation.

5. CUMSTON FUND \$5,000.00

A bequest of Charles M. Cumston, the income to be distributed to such members of the graduating class as have been most distinguished throughout their entire course for manliness, rectitude, and gentlemanly conduct and who have by their example exerted upon their associates an influence tending to elevate their standard of character.

6. John Bouvé Clapp Prize Fund \$500.00

A donation by the Class of '73, in memory of its devoted Secretary for twenty-five years, for an annual prize to the member of the graduating class showing the greatest proficiency in English.

These permanent funds have been, since 1922, in the control and custody of a board of three trustees, by whom the income is collected and paid over to the Treasurer of the Association or expended in accordance with the instructions of the donors. In addition, the Old Colony Trust Company holds a trust fund of \$500.00, established by the Class of '63, the income to be paid to some worthy graduate who is pursuing a higher education at a recog-

nized institution of learning. There is also a considerable sum in the treasury of the association.

Besides these activities the association has been of service in giving to the school and its faculty the moral support of an organized body of alumni, and in coöperating with the officers of the several classes in fostering and keeping alive the English High spirit, a spirit and an enthusiasm believed to be unique in the history of public schools.

Many of Boston's best known and most "solid" citizens have been active in the government and labors of the English High School Association, and among them two names stand out most conspicuously — the Reverend Robert C. Waterston, '28, for nine years (1872–1881) its President, and throughout his life a staunch friend and liberal benefactor of the school, whose portrait now hangs in the school library; and William H. Moriarty, Secretary from 1868 to 1875 and from 1882 to 1902, whose untiring labors were an inspiration to his associates and successors and to whose researches and sympathetic accounts we are indebted for much that we know of the early history of the school.

Other names most frequently found in the earlier records of the association include Frederick U. Tracy, '26, for many years City Treasurer; Rowland Ellis, '24; John J. May, '28; Thomas Gaffield, '40; John B. Babcock, '42; Curtis Guild, '44; Charles F. Wyman, '52; and Samuel B. Capen, '58.

A little later appear the names of Clarence H. Carter, '73, President, 1902–1905; Alfred H. Gilson, '73, Secretary, 1903–1918; John B. Clapp, '73, Treasurer, 1911–1918; and Clarence W. Barron, John B. Babcock, Jr., and Frank C. Brewer of the same class as members at different times of the board of government — a notable contribution of service from the ranks of a single class.

The head masters of the school have naturally felt and shown an active interest in the association, and during their incumbency have served as its vice-presidents. Two former teachers have also served as president — Thomas Sherwin, Jr., and John F. Casey.

The board of government for 1923–24 is as follows:

President

ARTHUR L. NORTON, '86

Vice-President

WALTER F. DOWNEY

Secretary

LINDSLY B. SCHELL, '06

Treasurer

JOHN C. HEYER, '00

Assistant Secretary

DAVID ROMANOW, '24

Directors

Frank L. Locke, '81

Charles C. Gilman, '99

Harold D. Bornstein, '06

Paul G. Kirk, '22

Trustees

Frank W. Remick, '79

Abraham K. Cohen, '86

Edwin P. Brown, '87

FOUR NOTABLE CELEBRATIONS

I

THE SEMI-CENTENNIAL IN 1871

II

THE SEVENTY-FIFTH ANNIVERSARY IN 1896

III

THE CENTENARY IN 1921

INCLUDING THE DEDICATION OF THE MEMORIAL TABLET

AND

THE WORK OF THE CENTENARY COMMITTEE

IV

THE LEBON TESTIMONIAL BANQUET

I

THE SEMI-CENTENNIAL IN 1871

As the fiftieth anniversary of the foundation of the English High School approached, there was a universal feeling in the minds of the friends of the school that the occasion should be fittingly celebrated; and measures were taken to secure the addresses of the past pupils and to arrange a preliminary program. At the annual meeting of the association on January 25, 1871, the following resolution was adopted:

Resolved, That a committee of five be appointed by the chair, to secure an Orator and a Poet to assist in the celebration of the Semi-centennial Anniversary of the formation of the English High School and to arrange for and carry out all other matters connected with a successful celebration for the day.

This committee of arrangements was made up of John B. Babcock, '39*, Chairman; Henry B. Cram, '64, Secretary and Treasurer; Charles M. Cumston, Godfrey Morse, '60, and Jarvis D. Braman, '38, with the addition of the President and the Secretary of the Association, Messrs. Thomas Gaffield, '37, and William H. Moriarty, '60. The committee held numerous meetings, and the arrangements were most admirably carried out in all particulars, the chairman, especially, devoting for months the greater part of his time to the numerous details.

May 2d was a beautiful, clear day; and the historian records: "Though an east wind prevailed and was somewhat chill, yet it did not seem to possess the disagreeable character of an ordinary east wind, unless it be that when the sentiments are touched we have no senses for ordinary phenomena."

At one o'clock the company began to assemble in Faneuil Hall, and it was not long before the floor and the galleries were crowded with past pupils, some of whom had not met their classmates since they parted in the classroom. Quoting again from the historian of the occasion, William H. Moriarty:

*The several classes were at this time designated by the year of their entrance to the school and not by the year of graduation.

It was not strange that those who had been classmates at the High School should meet with tender greetings. Their friendships had been formed under auspicious circumstances, at a time of life when the heart is most open to impressions, when contact with the world has not awakened suspicion, and the advances of new friends are met with all the warmth of ingenuousness and inexperience. The spirit of the school had been such as would tend to strengthen their acquaintance. It was eminently democratic. No aristocracy was known but the aristocracy of talent and good fellowship. No distinction or caste was recognized in the relations of the same class, or of those of different classes with one another. Quarrels were never, or extremely rare. Mutual weaknesses were treated with the utmost tenderness and sympathy. No youthful tyrant would have found there a congenial atmosphere, and the competitive spirit being but little encouraged, envious or malicious utterance was unheard.

At three o'clock a procession was formed under the chief marshaling of General B. F. Edmands of the class of '21, with Colonel Francis Boyd, '28, Colonel John K. Hall, '23, Colonel Francis J. Parker, '37, and Captain George F. Baldwin, '67, as Aids.

At half-past three the parade moved in the following order:

Police

Brown's Brigade Band
English High School Battalion
Gilmore's Band
Chief Marshal and Staff
Committee of Arrangements
Guests of the Association

First Division

School Committee of the English High School
The Reverend Samuel K. Lothrop, D.D., Marshal

Second Division

Past and Present Teachers of the English High School
General Thomas Sherwin, Marshal

Third Division

Head Masters of the Grammar Schools
Dr. Francis Parker, Marshal

Classes 1821-1870 Under the Class Marshals

More than twelve hundred former pupils marched; and the class of 1865 received a prize banner for having in line the largest number (ninety-seven) in proportion to the whole number known to be living, while the earliest class, that of 1821, was only a fraction of one per cent. behind, with twenty-eight present out of thirty-seven known to be living — an extraordinary showing. Each man or boy wore an appropriate badge.

The parade moved through State, Washington, and School streets to the City Hall, where Mayor William Gaston and members of the City Council and School Committee were taken under escort, then up Beacon Street to the State House, where the procession received Governor William Claflin and Staff, and, counter-marching on Beacon Street, proceeded by the way of Park, Tremont, and Winter streets to Music Hall, where the literary exercises were held.

On the platform were seated the Chaplain, the Orator, and the Poet, the Committee of Arrangements, and many distinguished citizens, among whom the following were especially noteworthy:

Governor Claflin, Mayor Gaston, ex-Mayors Norcross, '24, and Quincy (Josiah Quincy, the second), United States Senator Henry Wilson, the Honorable Marshall P. Wilder, President Runkle of the Massachusetts Institute of Technology, Professor Francis J. Child, '27, of Harvard University, Thomas R. Gould, '31, the sculptor of Mr. Sherwin's bust, George B. Emerson, the first, and Charles M. Cumston, the then head master of the school, and John D. Philbrick, Superintendent of Schools.

The seats on the floor were entirely filled by the past and the present pupils, while the galleries were occupied by friends and relatives, including many ladies.

In opening the exercises, the chairman of the Committee of Arrangements, John B. Babcock, introduced Thomas Gaffield, '37, as the presiding officer, with the statement that "when gentlemen are introduced by their year of entering the school, or are identified by their class badge, it will be unnecessary for you to figure up their present age, because they were all precocious boys, and entered English High exceedingly young."

The Reverend Samuel B. Babcock, '21, offered prayer; and Mr. Gaffield followed with a short and inspiring address, in which he referred to the recent death of Thomas Sherwin, "who for more than forty years was identified with the welfare and progress of our

beloved school," and reported that in his honor a scholarship in the Institute of Technology had been founded, and a marble bust by a distinguished sculptor, himself a pupil of the school under Mr. Sherwin, was ready to be placed in the hall of the school.

The bust was then unveiled by Head Masters Emerson and Cumston, and was committed to the care of the latter, who in his words of acceptance said: "We who were associated with Mr. Sherwin were best able to see those traits which have so endeared him to his pupils. You can be well assured, sir, this example will stimulate us all to exert ourselves to the utmost to maintain the honor and promote the usefulness of the school, which is so much indebted to him for its present proud preëminence."

Following this, an original hymn, the music by Julius Eichberg, was sung by the choir of schoolboys.

IN MEMORIAM

When the soft radiance of the rising moon
Dispels the gathering shadows of the night,
Then mourn we less the absence of the sun,
As she transmits to us his borrowed light.

So by the Sculptor's art and loving skill,
Behold reflected from the willing stone
The quickening intellect, the steadfast will,
The interest keen, that in the Master shone.

O Memory! guardian of the vanished past,
Recall in that soft light each look, each tone,
And keep within each heart the spell once cast
By that dear presence then, as now, our own.

A noteworthy poem by the Reverend Robert C. Waterston was next on the program, but from this, space permits only the following brief extracts:

Who is the Faithful Teacher? He whose heart
Is ever in his work; who leaves no part
Of duty unfulfilled; who throws his soul
Into each act, till he inspires the whole!
Not *quantity* but *quality* he asks;
A cheerful offering, and not servile tasks.
Duty with him is no ignoble strife;
His joyous spirit overflows with life,

And the glad sunshine of his nature streams
Around, till all are kindled by its beams.
Ideas and principles by him are taught,
Not isolated facts, but living thought.
And more, far more — with him the loftiest plan,
Is that which forms the noblest type of Man!
That which shall stand the test of future hours,
In balanced will and well-directed powers.

* * *

MILES, EMERSON, and SHERWIN — honored names,
Each, ever faithful, worthy tribute claims.
Two have departed — one is here this day
To take the homage which we gladly pay.
One of the noblest teachers of his time,
Thank God he lives, fresh as in manhood's prime.
May Heaven upon him richest favors shower,
And crown with blessings every passing hour!

* * *

When Israel's host, in days of old,
Had reached in joy a place of rest,
They to their children's children told
How righteous Heaven their sires had blest;
That God had led the appointed way,
In fire by night, in cloud by day.

Thus even now, O Lord, we stand,
And gladly count thy blessings o'er,
Guarded and guided by Thy hand,
Thy sovereign love we would adore;
Be with us here, in gracious power,
And crown with joy this festal hour!

Here to this shrine each heart has brought
The tribute of its grateful love;
Guide Thou the Teachers and the Taught;
The School, O bless it from above!
And guard it still, mid hopes and fears,
Even as Thou hast — for Fifty Years!

The Orator of the Day was the Honorable J. Wiley Edmands, of the class of 1821. His address was described as eloquent and thoughtful, fully appreciated by all who had the privilege of hearing it. It was largely historical, but we quote its closing lines:

It is meet that on this close of the fiftieth year of the English High School its scholars and graduates should assemble to join in friendly greetings and celebrate this epoch in its history —

those whose lives are in the future with those who have a long past in the retrospect — those now engaged in life's active pursuits with those who have retired from its turmoil — laymen with divines — artisans with literary men, and pupils with their teachers, past and present. This reunion of friends and school-mates, coming together for mutual enjoyment and to indulge in the reminiscences of school life, may yield them more than a feeling of fleeting gratification. As the gentle breeze of the summer,

“That breathes upon a bank of violets,
Stealing and giving odor,”

not only excites momentary pleasure as it passes, but also does its part in purifying the atmosphere, so may this day's personal reminiscences and associations shed healthful influence over the whole course of our lives. In view of such relations this semi-centennial celebration of our school bears no adventitious or ephemeral character. It will assume its own importance in the scale of our individual experiences and may add another link to the golden chain of improved opportunities.

Each class has year after year added its part to the bond which embraces the youngest and the oldest, and now binds them, fifty in all, to their Alma Mater.

Following the oration another original hymn was sung by the choir and the audience:

1821-1871

Full fifty years have passed away,
With all their hopes and fears,
And Alma Mater, born that day,
A matron now appears.
We children hail her noonday light,
Long may its radiance shine!
And “keep our memories green” and bright
With thoughts of Auld Lang Syne!

And while her natal day we greet,
We trust that fifty more
Will bring new trophies to her feet,
New harvests to her store.
Children unborn shall hail her light,
And see her glory shine,
And future hearts will feel delight
In thoughts of Auld Lang Syne.

The lessons garnered from her love
Still in our hearts remain;
We'll strive to make our actions prove
They were not learned in vain.
And living worthy of her light
In us that light shall shine,
And keep her name a presence bright
In thoughts of Auld Lang Syne!

The exercises of this Golden Jubilee were brought to a close by the pronouncing of a benediction by the Reverend Samuel K. Lothrop of the School Committee, Chairman of the Sub-Committee on the English High School.

In ending the printed account of this noteworthy celebration, the narrator indulges in a prediction of what will happen in 1921, when the school shall celebrate its hundredth year, and says:

Any plan which may have existed for the merging of our school in any other will fade away before the prestige of the recent gathering and the strong interest manifested in its perpetuity and welfare by its many prominent and influential sons.

Considering, in human affairs, the influence of successful precedents, the next occasion will, very likely, be a near repetition of the last. At all events, nothing will prevent at that further time an appropriate festival, unless it be the decay of the city by which, for fifty years, the school has been cherished and supported, or of the system of which it is so fair an ornament.

If, however, the tendency of population to commercial and manufacturing centers continues during the next fifty years as it has during the past, and if our city partakes of the general prosperity of our country and of the world and preserves the ratio of increase which its history hitherto exhibits, there is every reason to believe that in 1921 more than a million inhabitants will be within the municipal limits, and that the school membership will be increased accordingly.

Conceding, then, the probable celebration in 1921 of the centennial anniversary of the formation of the school, we are conscious of a melancholy emotion when we reflect that of all of us so lately assembled, teachers and pupils past and present, and the fair relatives and friends whose smiles gave so sweet a charm to the occasion, how few will be able to participate in the next, and that so many will have tottered down life's decline and passed away long before its arrival.

Still, to our surviving comrades and friends and to the future pupils of the school we extend through the long interval of years a cordial sympathy. We hope smiling skies will bend to greet

them and pleasant surroundings enhance their happiness, and believe that those present who, bending under the weight of years, shall be able to look back to the second day of May, 1871, will find that "the tender grace of a day that is dead" *may* come back again.

Mr. Moriarty did not foresee that the graduates and friends of the English High School would not wait until 1921 for a second celebration, and that its seventy-fifth anniversary, in which he bore a prominent part, would receive from them as great a recognition as its fiftieth. He lived, moreover, to know of the ambitious plans for the celebration of the Centenary and to receive an appointment on the committee in whose hands these plans were to be carried out. He was not permitted, however, to take part in the celebration, as he passed away in the previous year. We may be sure that many of his last thoughts were of his beloved English High School and of the grand reunion to which he had so long looked forward.



MARBLE GROUP IN MAIN CORRIDOR—The Flight from Pompeii
Gift of Henry P. Kidder, '38

II

THE SEVENTY-FIFTH ANNIVERSARY IN 1896

The Diamond Jubilee of the English High School was duly and enthusiastically celebrated, under the auspices of the English High School Association, on Wednesday, May 20th. The committees, under the active supervision of the President, Joseph M. Gibbons, '75, had long been at work on the program, which was carried out most successfully and under perfect weather conditions, the principal features being a parade and a banquet.

At noon the alumni met in Faneuil Hall; and the number present so greatly exceeded expectations that the hall was crowded to its utmost capacity with a large overflow, both of members and enthusiasm. At half past two the parade was formed in the adjoining streets, and at three o'clock it moved, in the order following:

Platoon Mounted Police

Reeves's American Band

Battalion English High School Cadets

Chief Marshal, General Thomas Sherwin

Chief of Staff, Major Frank H. Briggs, '77

Quartermaster, A. G. Van Nostrand, '72

Marshals and Aids

Officers of English High School Association

Past and Present Teachers

Carriages containing teachers and pupils unable to march

First Division

Battalion E. H. S. Cadets with Band

Chief of Division, John J. May, '62

Classes '24-'48 inclusive

Second Division

Battalion E. H. S. Cadets with Band

Chief of Division, Josiah W. Hayden, '62

Classes '49-'73 inclusive

Third Division

Battalion E. H. S. Cadets with Band

Chief of Division, Edwin C. Miller, '75

Classes '74-'88 inclusive

Band

Classes '89-'98 inclusive

The route was a long one, covering many of the downtown business streets, Beacon Hill, and Back Bay, and ended at the school building on Montgomery Street, passing the sites of all of the former school buildings, each of which was appropriately decorated. Even the site of the ancient "Bun shop" on Bedford Street was conspicuously placarded. Mayor Josiah Quincy (third of the name) reviewed the parade at City Hall, and by countermarching on Beacon Street each man or boy in line was enabled to see the entire procession.

The oldest graduate marching was John K. Hall, who entered the school in 1823 and who, in spite of his eighty-eight years, went over the entire route as one of the honorary aids to the Chief Marshal. He was one of a family of eight boys, all of whom received Franklin medals when graduating from the Mayhew School. Three of them later graduated from the English High School and one from the Public Latin School, each of these four receiving additional Franklin medals, making twelve in all awarded to this family. Another family making a brave showing was that of the Spitz brothers, seven in number, who formed a little company of their own, they having graduated from the English High School in 1865, '68, '74, '76, '77, '82, and '89, respectively.

Each parader wore an appropriate badge. The division and class banners were carried by cadets of the Latin School, who volunteered their services.

Many buildings occupied by prominent business houses were generously decorated, and on one of them appeared the following:

Cordial and Hearty Greetings
to the
Boys of the English High School
On its Seventy-fifth Natal Day

All Honor to their Alma Mater!
She has fostered the good and true citizens
Who are men of affairs in old Boston.
She is teaching to-day the coming men
To tread in honor and uprightness
"The paths their fathers trod."
Hail to her power for doing good;
Her far-reaching usefulness;
Her glorious record!
Præclara civitas liberalem disciplinam instituens

It had originally been planned to hold the banquet in one of the leading hotels, but the demand for seats was so great that no hotel could furnish the required accommodations, and Grand Hall of Mechanics Building was the final selection. A promenade concert was given in one of the adjoining halls from four o'clock until six.

The hall was profusely decorated, and the diners completely filled the floor, with at least fifteen hundred people in the balcony. The earlier classes were seated close to the stage, on which was the head table, occupied by President Gibbons, Mayor Quincy, President Isaac F. Paul of the School Committee, General Thomas Sherwin, Chief Marshal, Edwin P. Seaver, Superintendent of Schools and former head master of the English High School, Head Master Robert E. Babson, Charles M. Cumston, former head master, Moses Merrill, Head Master of the Public Latin School, John K. Hall, Esq., William H. Moriarty, Secretary, and William H. Partridge, Treasurer of the English High School Association, and others.

The English High School Orchestra played throughout the dinner, and there was much spontaneous cheering, singing, and general enthusiasm.

President Gibbons, in beginning the after-dinner speaking, said: "This has indeed been our day and our Alma Mater's. In spite of the surrounding blue we ourselves are far from blue, and certainly have every cause to be grateful for the auspicious environment which marks our celebration. Our blue is the true blue of integrity, uprightness and good fellowship — that blue which harmonizes with the ideals of perfect manhood and which makes us the better and nobler for its influences. . . . Who dares say that the sight such as has been witnessed to-day is not in itself one of the greatest educational lessons and one which will long be remembered by all who were either participants or on-lookers?"

Addresses were made by Mayor Quincy, President Paul of the School Committee, Mr. Seaver, Mr. Cumston, and Mr. Babson, the latter saying that "the aim of the English High School to-day is to send forth into the world truthful and noble men. That impression was made on the school by Thomas Sherwin, its third head master, whose term of service exceeded by many years that of any other, and no departure has been made from that policy." Loud calls for "Casey" brought the beloved John F. Casey to the front of the platform, but he only bowed his acknowledgments,

though earlier he and Head Master Babson had been forced to make a tour of the tables, at each of which they received an ovation.

A piece of statuary was presented to the school by the class of 1875; and prizes for the largest percentage of attendance in the parade were awarded to the class of 1825, the three survivors all being present, and to the class of 1867.

The exercises did not call for a poem, but the following appropriate verses, which appeared in the *Boston Transcript* of the following day, deserve preservation:

THE MARCH OF FATHER TIME

(Suggested by the parade of the pupils, past and present, of the English High School in Boston, May 20, 1896.)

I saw the march of Father Time to-day.
The blare of trumpets and the beat of drums
Lent vigor to his faltering steps, and youth
And age alike attended in his train.
And well for him that age led in the van,
Or boisterous youth that followed in the rear
Would have so rushed his car o'er pavements rough
In Boston's streets, his stiffened limbs were wracked
And all his bones had been in danger sore.

Of year-old generations seventy-five
Were there, from grave to gay, from pink to gray;
The sere and yellow leaf beside the bud
Just opened, with the rosy blush of youth;
The sapling, pliant, stout, to whom far heaven
Is not too high an aim to fix as bound
For that aspiring, upward tending crown;
The sturdy oak, the strength of manhood's prime,
Stout-hearted, strong, and conscious of his strength,
Who in the bout with time and hurricanes
Has thus far proved his power, and mocks at fate,
As Ajax once defied the bolts of heaven.
Full seventy-five short steps, to age how short,
To youth how long and far away, which led
To where old Father Time sat high enthroned.
Came next to him they who had climbed them all,
Who wore the ermine of their rank so long
The darker hairs had fallen, but the white
Were left; bent with the bearing of many years,
And waiting now, till He shall speak the word
Which elevates the favored one to rank

Beyond Time's kingdom in the greater realm,
Beyond the sway of scythe and hour-glass.
Then next, they who had just been raised to rank,
Whose newer ermine held the dark and white,
Who still bent not the neck to stickler Time
(Who but advances those who lowly bend,
Who veil the eye before his majesty,
And trembling do homage to his reign).
Yet even these looked back adown the line
As wistfully as they who came before,
And would have bartered retrospective age
To rank with youth anticipative there,
Where first the steps which led up here began.

So youth's to-morrow, manhood's fair to-day,
And gray-haired age's yesterday all passed,
As they will pass again some future day,
When they who were the last to-day are first,
And unborn others will be last as they.

LOUIS H. SCHNEIDER.

(Mr. Schneider was not connected with the school in any way, but in a note dated February 7, 1924, he says: "The sight of the passing hosts, from youth to old age, was one never to be forgotten, and it must have been indeed a dull soul that could fail to take inspiration from it. Under the spell of this inspiration I returned to my hotel and these lines flowed through the pen as freely as the ink that recorded them.")

III

THE ONE HUNDRETH ANNIVERSARY IN 1921

Preliminary Action by the Association and Committee

The fiftieth and the seventy-fifth anniversaries having been celebrated with such success, it was naturally felt that the centenary should be recognized on a scale commensurate with its importance, not only to the school and its alumni but also as a noteworthy event in educational history. It was felt also that advantage should be taken of the opportunity offered by the occasion, to increase the funds of the association and to do other things for the permanent good of the school.

Formal action was first taken at the annual meeting of the English High School Association, in May, 1918, by the adoption of the following:

Whereas, The one hundredth anniversary of the founding of the English High School — the first institution of its kind in this country and therefore in the world — will occur in the year 1921; and

Whereas, This event — of importance in the history of the City of Boston and to the educational world generally, and of great interest to all past and present pupils and teachers — should be celebrated in an adequate, fitting and dignified manner; and

Whereas, Such an anniversary and celebration will furnish an opportunity for the raising of a substantial addition to the funds of the English High School Association for scholarships and other benefits for worthy but indigent pupils, and for other purposes; therefore be it

Voted — (A) That a committee, to be known as the Centenary Committee, be appointed at the annual meeting of the Association in May, 1919, which committee shall undertake the collection of such additional funds and shall have entire charge of such celebration, with full powers, except as hereinafter provided, to prepare and carry out a program and to expend all monies it may raise.

(B) That this committee shall consist of:

First. The members of the Board of Government of the Association elected at the annual meeting in 1919, and of all persons thereafter elected to the Board, prior to the discharge of the committee;

Second. The Secretaries of all organized classes;

Third. Such additional past and present pupils and teachers as will make a total membership of at least one hundred.

(C) The committee shall choose its own officers, may add to its membership, and may delegate to its officers or to sub-committees any of its authority.

(D) The committee shall hold its first meeting, at the call of the President and the Secretary of the Association, within sixty days of its appointment, shall report progress at each regular meeting of the Association until discharged, and shall make a full report in print at the conclusion of its labors.

(E) The committee shall not have power to pledge the credit of, or to incur any obligation in the name of, the Association or to expend any of its present funds, except as the Board of Government may authorize and appropriate from its unpledged and uninvested funds.

Voted — That a committee of seven members be appointed by the President, from names suggested from the floor, to report at the next annual meeting their nominations for Officers and Directors for the year 1919-1920, and for members of the Centenary Committee.

The committee of seven consisted of John Ritchie, '69, Clarence H. Carter, '73, Charles H. Brigham, '81, Charles L. Burrill, '82, Robert Seaver, '92, Sanford Bates, '00, and Benjamin Carp, '18. It held numerous meetings, under the chairmanship of Mr. Ritchie, and was greatly assisted in its labors by Head Master William B. Snow and John F. Casey, Head Master Emeritus.

At the annual meeting on May 14, 1919, the committee reported its nominations for officers of the association, and they were unanimously elected as follows:

President

GEN. CHARLES H. COLE, '88

Vice-President

WILLIAM B. SNOW

Secretary

Assistant Secretary

WALTER HUMPHREYS, '92* **ISADORE J. COHEN, '20**

Treasurer

SILAS PEIRCE, '78

Directors

FRANK L. LOCKE, '81

JOHN J. ATTRIDGE, '97

J. PORTER CROSBY, '87

HAROLD D. BORNSTEIN, '06

FREDERICK W. KELLEY, '12

Chairman

CLARENCE H. CARTER, '73

Vice-Chairmen

ROBERT F. HERRICK, '83

GEORGE S. SMITH, '82

Secretary

ROBERT SEAVER, '92

Treasurer

FRANK W. REMICK, '79

Chairman, and the vacancy was not filled. Edward H. Wilkinson, '02, was appointed Assistant Secretary, and served as such through all the activities of the committee.)

Four Standing Committees were appointed as follows:

A Committee on Finance, thirty members, Frank W. Remick, chairman.

A Committee on Celebration, thirty members, Clarence H. Carter, chairman.

A Committee on Soldiers' Memorial, seven members, Henry M. Rogers, chairman.

A Committee on Publicity and Report, seven members, John Ritchie, chairman.

Meetings of the standing committees and of the class secretaries were held at intervals during the following year; a preliminary program for the celebration was adopted; and it was decided to add further to the labors of the Centenary Committee by the raising of an additional fund to supplement, in special cases, the inadequate pensions paid to teachers of the school when retired because of age or disability.

In the spring of 1920, headquarters of the committee were established at 293 Washington Street, in charge of George W. Dunklee, '92; and appeals for contributions were sent out, in many cases through the class secretaries, to the thousands of former pupils whose addresses were there collected and tabulated. While the responses to these appeals were quite generous and an amount was raised largely in excess of what had been originally in mind, the times were such that lavish donations could hardly be expected, and, in consequence, the Students' Aid Fund and Teachers' Pension Fund were not brought up to the desired figures, while the amount available for the celebration expenses (limited to one dollar for each six dollars raised) was greatly curtailed.

To the Standing Committee on Celebration was entrusted the work of preparing and carrying out all the details of the great event; and after careful consideration it was decided that a single day was not sufficient for an adequate celebration, but that three days — June 14, 15, and 16 — should be devoted to it. The program as finally decided on was, in brief, as follows:

TUESDAY, JUNE 14 — FLAG DAY

Patriotic and Memorial Exercises on Boston Common

Informal class meetings at the schoolhouse

Class banquets at clubs and hotels

WEDNESDAY, JUNE 15

Baseball game, Boston Latin School vs.

English High School, at Soldiers Field

Athletic Meet at Harvard Stadium

"Pop" Concert at Symphony Hall

THURSDAY, JUNE 16

Grand Parade

Buffet Lunch

Informal Entertainment, Music, etc.

Mass Meeting

Registration and information headquarters were opened ten days in advance of the celebration on Beacon Street, near Somerset Street, where detailed programs, souvenir badges, and tickets were supplied to the thousands of applicants, who were greeted by former Head Master John F. Casey and a body of volunteer assistants. The badge consisted of a bronze medal showing the present schoolhouse and the former one on Bedford Street, with pin and ribbon in the school colors.

Sub-committees had in charge the several features of the celebration as follows:

Registration and Reception at Schoolhouse

John F. Casey, Chairman

Decorations, Badges, etc.

Clarence H. Carter, Chairman

Printing

Robert Seaver, Chairman

Press

Harold D. Bornstein, Chairman

Memorial and Patriotic Exercises

Frank Leveroni, Chairman

Athletic Meet and Baseball

W. T. A. Fitzgerald, Chairman

Pop Concert

Arthur L. Norton, Chairman

Parade

Martial E. Lebon, Chairman

Meeting, Lunch and Entertainment

Frank L. Locke, Chairman

The work of the Celebration Committee was made much easier by the action of the Boston City Government, which, on the initiative of the Mayor, Andrew J. Peters, Esq., and by unanimous vote of the City Council, appropriated three thousand dollars to be expended under the direction of the Mayor, as requested by the Committee. This liberal appropriation was used in providing the music for the celebration, the building of a reviewing stand on Boston Common and its decoration, together with the elaborate and appropriate decoration of City Hall and the Parkman Bandstand, for roping streets along the line of parade, etc. To the fact that two graduates of the school, Walter L. Collins, '95, and John A. Donoghue, '03, were members of the City Council, and therefore greatly interested in the success of the celebration, this action was largely due.

Extensive and appreciative editorial and news articles appeared in the leading Boston newspapers; and these, with the gathering of English High graduates from all parts of the country, the appearance on the streets of the school colors, worn by men of all ages, the marking of the sites of the several homes of the school with placards and flags, and the very extensive decorations on the present schoolhouse and elsewhere — all bore witness that an important event was now to be celebrated, for which all preparations were completed.

The following poem appeared in the *Boston Herald* on the morning of June 14:

TO THE ENGLISH HIGH SCHOOL

By Charles H. Stone, Jr.

Strong mother of a long and sturdy line
Of loyal sons, we turn again to thee!
We know the radiant virtues that are thine;
We know thy gifts, poured out like oil and wine
In days of old. Thy spirit, high and free,
Still warms our hearts, and so in praise we twine
This wreath of song with love that knows no fears,
To celebrate thy glorious hundred years.

We know with what large aim those years were filled,
With what high purpose burning like a fire;
We know the hand of love that touched and thrilled
The hearts of youth; what message was instilled

With ceaseless teaching, wakening desire
For nobler action, and the wish to gild
Peaks of achievement with a finer beauty,
Drawn from the worth and sacredness of duty.

Thine was the hand that led the wandering feet
Along the path that rose to higher things;
Thine was the influence, beauteous and sweet,
That gave our lives new meaning. We repeat
In thought the golden days that memory brings
From the dear past, with shining pinions fleet;
And in our hearts this message everywhere
We hear: "Be clean, be courteous, be square."

As years speed by and as we older grow,
Not less shall we revere and praise thy name;
And when we hear thy pealing trumpets blow
Amid June blossoms, then each year we know
Another class is added to thy fame;
With us along life's pathway they shall go;
And we, with them, beneath the blue and blue,
To English High pledge our allegiance true.

Tuesday, June 14

On this day, Flag Day, the centenary celebration began with patriotic and memorial exercises at the Parkman Bandstand on Boston Common, at which the entire undergraduate body of the school was in attendance, together with a large number of graduates.

The Honorable Frank Leveroni, '97, presided and presented the speakers according to the following program, each being received with generous applause, which in several instances became most enthusiastic.

"America"

Invocation Mgr. EDWARD J. MORIARTY, '73

Address His Honor, Mayor ANDREW J. PETERS

Address ALBERT W. MANN, '58

Original Poem DENIS A. MCCARTHY, Esq.

Address Captain JOHN HALLIGAN, Jr., U.S.N., '94

"English High School Song"

Sentiment Rabbi H. RAFAEL GOLD, D.D.

Address Brig.-General CHARLES H. COLE, '88

Prayer Rev. EDWARD A. HORTON, D.D.

"Star Spangled Banner"

Music by

English High School Military Band

Edward J. Connell, *Leader*

Malcolm D. Barrows, *Song Leader*

Mayor Peters dwelt on the great growth of the school, and then went on to say:

But one thing hasn't changed, and that is the most essential thing of all. The spirit and the purpose of the school are what they were in the beginning. There is no waiting list in the English High School, no admission by priority of social rank or the size of paternal pocketbooks. They are all headed in the same general direction. The education they are aiming at is a practical one.

They are loyal Americans, every boy and man of them, even if a good many nowadays bear names that we thoughtlessly call foreign, as if Winthrop and Bradford were not foreigners in the eyes of Massasoit and King Philip. But whether they are

immigrants themselves or the descendants of immigrants, as we all are, the school turns them out good Americans. The process there is as unconscious and as natural as learning to speak.

Graduates of the English High School, you have strengthened Boston by your careers of good citizenship. You have spread into the other cities and towns of Massachusetts, and some of you have sprinkled the influence of your city in far distant parts of the Union. Many of these graduates are coming back to-day to take part in the centennial. No eulogy of mine could be so expressive and eloquent as the presence of these men, who are making the long trip to join us in doing honor to their school. I extend to them the homing welcome of the city, and to all of you the assurance that Boston is looking on with pride and satisfaction during the three days of your celebration.

Albert W. Mann, '58, a veteran and historian of the Civil War, said in part:

I do not forget that this is Flag Day. Over us all floats the Stars and Stripes, originally displayed by Washington when his lines were tightly drawn around the town of Boston, then occupied by British troops. All hail to the Stars and Stripes! It is the flag of our fathers. It is the banner of liberty. Against overwhelming odds the patriots of the Revolution carried it to victory. In the Civil War thousands laid down their lives in its defence. It symbolizes a free republic. It symbolizes a nation not merely an aggregation of states, but one solid, compact government.

Thank God, the girls and boys in our schools are taught its story and learn to love and respect it! The Flag should be enshrined in the hearts and homes of every man, woman, and child in our land.

The poem, written for the occasion by Denis A. McCarthy, was read by the author, and was received with cordial applause:

MOTHER OF MEN FOR A HUNDRED YEARS

Mother of men! You have climbed the height
Of a hundred years — and with joy we name you!
Guarded the fire and kindled the light
In the kindly way that so well became you.
What of the past? Not a deed to shame you,
Blemish or blot, on its page appears.
Happy the sons who to-day can claim you,
Mother of men for a hundred years!

Mother of men! 'Tis a title proud,
 But who so fitted as you to wear it?
 Who so worthy? And who endowed
 With the love that gives you a right to bear it?
 Boston's self will never impair it;
 See, she smiles at your children's cheers;
 Boston's citizens all declare it —
 Mother of men for a hundred years!

Mother of men! Ay, mother indeed
 Of your boys to-day as in days departed,
 Showing the way that the mind may speed
 From the land it knows, to the land uncharted.
 You the mother all eager-hearted,
 Hinting ever at high careers
 Where dreams of youth are in manhood mated,
 Mother of men for a hundred years!

Mother of men! You have climbed the height
 Of a hundred years, and your sons around you
 Tender their love in the people's sight
 To the mother kind they have always found you.
 Many the bonds in the past that bound you,
 Now remembered with smiles and tears.
 Lo, with a lasting crown they have crowned you,
 Mother of men for a hundred years!

Captain Halligan, '94, now in active service in the Navy, devoted the greater part of his remarks to a laudation of the school and an outline of the services of men of the English High in the Spanish War, in which he himself bore a brave and conspicuous part.

The English High School Song (originally the Class Song of '73) was given with hearty fervor, and probably by the largest assembly that to that time had ever joined in singing its stirring lines to the tune of "Maryland, My Maryland":

Alma Mater, tried and true,
 English High, our English High;
 Oft our hearts shall turn to you,
 English High, our English High.
 Should e'er the laurel wreath be mine,
 I'll lay the honor at thy shrine.
 Our hearts, our hopes, our prayers are thine,
 English High, our English High.

Men may come and men may go,
English High, our English High,
Yet in deep and peaceful flow,
English High, our English High,
Shall thy stream of learning wide
Through the ages grandly glide,
Ever to thy sons a pride,
English High, our English High.

Rabbi Gold made a graceful and appropriate address, followed by General Charles H. Cole, '88, commanding the 57th Infantry Brigade, 26th (Yankee) Division, American Expeditionary Forces in France, who rendered a beautiful tribute of love, honor, and respect to the soldier sons of the school in the World War:

They well knew what war meant; for more than three long and terrible years its picture had been painted so often as to make its horrors household words throughout the land. It was with a complete and full knowledge of all these things that with unselfish courage and with lofty patriotism they took upon themselves their share of its awful burden, for the sake of liberty, democracy, and humanity.

I knew these soldiers and the sacrifices they made. I have seen them, after standing knee-deep for hours in the rain and snows of winter, marching for miles with clothes still wet and soaked to the skin, sent to sleep in cold barns where their clothes froze on their bodies.

I have seen them living for weeks in the mud-soaked trenches of the front lines, on duty every night, getting only one meal a day, and constantly exposed to shell fire until it would seem as if human nerves could stand no more.

I have seen them in the heat of midsummer, lying all day in their shell-holes in the open field, so exposed that they did not dare to lift a finger above the rim for fear of drawing the deadly machine-gun fire, and all the time suffering torments from heat, hunger and thirst.

I have seen them with their stern, set, white young faces, fighting continuously at Chateau-Thierry for five days and nights, without sleep and with insufficient food — lame, sore and suffering, but ever moving forward!

I have seen them after a brutal bombardment of the deadly phosgene gas, when in place of a company of two hundred strong active soldiers there were left two hundred agonized casualties.

Yet never a complaint, but always cheerful, confident, smiling. Could selfish men do this work of super-men? No! Only men with superlative courage, whose consciences were inspired by the highest ideals, could fight on through such ordeals.

It is for these things that we bow our heads to-day in silent prayer for those who have sacrificed all for Flag and Country. Conscious that our cause was right in the sight of God, justly proud of their deeds, and confident that so long as America shall produce such heroes our country will live as a land of liberty and justice, because it represents that spirit which is the greatest force for good in the world to-day — the Spirit of America.

The benediction by the Reverend E. A. Horton, Chaplain of the Massachusetts Senate and himself a veteran of the Civil War, and the singing of the national anthem, concluded these most interesting exercises.

During the afternoon the schoolhouse on Montgomery Street was visited by hundreds of old English High "boys," who met socially and informally to renew their friendships and, in the case of most of them, to revisit their former school home.

The entire building was thrown open, and separate rooms were assigned to individual classes or to groups of the older classes. Most of the rooms had been decorated for the occasion by the undergraduate classes occupying them, and a prize for the most elaborate and attractive decoration was awarded to Master Frederic B. Hall and the boys under his charge.

No general event was scheduled for the evening, but between thirty and forty classes held reunion banquets at the Boston City Club, at other clubs, and at the principal hotels. At all of these there was naturally an unusually large attendance and much enthusiasm and good fellowship — a fitting close for the first day of the celebration.

Wednesday, June 15

Three events were scheduled for the second day of the Centenary — the baseball game on Soldiers Field and the athletic meet in the Harvard Stadium in the afternoon (Harvard University, through its Athletic Committee, had generously placed the Field and the Stadium at the disposal of the Centenary Committee), and the "Pop" Concert in Symphony Hall in the evening.

The baseball game should have preceded the meet, but a heavy shower occurring about one o'clock — the only break in the almost perfect weather conditions during the celebration — it was necessarily postponed until late in the afternoon, when a largely diminished audience witnessed the victory of English High over the Public Latin School by the score of 12 to 5.

It was estimated that about fifteen thousand spectators were present at the athletic meet; and each race and contest brought a ready response from the crowd, though the cheers of the enthusiasts were pitched, it was noticed, in a slightly more treble key than had usually been the case in the Stadium.

Chairman Fitzgerald and the members of his sub-committee — E. H. Wilkinson, Harold Bornstein, Allen R. Frederick, Meyer Nimkoff, Arthur F. Duffey, the noted sprinter, and Thomas E. Burke, the first English High representative at the Olympic Games and a double winner at Athens, in 1896 — were in charge of the arrangements; and the principal meet officials were Mayor Andrew J. Peters, Honorary Referee, Richard M. Walsh, Referee, W. T. A. Fitzgerald, Marshal, Arthur F. Duffey, Manager, and Thomas E. Burke, Custodian of Prizes.

The English High School Band and Moore's Naval Band furnished the music. Cups, medals, and other prizes were awarded to the winners in the various events, which included the final events of the High School Regimental Meet, won by English High, interscholastic events, open events, special events (relay races, running broad jump, etc.), and amateur boxing bouts.

In the evening Symphony Hall was packed with English High School men and their friends, gathered to celebrate English High School Night. The decorations were in the school colors, both in

bunting and electric lighting, and a special program was given by the orchestra of seventy-five Symphony players, led by Agide Jacchia.

The entire floor was reserved for the alumni, while hundreds more sat in the balconies with their families and friends. During two intermissions in the orchestral selections the entire audience joined, with organ accompaniment, in singing patriotic and popular songs, together with the English High School Song and the following, written for the occasion:

SONG FOR THE E. H. S. CENTENARY CONCERT

By a Member of the Class of '73

(Air — "Battle Hymn of the Republic")

A hundred years of service is our Alma Mater's pride,
She has taught a hundred classes and has sent them far and wide;
We shall ne'er forget her precepts, they will always be our guide,
As she goes marching on!

Rah! Rah! Rah! for English High School!
Rah! Rah! Rah! for English High School!
Rah! Rah! Rah! for English High School!
She still is marching on!

She has stood for truth and knowledge; she has kept her standard bright;
In her patriotic spirit she has taught her sons aright;
They have left her true Americans, and side by side they fight,
As they go marching on.

Rah! Rah! Rah! for English High School!
Rah! Rah! Rah! for English High School!
Rah! Rah! Rah! for English High School!
She still is marching on!

We are proud of Miles and Sherwin, we are proud of Seaver too;
Under Babson and with Casey we have kept the pathway true.
Now we feel their inspiration and encouragement anew
While Snow is marching on!

Rah! Rah! Rah! for English High School!
Rah! Rah! Rah! for English High School!
Rah! Rah! Rah! for English High School!
With Snow she's marching on!

There was much of jollity and good fellowship during the evening, and though the music may have suffered somewhat in consequence the occasion will long be remembered by those who were present.

Thursday, June 16

Perhaps the most interesting event of the celebration to the past and the present pupils of the school, and certainly the most spectacular to the general public, was the parade of the afternoon of June 16.

General Charles H. Cole, the Chief Marshal, had appointed a large and efficient staff and, with the active assistance of the Chief and Assistant-Chief of Staff, had worked out a program complete in every detail. A marshal had been designated for each class; and these marshals had been called together for instructions. To each man who had signified his intention of appearing in the parade there had been mailed full information and a diagram of streets, showing the formation of the several divisions. By the aid of these instructions formation was carried out with very little confusion; and promptly at four o'clock the procession started from the corner of Beacon and Arlington streets in the following order:

Detail of Mounted Police

First Cadet Regiment (E. H. S.) and Band

Third Cadet Regiment (E. H. S.) and Band

Chief Marshal, Brig. Gen. Charles H. Cole; Chief of Staff, Col. Joseph W. Willcutt; Asst. Chief of Staff, Lieut. George W. Dunklee; Surgeon, Lieut. Col. Frederick L. Bogan; Judge Advocate, Capt. Bernard L. Gorfinkle; Engineering Officer, Capt. Samson E. Cohen; Quartermaster, Capt. Walter A. Hallstrom.

Teachers, Past and Present

John F. Casey and Wm. B. Snow, Marshals

FIRST DIVISION

Marshal, Major Frank H. Briggs. Classes 1842 to 1884

Class Marshals, George H. Worthley, '56, Capt. Charles Hunt, '57, Edward B. James, '61, John A. Stetson, '62, George H. Eustis, '63, Francis H. Manning, '65, E. Gerry Brown, '66, Edward H. Baker, '68, Charles C. Littlefield, '69, Joseph A. Hill, '70, Charles F. Read, '71, Charles H. Ramsay, '72, Frank C. Brewer, '73, Eben H. Gay, '74, Capt. Charles S. Damrell, '75, N. W. T. Knott, '76, James Walker, Jr., '77, Adolphus B. Beeching, '78, Leo R. Lewis, '79, Bernard M. Wolf, '80, Charles H. Brigham, '81, Charles L. Burrill, '82, Benjamin C. Lane, '83, Paul Dean, '84.

SECOND DIVISION

Marshal, Col. Frank L. Locke. Classes 1885 to 1891

Class Marshals, Hollis French, '85, George A. Dill, '86, W. S. Harding, '87, Lieut. Col. William H. Robey, '88, William F. Boos, '89, John Calderwood, '90, Francis C. Hersey, Jr., '91.

THIRD DIVISION

Marshal, Col. Edward H. Eldridge. Classes 1892 to 1898

Class Marshals, Fred B. Cherrington, '92, C. Robert G. Spear, '93, Ralph W. Menard, '94, Joseph M. Everett, '95, George C. Wolkins, '96, Hubert A. Murphy, '97, B. F. Beal, '98.

FOURTH DIVISION

Marshal, Capt. Thomas A. Ratigan. Classes 1899 to 1903

Class Marshals, Charles C. Gilman, '99, Sanford Bates, '00, E. T. Sayward, '01, Louis W. Peabody, '02, Harold L. Carter, '03.

FIFTH DIVISION

Marshal, Maj. John A. Curtin. Classes 1904 to 1909

Class Marshals, Edward Rose, '04, John D. Purdy, '05, Harold D. Bornstein, '06, Lieut. John H. Drew, '07, Arthur N. Burwell, '08 and '09.

SIXTH DIVISION

Marshal, Col. Thomas F. Sullivan. Classes 1910 to 1914

Class Marshals, Ralph D. Washburn, '10, S. H. Lewis, '11, C. F. J. Harrington, '12, Daniel J. Mahoney, '13.

SEVENTH DIVISION

Marshal, Lieut. Col. Mark E. Smith. Classes 1915 to 1920

Class Marshals, Maurice A. Kamm, '15, Harold J. Brigham, '16, John J. O'Hare, Jr., '17, Gardner W. McDonald, '18, Raymond March, '19, Jacob M. Levenson, '20.

EIGHTH DIVISION

Marshal, Lieut. Joseph McK. Driscoll. Classes 1921 to 1924

Undergraduates not in Cadet Regiments

NINTH DIVISION

Marshal, Lieut. William J. Toppan
Automobiles

The route chosen was quite short, leading up Beacon Street, by the State House, where the parade was reviewed by His Excellency the Governor, down Park Street, Tremont Street, Boylston Street, Copley Square, and Huntington Avenue to Mechanics Building. A grand stand had been built on the Common, opposite Mason Street, and from this the parade was reviewed by His Honor the Mayor, the members of the School Committee, and the three judges who were to decide to which classes the six prizes offered for the largest percentage of attendance and the best marching and general appearance were to be awarded. On Huntington Avenue the graduates passed between the uniformed cadets, drawn up in open ranks, and were reviewed by the Chief Marshal and his staff. It was estimated that six thousand appeared in the procession, each man or boy wearing the souvenir badge, and each, excepting those in uniform, carrying a pennant in the school colors. At the head of the parade there was borne an elaborate banner of light and dark blue silk with gold fringe, on which was painted the seal of the City of Boston and an appropriate inscription. This banner now decorates the head master's office in the schoolhouse.

With each division there was a band and the national colors, accompanied by an armed guard of Latin School Cadets, while noncommissioned officers from the Latin School acted as division and class guides, as they had done twenty-five years before. The marchers were formed in platoons of eight, with platoon leaders.

The senior living graduate at this time was John B. Babcock of the class of '42, who had been Chairman of the Committee of Arrangements of the celebration in 1871 and had always maintained his interest in the school. Unfortunately, he was unable to appear in the parade; and the senior graduate in line was Thomas G. Hiler* of the class of 1843, ninety-three years of age, who rode at the head of the first division. William Park of the class of '50, eighty-eight years of age and a Civil War veteran, was the next oldest, and Henry J. Abbott, of the class of '57, was the senior graduate to go over the route on foot.

Six of the Spitz brothers were again in line; and among the marchers were five Mendelsohn brothers, Louis, '10, Gabriel M., '12, Herbert W., '17, Harold S., '18, and Arthur, '21. There were also four Banks brothers, Arthur G., '06, Malcom C., '12, Lawrence H., '15, and Ralph J., '17.

* Both Mr. Babcock and Mr. Hiler have since died.

Sixty-nine classes in all were represented, but most of those previous to 1865 had, as was to be expected, very few members in line. From there on each class had at least one full platoon. Noteworthy features were as follows:

The class of '73 had forty-two members, all wearing boutonnieres and arm bands. Seven commissioned officers from the South Boston High School carried their banners and flags, including the beautiful silk National, State, and City flags which were purchased by the class during the war, and also the handsome banner which was carried by them in the parade in 1896. One of several large placards carried by them read:

In 1871 the Youngest
In 1896 the Noisiest
In 1921 the Handsomest
(So our granddaughters say)

1883 wore blue suits, blue sashes across the shoulders, and blue hats.

1894 carried Japanese parasols of light blue bearing the year of the class. They also wore brilliant hatbands and light and dark blue gloves on the left and right hands respectively.

1896 carried a standard in Roman fashion, recalling three championships held by the school twenty-five years ago in football, indoor track games, and tennis.

1899 wore straw hats with light and dark blue bands, blue coats, and white flannel trousers.

1903 wore light blue skull caps and dark clothes, with straw hats, bearing class numerals on the crown, pinned to the coats.

1904 wore white hats with dark blue bands, white coats, light blue ties, and dark blue trousers.

1906 presented a truly ferocious appearance with seventy-five members wearing Mexican bandit costumes and flowing black moustaches. With them were a number of "class babies" in uniform.

1908 wore blue and blue caps and arm bands, and carried banners.

1910 had letters and figures in their hats arranged to read, as they marched eight abreast, "E H S — 1910."

1916 had nearly two hundred in line, with school colors on their straw hats.

1924, freshman class in the school, bore a placard reading:
They had to wait 100 years for us.

The prize banners were awarded to the classes of '73, '83, '86, '94, '04, and '06, while the class of '76 was given honorable mention by the judges.

From an editorial in the *Boston Transcript* of the following day we quote:

The parade of the graduates of the English High School yesterday was an impressive demonstration of the part which the school has played, and is playing, in fitting men for honorable position and useful service in life. Here passed in review practically four-fifths of all the classes that the school has graduated in the hundred years of its existence. They testified to its success in the fulfillment of its purpose. They vindicated the wisdom of the fathers who, at the time when such a step was regarded as revolutionary in educational systems, established this school to supplement the classical education of the day, and to meet the needs of boys who intend to make their way in the world in pursuits other than the few then described as "the learned professions."

It was apparent to the spectators that the older graduates were men of substance, who had won for themselves honorable positions in the business and social community, and who might be relied upon not only to show judgment and ability in the conduct of their own affairs, but to show wisdom in their attitude toward public questions. With them marched the men whose school days are still counted as yesterdays. These younger men looked to be worthy successors of those who had gone before. And as to the students who have not yet graduated, the boys who marched in khaki, it is not necessary to add that they are Boston's own.

It was not only an impressive demonstration, but it was also one that was significant of saving qualities in American life at a time when attention may well be called to them.

Arriving at Mechanics Building, the paraders entered the lower hall, where had been provided an elaborate buffet lunch and where the older graduates had another opportunity for social meeting. Shortly after this a band concert began in Grand Hall, and from six o'clock there was a showing of lantern slides of especial interest to English High men. These included pictures of the different schoolhouses, portraits of the several head masters and other teachers, and photographs of prominent graduates, showing them side by side as schoolboys and as in 1921. This part of the entertainment was in charge of Walter K. Watkins, '74, who gave brief descriptions of the pictures. This feature was followed by the singing of patriotic and popular songs.

The exterior and the interior of Mechanics Building were suitably decorated, and in Grand Hall itself the decorations were

elaborate and interesting. The school colors were much in evidence, and along the front of the first balcony appeared the names, appropriately framed, of thirty past and present head masters and teachers, as follows:

EMERSON	MILES
SHERWIN	CUMSTON
SEEVER	WATERHOUSE
BABSON	CASEY
SNOW	HUNT
ANDERSON	HALE
GRANDGENT	TRAVIS
BUCKINGHAM	LINCOLN
POOLE	NORRIS
SMITH	SEAVY
BEATLEY	WALKER
GARTLAND	EVANS
THOMAS	TOWER
RICHARDSON	SYLVESTER
WRIGHT	LEBON

From seven-thirty to eight o'clock the English High School Orchestra entertained the large company of graduates and undergraduates on the floor and their friends in the balcony.

At eight o'clock the meeting was called to order by Edwin P. Brown, '87, Chairman of the Centenary Committee, whose brief remarks were followed by short addresses by Governor Channing H. Cox, Mayor Andrew J. Peters, Frederick L. Bogan, '97, Chairman of the School Committee, and Patrick T. Campbell, Head Master of the Public Latin School.

The Governor paid a glowing tribute to the record of the School, and closed by saying: "The English High School at its Centenary is young in spirit. With the courage and enthusiasm of youth, and sure of its great purpose, may it go forth undaunted into the century it begins to-night and continue to contribute its great services to the world and to humanity!"

The Mayor declared himself impressed by the exercises of the Centenary and the great parade, which had given him a new and better realization of the force which the English High School had been in the making of a better society. The public, too, had had this fact vividly brought before it and would henceforth be able to rate this school at more nearly its true value to the community.

Head Master Campbell aroused great enthusiasm when he said:

I bring to you, the alumni of the oldest high school in the United States, the greetings of the oldest public school in the world. I congratulate you upon the splendid service which, through you, the English High School has rendered to the city and nation, and I assure you that the school of to-day, under the guidance of its present head master and his devoted assistants, is maintaining those high ideals of scholarship and discipline which you in your day did so much to fashion. You may look forward with high hopes that the English High School will continue in the future, as in the past, the foremost exemplar of that training which is the salvation and hope of our common country.

The English High School Song was then sung by the entire audience, under the leadership of Malcolm D. Barrows of the school faculty, and a poem by Charles H. Stone, Jr., also of the faculty, followed. It was a brilliant and most beautifully worded production and was received with appreciation and admiration, but its length precludes publication in full, and we can print only the following inadequate extracts.

POEM FOR THE CENTENARY CELEBRATION

O fair-browed goddess sitting by the sea,
Dear English High School, we would bring to thee,
When all the earth with melody is ringing,
Our song of praise for forgotten days
Which memory holds, and which are ever singing
Deep in our hearts. If an adopted son
May voice in song the love thy children bear
For thee, their Alma Mater, and may share
With them in joy for glory thou hast won,
Be this my theme. The fragile bark of song,
Joy at the prow and Memory at the helm,
Let no unkindly wave, O Muse, o'erwhelm;
Send gentle gales to swell its filmy sails,
And guide it safe the stream of thought along.

.

Born in the good old simple days
Of bell-crowned hats and "one-hoss shays,"
For forty years she slowly grew;
Derne Street and Bedford Street she knew;
While in the South those threatening war clouds massed
That broke in storm upon the land at last.

She heard the guns whose sullen roar
 The ominous news from Sumter bore;
 And loud through each historic street
 She heard the drums their long roll beat
 That stirred the patriot hearts and feet.
 She saw her ardent schoolboys, one by one,
 Marching from Boston, carrying each a gun.
 She lived for four long, weary, anxious years,
 Drinking their hopes and tasting all their fears;
 Rejoiced when Sheridan had saved the day,
 Riding from "Winchester twenty miles away";
 Thanked God when Lincoln, with one stroke of pen,
 Struck off the shackles from four million men;
 And wept when by a dastard's coward blow
 The Great Emancipator was laid low.
 She welcomed home her soldier sons from war
 Whose eloquent empty sleeve or battle scar
 Told stirring epic of their hard-fought fields;
 She mourned for those brought home upon their shields.

.

What was the lamp that lit her shining way?
 What flame illumed her pathway ever bright?
 What guardian angel, walking day by day
 Beside her, guided her sure feet aright?
 No sphinx's riddle this, of mysteries,
 To tell what made the old school what she is.

Not a building broad and high,
 Turrets pointing to the sky;
 Not a system hard and cold;
 Not a pen for sheep in fold;
 But a SPIRIT, sweet and fair,
 Breathing consecrated air,
 Wearing robe of spotless hue,
 Bearing banner, blue and blue;
 This we picture when we cry,
 "English High, O English High!"

Not a group of men who each
 Letter of the law can teach;
 Not a set of rigid rules
 Only needed to guide fools;
 But a SOUL, that day by day
 Walks a consecrated way,
 Guiding youth to ways of beauty
 Through the sacredness of duty;
 This we picture when we cry,
 "English High, O English High!"

Not a catalogue of books
Idly conned with hasty looks;
Not a course of study made
To ascend from grade to grade;
But a PRESENCE, strong and pure,
Building something to endure
In the minds and hearts of youth,
Founded on the rock of truth;
Something that shall help them be
High in soul, in spirit free;
This we picture when we cry,
"English High, O English High!"

Those are frail and earthy things;
These are living, pulsing wings
Bearing us to something higher,
Nearer to celestial fire,
Soul and spirit to enlighten,
Touching all our common real
With the flame of the ideal;
This we picture when we cry,
"English High, O English High!"

.

The common things that round about us lie
The chemist casts into the crucible,
Knowing that when the fire has tried it well
Some precious yield — gold, perfume, lovely dye —
Shall be the product. So the School has cast
Into her crucible, youth's unformed clay,
That, when its crudities are purged away,
New shapes of beauty shall reveal at last.

To lay the broad foundations, deep and strong,
Whereon to build for all the future years
A house secure from surging doubts and fears,
Foursquare to all the winds, to stand for long;
To teach high honor to the coming man;
To put the state's before the private gain;
And consecrate the work of hand and brain
To one pure cause, to one high-purposed plan;

To teach the alien from a far-off strand
The worth of liberty, the love of law,
With faith in justice, and the will to draw
The sword in need to guard this sacred land.

These are her tasks. In Freedom's court of state
She moves, an acolyte to guard her name,
Keeping the torch of Truth fore'er aflame
And all her starry sphere inviolate.

.

Bend down, O Queen, and take the homage due
From loyal hands and hearts forever true;
Star-eyed, with stately brows, bend down to greet
These faithful children gathered at thy feet.
Tears of affection from deep memories start.
We only know we love thee;
We do not need to prove thee
True as the stars above thee;
No hand shall e'er remove thee,
Enthroned within each unforgetting heart.

Set thou our feet upon Truth's stainless track,
Point out the way and we shall not turn back.

.

Our pageantry is done. The gay parade;
The marshalled classmates marching side by side;
Bugles and tossing banners; bands that played
Foot-stirring music; pomp that swelled our pride;
These all have had their hour and now are past,
And thou alone abidest at the last.

Oh, if one deed unworthy of thy worth,
One thought unfilial, one word unclean,
Fell from us in the careless hours of mirth
That would thy beauty soil, thy state demean,
We here abjure and cast it to the night,
And turn, as oft of old, to thee for light.

And if too much our secret minds have filled
With dreams of power, thoughts of selfish pride;
If we have deemed the temple that we build
For our own glory has been beautified;
Forgive thine erring children. We would claim
No honor, save in honoring thy name.

Truth lives when place and power die away.
Wisdom shall linger when the kings are gone.
And all our blazoned pride of yesterday
Is naught; but thou art sitting on thy throne.
Still flames thine altar's fire, while Pomp departs.
Lo, here! The offering of thy children's hearts.

The audience then listened to five-minute addresses by Clarence W. Barron, '73, Thomas C. Thacher, '76, Frank W. Remick, '79, Robert F. Herrick, '83, Abraham K. Cohen, '86, William T. A. Fitzgerald, '87, Walter L. Collins, '95, and Adolph S. Simmons, '19. Each speaker was loudly cheered, Edward H. Wilkinson, '02, acting as cheer leader, and his words of reminiscence, congratulation, or prophecy were appreciatively received.

The course of the speaking was interrupted by the singing of the following:

SONG FOR THE E. H. S. CENTENARY MEETING

By George W. Dunklee, '92

(Air — Onward, Christian Soldiers)

Let our hearts rejoice and sing! Shout with glad acclaim!
To our Alma Mater God has granted fame.
Thro' one hundred years of life she has worked with pride —
Years of growth and progress — never turned aside.
Let our voices, loud uplifting, swell the battle-cry —
Blue and blue forever! God and English High!

Children from all foreign lands turn to her for aid;
Drink her fount of wisdom and are not afraid.
Citizens of liberty, aliens no more,
Forming ties of love and friendship, binding shore with shore!
Hear their voices, loud uplifting, swell our battle-cry —
Blue and blue forever! God and English High!

Times may change with centuries, nations rise and fall;
From her firm foundation she will see them all.
Future generations, thro' her care grown strong,
Rising up, will call her blessed, and will join our throng.
Hear their voices, loud uplifting, swell our battle-cry —
Blue and blue forever! God and English High!

John F. Casey, Head Master Emeritus, was also to have spoken, but after the fatigues of the day, following active participation in the previous events of the celebration, he was unable to be present, much to the regret of all the company.

General Cole, President of the English High School Association and Chief Marshal of the Parade, spoke a few words of congratulation, and was followed by Head Master William B. Snow, the last speaker, who said:

This is indeed a great occasion. We will all say so. But the question that forces itself upon the head master of the school is — "What kind of a great occasion is it?" Is it in the nature of a funeral or a christening? Are we a hundred years old or a hun-

dred years young? Is the noise we have been making the lusty squawl of infancy or the chuckle of senility? Are we paying tribute to the last days of a good and faithful servant, about to depart in peace, or are we just closing the introduction to a great volume which will ultimately record our achievements?

The answer will depend on you and men who follow you. No school can live and grow on the reputation of what has been, however fine and inspiring its traditions may be. The task of the citizens who were pupils in the school is to see that the service of the school to-day and to-morrow and in coming years continues to attract fine, strong men. There are dangers to be met. Especially in the North Atlantic States great numbers of men are sending their sons to the private rather than to the public school — that fundamental institution of a united republic. And the only way you can maintain the public school in favor is by making it the best school in the community. . . .

In behalf of the School I congratulate you upon the success of this celebration. I thank you for the loyalty and energy which you have displayed in the service of Alma Mater. I believe that many a man who has been somewhat lukewarm in the past will be aroused and inspired by this Centenary. We shall all go from here gladdened and strengthened, prouder than ever of our connection with old English High, ready to give her the best that is in us, and determined that a hundred years from now she shall still stand in the first rank of the world's best schools.

The program of this, the final and the most successful event of the Centenary, closed with singing of the following:

AULD LANG SYNE

By Charles I. Duncan, '73

Again upon this festal night
We clasp each other's hands;
The glass that marks time's rapid flight
We fill with golden sands.
Though years resistless onward sweep,
Though life is speeding fast,
They laugh at time and fate who keep
The friendships of the past.

We think of brothers gone before,
Who've crossed the great divide,
While memories of the days of yore
Like phantoms round us glide.
Perchance from that dim realm of haze,
Across the border line,
They join us in the song we raise
To days of auld lang syne.



SOLDIERS' MEMORIAL

DEDICATION OF THE MEMORIAL TABLET

One of the purposes for which the Centenary Committee was appointed was the erection in the schoolhouse of a tablet to those sons of the school who had risked their lives in the various wars from the foundation of the school. It was found impossible to combine the dedication of this memorial with the other events of the celebration, and it was not until nearly a year later, on May 29, 1922, that the dedication took place. At one o'clock on that day a company of alumni, including many who had seen service in the World War, gathered in front of the school building on Montgomery Street, where the entire undergraduate body had been drawn up in close military formation.

The exercises were brief but impressive. After a few words of introduction by Walter F. Downey, the new Head Master, and by the presiding officer, Judge A. K. Cohen, '86, who had been at the head of the Exemption Board of the City of Boston during the World War, Mayor James M. Curley made a short address, followed by a Commemoration Ode by Charles H. Stone, Jr., the closing lines of which were as follows:

Mother of men, renew in us thy will,
Breathe through us all the spirit that is thine.
We would be faithful soldiers, keeping still
Our purpose firm, our spirit strong and fine.
We know toward what high goals our feet should press.
Thy sons have shown the way; their nobleness
Shall stir our own. With souls uplifted high,
"The utmost for the highest" as our cry,
We take the burden on our shoulders laid,
We take the task that to our hands is given.
In vain shall these have fought, in vain have striven,
If we prove recreant; but unafraid
Our hearts shall front the future. We must care
For these high freedoms, won with blood and tears
By these thy sons. And whether coming years
Bring peace or clanging war,
All that we have and are
We pledge to thee, O Wonderful and Fair,
Our Country! Show thy need and we will dare!

The dedicatory address by General Cole was an eloquent plea for liberty, democracy, and world peace — for the doing away of the selfishness that leads to war and the giving of service to our neighbors and our community, to our State and to our Nation.

The exercises were concluded by the playing of the Star Spangled Banner by the English High School Band and the sounding of taps by buglers of the Drum Corps. The two regiments then marched in column of fours through the main corridor of the building, saluting the tablet as they passed it.

The memorial is of bronze, the work of the well-known sculptor, Cyrus K. Dallin.

No statistics are available as to the number of the sons of English High who fought for their country in the Civil War, but they were many, including some who left their studies uncompleted to enter the army or navy. Not a few reached high commands, and among those who gave their lives for the preservation of the Union were three who fell at the head of Massachusetts regiments in the Army of the Potomac.

Neither are any records in existence of service in the Mexican, Indian, or Spanish Wars, though it is certain that English High men were serving their country then as always.

In the World War a large number of English High School men wore the uniform of their country, and of these, a considerable proportion, from private to general, saw active service on the battlefields of France. Ten, at least, made the supreme sacrifice; and their names are here inscribed, that they may be forever held in honor and gratitude:

PHILIP ALGAR, '14
WILLIAM H. BECK, '10
MICHAEL J. DELEHANTY, '14
JAMES F. HEALY, '07
MOSES LEWIS, '13

FRANK S. LONG, '13
STURGIS PISHON, '06
EMERY RICE, '95
HOWARD L. VOSE, '12
HERBERT J. WOLF, '13

FINAL REPORT OF THE CENTENARY COMMITTEE

So far as the celebration itself is concerned, the work of the Centenary Committee has been fairly well set forth in the foregoing pages. To that record should be added, however, some note of its labors in raising the funds which had been assigned to it. To date, the total amount of contributions received in response to its appeals is \$53,283.74, including subscriptions from members of each class from 1851 to 1921 inclusive, 1,586 in all.

Classes contributing one thousand dollars or over were as follows:

1873	—	\$5,149.10	from 57 subscribers
1886	—	4,321.50	" 69 "
1892	—	2,867.00	" 65 "
1887	—	2,686.00	" 61 "
1885	—	2,402.50	" 29 "
1877	—	1,958.00	" 33 "
1874	—	1,861.00	" 27 "
1881	—	1,752.00	" 21 "
1879	—	1,669.00	" 39 "
1866	—	1,500.00	" 11 "
1878	—	1,427.00	" 22 "
1905	—	1,422.00	" 59 "
1888	—	1,353.00	" 43 "
1871	—	1,325.00	" 13 "
1870	—	1,255.00	" 16 "
1890	—	1,230.00	" 30 "
1899	—	1,131.00	" 36 "
1869	—	1,005.00	" 14 "

After paying all expenses connected with the celebration (including contributions to the English High Orchestra and Military Band), as well as providing for the necessarily large expenditure in the preliminary work, — office expenses, printing, postage, etc., — defraying the cost of the memorial tablet and setting aside \$1,200 for the printing and distribution of this Report and History of the School, a Teachers' Pension Fund of \$25,000 was established, and nearly \$12,000 were added to the Students' Aid Fund, which has been in existence for some forty years.

For the success of the celebration and of its other work, the committee was under great obligation to Mayor Andrew J. Peters and the City Council, to the daily press of Boston, principally the *Globe*, *Herald*, *Post*, and *Transcript*, and to the Harvard Athletic

Association for the use of the Stadium and Soldiers Field; also to many others who were helpful in various ways.

The great interest shown by the officers of the Centenary Committee, particularly Chairman Brown, Treasurer Remick, Secretary Seaver, and Assistant Secretary Wilkinson, deserves more than formal appreciation, while the heavier burden of the details of the celebration was borne by the chairman of the Celebration Committee and by the chairmen and members of the various sub-committees.

A number of members of the Centenary Committee passed away before its labors had been concluded, and among them was Secretary Robert Seaver, whose death occurred on May 4, 1922. Mr. Seaver, a son of Edwin P. Seaver, head master from 1874 to 1880, was conspicuously active in all of the work of the committee, and to his energy and enthusiasm much of its success was due. At a meeting of the committee held May 10, 1922, the following tribute to his memory was adopted:

The members of the English High School Centenary Committee, before closing its official existence, desire to express and to put on record their sorrow at the recent and sudden death of their associate and Secretary, Robert Seaver, of the Class of 1892.

An ardent friend of the School, to whose helpful influence he always gave whole-hearted testimony, he was enthusiastic and untiring in the labors of the Committee and earned the respect and affection of the many with whom this work brought him in close contact.

Taken from us in the prime of an active and useful life, he leaves a memory rich in honor, in achievement and in friendship.

We tender our respectful sympathy to his bereaved family. With them we mourn his loss. With them we are thankful for his life, his example and his influence.

The Centenary Committee acknowledges the greetings and good wishes extended by those in charge of, or who participated in, the celebration fifty years earlier, and looking forward to the Bi-Centennial in 2021 — and perhaps to anniversaries of earlier milestones in the history of the school — extends in turn its fraternal greetings and its hopes that the same enthusiasm will then characterize the alumni, that the same success will attend the celebration, and that the English High School will then hold the same high place in the hearts of its graduates and of the citizens of Boston, the same high rank in the educational system of the country, that it does to-day.

IV

THE LEBON TESTIMONIAL BANQUET

An event which, though not celebrated under the direct auspices of the English High School Association, served as an admirable index to English High spirit in later days, was the testimonial to a much loved teacher, Charles P. Lebon, who in 1922, on reaching the age of seventy and after thirty-five years of service in the school, was retired by the age limit.

This took the form of a banquet, which was held at the Copley Plaza Hotel on the evening of June 7, when he was presented with a gold watch and a substantial purse.

The large banquet room was crowded with English High School graduates, and the balcony was occupied by Mrs. Lebon and by friends of the guest of honor. William T. A. Fitzgerald, '87, acted as toastmaster; and among the speakers were Governor Cox, Mayor Curley, Commissioner of Education Payson Smith, Attorney General J. Weston Allen, Dr. David Scannell of the School Committee, and Head Master Walter F. Downey.

The French Consul at Boston, Monsieur J. C. Joseph Flamand, representing Ambassador Jusserand, conferred upon Mr. Lebon the decoration of Chevalier of the Legion of Honor in behalf of the French Government. Charles C. Gilman, '99, made a happy presentation address and at an interval in the speaking some original verses were recited by George Allan England, '94, in which was vividly expressed the affection in which "Charlie" Lebon had always been held by his boys.

The guest of honor made a most feeling response to all these evidences of cordial affection and good will, his address being received with enthusiastic applause.

The committee having in charge this significant and successful testimonial was headed by Francis A. Daly, '98, with Lindsly B. Schell, '06, as Secretary, and the whole affair was most admirably carried out in all its details.

APPENDIX I

OFFICERS OF THE ENGLISH HIGH SCHOOL ASSOCIATION

Presidents

FREDERICK U. TRACY.....	1854-67	SAMUEL B. CAPEN.....	1898-1901
THOMAS GAFFIELD.....	1868-71	CLARENCE H. CARTER.....	1902-05
ROBERT C. WATERSTON...	1872-80	CHARLES L. BURRILL.....	1906-07
THOMAS SHERWIN (Junior)	1881-85	CHARLES H. BRIGHAM.....	1908-09
JOHN J. MAY.....	1886-87	ALONZO G. VAN NOSTRAND	1910-13
CHARLES F. WYMAN.....	1888-90	WILLIAM H. PARTRIDGE...	1914
CURTIS GUILD.....	1891-94	JOHN F. CASEY.....	1915-18
JOSEPH M. GIBBONS.....	1895-97	CHARLES H. COLE.....	1919-22
ARTHUR L. NORTON.....		1923-	

Vice-Presidents

F. J. PARKER.....	1854-58	FRANCIS A. WATERHOUSE..	1881-94
THOMAS SHERWIN.....	1859-69	ROBERT B. BABSON.....	1895-1901
CHARLES M. CUMSTON....	1870-74	JOHN F. CASEY.....	1902-14
EDWIN P. SEAVER.....	1875-80	WILLIAM B. SNOW.....	1915-21
WALTER F. DOWNEY.....		1922-	

Secretaries

EDWIN HOWLAND.....	1854-56	W. EUSTIS BARKER.....	1879-81
E. H. AMIDOWN.....	1857-63	WILLIAM H. MORIARTY....	1882-1902
CHARLES F. WYMAN.....	1864-67	ALFRED H. GILSON.....	1903-18
WILLIAM H. MORIARTY....	1868-75	WALTER HUMPHREYS.....	1919
CHARLES H. BROOKS.....	1876-78	LINDSLY B. SCHELL.....	1920-

Treasurers

WILLIAM H. PARTRIDGE...	1879-1910
JOHN BOUVÉ CLAPP.....	1911-18
SILAS PEIRCE.....	1919-21
JOHN C. HEYER.....	1922-

Trustees

EDWIN P. BROWN.....	1922-
ABRAHAM K. COHEN.....	1922-
FRANK W. REMICK.....	1922-
(Treasurer)	

Assistant-Secretaries

ROBERT SEAVER.....	1892-94	CHARLES J. C. JOHANSEN..	1910
STEPHEN BADLAM.....	1895	WILLIAM H. MEANIX.....	1911
MILTON L. BERNSTEIN....	1896-97	PERCY E. QUINCY.....	1915
GRIFFITH C. EVANS.....	1902	WARREN G. MULLIGAN....	1916
DONALD V. BAKER.....	1903	EDWARD C. KEANE.....	1917
CARL O. SAYWARD.....	1904-05	L. E. J. VILLENEUVE.....	1918
MARK I. ADAMS.....	1906	ISADORE J. COHEN.....	1919
HENRY D. KEMP.....	1907	IRA M. S. MACINTOSH....	1920
ELISHA C. WATTLES.....	1908	LOUIS MAGAZINE.....	1921
ERNEST T. SAEGER.....	1909	DAVID ROMANOW.....	1923

Directors

(Formerly "Standing" or "Executive" Committee)

ADAMS, MARK I.	1907-08	FENNO, J. B.	1854-58
AMMIDOWN, E. H.	1854-57	FRENCH, ARTHUR B.	1868
ATTRIDGE, JOHN J.	1919-22	GAFFIELD, THOMAS.	1865-67
BABCOCK, JOHN B.	1872-73	GIBBONS, JOSEPH M.	1885-90
BABCOCK, JOHN B., Jr.	1881	GILMAN, CHARLES C.	1923-
BARRON, CLARENCE W.	1882-84	GREENLEAF, LYMAN B. ...	1891-94
BATES, SANFORD.	1910-18	GUILD, CURTIS.	1869-71
BEECHING, ADOLPHUS B. ...	1911-18	HAYDEN, JOSIAH W.	1881
BLODGETT, WARREN K.	1897-1905	HERBERT, JOHN.	1891-97
BORNSTEIN, HAROLD D.	1919-	HOBART, E. A.	1854-58
BREWER, FRANK C.	1875-78	HOVEY, E. CLARENCE	1875-76
BRIGHAM, CHARLES H.	1883-96	KELLEY, FREDERICK W. ...	1919-21
BROOKS, CHARLES B.	1908-09	KIRK, PAUL G.	1922-
BURDITT, CHARLES A.	1865-67	LANE, BENJAMIN C.	1903-08
BURRILL, CHARLES L.	1889-1902	LINCOLN, NOAH.	1882
BURTON, GEORGE S.	1877-78	LOCKE, FRANK L.	1919-
CARPENTER, GEORGE O. ...	1869-71	LOVERING, N. P.	1881
CARTER, CLARENCE H.	1879-80; 1885-87, and 1901	MAHONEY, JAMES.	1895
CHAMPNEY, CHARLES H. ...	1902	MANSON, THOS. L., Jr. ...	1869-71
CHANDLER, HENRY H.	1865-67	MAY, JOHN J.	1873-74
CLAPP, JOHN B.	1906-10	MORSE, GODFREY.	1872-75
COLE, CHARLES H., Jr. ...	1897-1900	NOURSE, THORNDIKE.	1868
CRAM, HENRY B.	1872	O'HARA, JAMES R.	1909-10
CROSBY, JOHN D.	1888-90	PAGE, WEBSTER W.	1888
CROSBY, J. PORTER.	1919-21	QUINCY, PERCY E.	1917-18
DANIELL, HENRY W.	1868	ROBBINS, J. W.	1858
DARLING, FRANK W.	1874	SAYWARD, CARL O.	1906
DAVENPORT, W. W.	1854-58	SHERWIN, THOMAS (Junior)	1879-80
DEBLOIS, STEPHEN G.	1854-58	SNOW, WILLIAM B.	1909-14
DILL, GEORGE A.	1911-18	STEBBINS, GEORGE F.	1877-80
DUPEE, J. A.	1854-57	STONE, GALEN L.	1898-1905
EVANS, GRIFFITH C.	1903-07	VAN NOSTRAND, A. G.	1882-84; 1888-90
WILEY, JESSE L.	1917-18		

APPENDIX II

MEMBERSHIP OF THE CENTENARY COMMITTEE

ADAMS, MARK I., '05	CHERRINGTON, WM. C., '75
ADAMS, WARREN P., '58	CLAPP, JOHN B., '73
ALLEN, CLAUDE L., '97	COHEN, ABRAHAM K., '86
ATTRIDGE, JOHN J., '97	COHEN, ISADORE J., '20
BABCOCK, JOHN B., '42	COLE, CHARLES H., '88
BABCOCK, WALTER C., '88	COLEMAN, GEORGE W., '85
BADGER, WALTER I., '76	COLLINS, WALTER L., '95
BAILEN, SAMUEL L., '99	CONNELLY, THOMAS H., '02
BAKER, EDWARD H., '68	CONVERSE, EDMUND C., '69
BARRON, CLARENCE W., '73	CRAM, HENRY B., '67
BARRY, JOHN F., '96	CROSBY, J. PORTER, '87
BARTLETT, ALFRED H., '75	CURTIN, JOHN A., '88
BATES, SANFORD, '00	DALY, FRANCIS A., '98
BAXTER, CHARLES S., '83	DANGEL, EDWARD M., '09
BAYLEY, EDWARD B., '82	DAMON, J. LINFIELD, '87
BEECHING, ADOLPHUS B., '78	DAMRELL, CHARLES S., '75
BELLAMY, WILLIAM, '62	DARLING, FRANK W., '70
BENEDICT, FRANK G., '89	DAVENPORT, OLIVER F., '88
BIDDELL, SIDNEY M., '18	DELAND, FRANCIS S. B., '96
BLAIR, DONALD M., '84	DILL, GEORGE A., '86
BLISS, JAMES F., '65	DOWLING, MARK T., '93
BLODGETT, WARREN K., '70	DOWNEY, JAMES M., Jr., '16
BOGAN, FREDERIC L., '98	DRAPER, J. SUMNER, '85
BOOS, WILLIAM F., '89	DRISCOLL, JOSEPH MCK., '13
BORNSTEIN, HAROLD D., '06	DUFFEY, ARTHUR F., '98
BOWKER, FRANK C., '96	DYER, HERBERT W., '92
BREWER, FRANK C., '73	ELLIS, AUGUSTUS H., '70
BRIGGS, FRANK H., '77	ELMS, JAMES C., '77
BRIGHAM, CHARLES H., '81	ENDRES, GEORGE H., '70
BROMBERG, JUSTIN L., '11	EPSTEIN, CHARLES, '11
BROPHY, WILLIAM F., '07	EUSTIS, GEORGE H., '63
BROWN, EDWIN P., '87	EUSTIS, J. TRACEY, '82
Chairman	EVANS, GEORGE W., Teacher
BROWN, E. GERRY, '66	EVERETT, J. MASON, '95
BURDITT, CHARLES A., '51	EYGES, LEON R., '92
BURKE, THOMAS E., '93	FEE, JAMES E., '84
BURRILL, CHARLES L., '82	FERRIN, FRANK M., '87
BURTON, HIRAM M., '76	FITZGERALD, W. T. A., '87
BUSBY, FREDERICK H., '07	FITZPATRICK, J. HENRY, '93
BYRNE, PHILIP J., '16	FLOOD, CHARLES H., '86
CALDERWOOD, JOHN, '90	FOWLE, SETH A., '57
CALLAGHAN, ALFRED G., '17	FREDERICK, ALLEN R., '06
CARTER, CLARENCE H., '73	FRENCH, ASA P., '76
CARTER, FRED L., '66	GAHM, JOSEPH A., '90
CARTER, HAROLD L., '03	GALLAGHER, E. B., '85
CARTER, J. RICHARD, '66	GALLAGHER, O. C., Teacher
CARVER, EUGENE P., '79	GARDNER, HARRY W., '90
CASEY, JOHN F., Teacher	GILMAN, CHARLES C., '99
CHENEY, HENRY E., '11	GILSON, ALFRED H., '73
CHERRINGTON, FRED'K B., '92	GOULSTON, LEOPOLD M., '96

GREENLEAF, LYMAN B., '69
 HACKEL, PAUL L., '04
 HALL, ROY, '14
 HARRISON, COLUMBUS W., '99
 HAYDEN, CHARLES, '86
 HAYDEN, JOSIAH W., '62
 HERRICK, ROBERT F., '83
 Vice-Chairman
 HERSEY, FRANCIS C., '60
 HERSEY, FRANCIS C., Jr., '91
 HEYER, JOHN C., '00
 HILL, HENRY M., '94
 HILTON, JOHN H., '13
 HOFFMAN, IRVING, '12
 HOOPER, LINDSAY, '00
 HUMPHREYS, WALTER, '92
 HUNT, EPHRAIM, Teacher
 INNES, CHARLES H., '87
 JAMES, EDWARD B., '61
 JENNEY, CHARLES S., '05
 JEWETT, FREDERIC, '17
 JONES, HARRY M., '87
 JOY, ARTHUR B., Teacher
 KABATZNICK, LEO, '15
 KAMM, MAURICE A., '15
 KAPLAN, THEODORE H., '17
 KEANE, LOUIS B., '14
 KELLEY, FREDERICK W., '12
 KILLION, LOUIS J., '01
 KINGSBURY, EDW. R., Teacher
 KINNEY, WILLIAM S., '00
 KLARFELD, HAROLD I., '09
 KNOTT, N. W. T., '76
 LAMB, HENRY W., '69
 LANE, BENJAMIN C., '83
 LEBON, CHARLES P., Teacher
 LEGHORN, GEORGE M., '05
 LELAND, LESTER, '82
 LENT, CLAYTON L., '09
 LEVERONI, FRANK, '97
 LEWENBERG, SOLOMON, '94
 LEWIS, EDWIN J., '77
 LEWIS, LEO R., '79
 LINCOLN, HERVEY W., '66
 LINCOLN, WILLIAM H., '52
 LITTLE, JOHN M., '67
 LITTLEFIELD, CHARLES C., '69
 LOCKE, FRANK L., '81
 LOURIE, MYER L., '89
 MACGOLDRICK, DANIEL, '04
 MACINTOSH, I. M. STANDISH, '21
 MAHAR, JAMES J., '97
 MANN, ALBERT W., '58
 MANNING, FRANCIS H., '65
 MANSFIELD, WALTER R., '91
 MARCH, RAYMOND, '19
 MARSHALL, IRVING F., '96
 MARSTON, WILLIAM M., '98
 McCANCE, ROBERT T., '04
 McNARY, WILLIAM S., '80
 MEAD, WILLIAM C., '14
 MENARD, RALPH W., '94
 MERRILL, SAMUEL A., '64
 MILLER, EDWIN C., '75
 MILNE, J. RICHARD, '16
 MORIARTY, WILLIAM H., '63
 MORK, HARRY S., '94
 MORSE, HERBERT R., '92
 MORSS, CHARLES A., '75
 MORSS, EVERETT, '81
 MORTON, GEORGE C., '86
 MOWER, GEORGE A., '77
 MURPHY, HUBERT A., '97
 NAWN, HARRY P., '79
 NIMKOFF, MEYER, '21
 NORTON, ARTHUR L., '86
 PEIRCE, SILAS, '78
 PINANSKI, ABRAHAM E., '03
 PRATT, VERNON L. H., '04
 PRENDERGAST, J. M., '68
 PRICE, RAYMOND B., '90
 PRIEST, MORTIMER C., '93
 PURDY, JOHN D., '05
 PURINGTON, FRANK H., '91
 QUIMBY, RALPH A., '71
 RAMSAY, CHARLES H., '72
 READ, CHARLES F., '71
 REED, ARTHUR T., '86
 REMICK, FRANK W., '79
 Treasurer
 RICHARDSON, GEORGE O., '81
 RITCHIE, JOHN, '69
 ROBEY, WILLIAM H., Jr., '88
 ROGERS, HENRY M., '55
 ROWE, WILLIAM V., '78
 RUUD, ARNOLD C., '18
 SAEGER, ERNEST T., '10
 SAWYER, HOMER E., '85
 SAYWARD, E. TUCKER, '01
 SCHELL, LINDSLY B., '06
 SEAVER, ROBERT, '92
 Secretary
 SELFPRIDGE, THOMAS O., '53
 SHEEHAN, JOSEPH A., '92
 SHEPARD, JOHN, Jr., '74
 SHONINGER, BERNARD J., '70
 SIMMONS, ADOLPH S., '19
 SMITH, ERASMUS F., '77
 SMITH, FITZ-HENRY, Jr., '91
 SMITH, GEORGE S., '81
 SNOW, WILLIAM B., Teacher
 SPEAR, C. ROBERT G., '93
 SPITZ, ISAAC D., '77
 STEBBINS, GEORGE F., '71
 STEWART, GORDON V., '10
 STONE, GALEN L., '78
 STRATTON, SOLOMON, P., '65
 STUART, FREDERICK W., '76
 SULLIVAN, RICHARD W., '06
 SYLVESTER, WM. H., Teacher

TALBOT, GEORGE N., '67
TARBELL, EDMUND C., '80
THACHER, THOMAS C., '76
THOMAS, JAMES E., Teacher
TOWER, SAMUEL F., Teacher
VAN NOSTRAND, ALONZO G., '72
WALDSTEIN, SAMUEL, '13
WATKINS, WALTER K., '74
WATTLES, ELISHA C., '08
WEST, ALBERT S., '76

WHALEN, WALTER A., '18
WHIDDEN, RENTON, '75
WIGGIN, ALBERT H., '85
WILEY, JESSE S., '74
WILKINSON, EDW. H., '02
 Ass't-Secretary
WOLF, BERNARD M., '80
WOLFF, ALBERT G., '05
WOLKINS, GEORGE G., '96
WORTHLEY, GEORGE H., '56

WRIGHT, HENRY M., Teacher

APPENDIX III

TEACHERS IN THE ENGLISH HIGH SCHOOL

1821-1924

Head Masters

GEORGE B. EMERSON.....	1821-1823
SOLOMON P. MILES.....	1823-1837
THOMAS SHERWIN.....	1837-1869
CHARLES M. CUMSTON.....	1869-1874
EDWIN P. SEAVER.....	1874-1880
FRANCIS A. WATERHOUSE....	1881-1894
ROBERT E. BABSON.....	1894-1901
JOHN F. CASEY.....	1901-1915
WILLIAM B. SNOW.....	1915-1921
WALTER F. DOWNEY.....	1922-

Heads of Departments

MALCOLM D. BARROWS... 1911-	S. CURTIS SMITH..... 1907-1910
JAMES A. BEATLEY..... 1911-1917	WILLIAM B. SNOW..... 1907-1915
FRANK O. CARPENTER.... 1907-1913	ALVA T. SOUTHWORTH.. 1914-
WALTER I. CHAPMAN..... 1920-	WILLIAM H. SYLVESTER. 1911-1914,
DANIEL J. FOLEY..... 1914-	1920-
CHARLES W. FRENCH.... 1915-1920	JAMES E. THOMAS..... 1907-1911
FRED R. MILLER..... 1919-	SAMUEL F. TOWER..... 1907-1919
BERTRAM C. RICHARDSON. 1917-1920	HENRY M. WRIGHT.... 1907-

Teachers of Other Ranks

ADAMS, CARL H., 1923-	BERRY, A. HUN, 1874-1875
ADAMS, EDWIN A., 1866-?	BRACK, J. ALBERT, 1914-
ADAMS, WILLIAM J., about 1824-?	BROOKS, CHARLES H., 1876-1878
ALLEN, ROBERT F., 1910-	BROWN, HAROLD I., 1912-
ANDERSON, LUTHER W., 1852-1887	BROWN, JOHN P., 1869-1876
BABSON, ROBERT E., 1864-1894	BRYANT, HARRY E., 1908-
BACON, JOHN W., 1843-?	BUCKINGHAM, LUCIUS H., 1871-
BARBER, HARRY C., 1912-	1885
BARROWS, MALCOLM D., 1903-1911	BUCKMINSTER, —, about 1835-?
BARTHOLOMEW, WILLIAM N., about 1858-1869	CADIGAN, JOHN J., 1902-
BEATLEY, JAMES A., 1886-1911	CADY, JOSEPH P., 1907-
BELLING, KARL, 1923-	CARD, JOHN H., 1922-
BEMIS, CHARLES V., 1835-?	CAREY, HENRY G., 1889-1894
BENEDICT, RALPH C., 1910-1920	CARPENTER, FRANK O., 1883-1907
BENSON, EARL M., 1916-	CARROLL, CHARLES, 1858-?
BENSON, EDWIN F. A., 1905-	CASEY, JOHN F., 1872-1901
BENYON, LT. COL. GEORGE H., 1899-1921	CHAPMAN, GEORGE L., 1921-1923
BERGEN, J. Y., JR., 1889-1901	CHAPMAN, WALTER I., 1916-1920
	CHISHOLM, ANGUS J., 1923-
	CLARK, EDWARD K., 1872-1875

CLOUGH, WILLIAM, 1826-?
 COBB, EDWARD H., 1894-1923
 COLLINS, LE ROY Z., 1871-1873
 COLMAN, LEON C., 1916-
 CONLIN, FRANCIS J., 1907-
 CONNELL, EDWARD J., 1920-
 COTTER, CORNELIUS G., 1921-
 CROWLEY, JAMES H., 1919-
 CUMMINGS, GEORGE A., 1917-1920
 CUMSTON, CHARLES H., 1870-1874
 CUMSTON, CHARLES M., 1848-1869
 CUSHMAN, GEORGE A., 1911-
 DAME, HENRY, 1877-1878
 DEFONTENY, G., about 1856-?
 DE LAGARLIÈRE, CHARLES, 1867-1869
 DELANO, ARTHUR H., 1913-
 DENHAM, JOHN E., 1906-1915
 DERRY, GEORGE H., 1914-1917
 DIXWELL, EPES S., 1827-1828
 DOOLING, WILLIAM J., 1923-
 DOWNEY, WALTER F., 1910-1922
 DRACOPOLIS, NICHOLAS F., 1869-1876
 DRISCOLL, LT. JOSEPH McK., 1922-
 DUBOIS, ALDEGE J., 1921-1923
 DURNAN, WALTER D., 1923-
 EICHBERG, JULIUS, 1872-1887
 EMERSON, U. S., 1823-?
 EMERY, THOMAS J., 1872-1876
 EVANS, GEORGE W., 1885-1905
 FALVEY, MIAH J., 1916-
 FARRAR, CALVIN, 1837-?
 FINN, JULIUS G., 1921-
 FLINT, JOSHUA, 1821-1824
 FOLEY, DANIEL J., 1911-1914
 FRAZIER, ELLIOTT P., 1922-
 FRENCH, CHARLES W., 1911-1915
 GAGE, ALFRED P., 1876-1902
 GALLAGHER, OSCAR C., 1905-1907
 GALLAGHER, WILLIAM W., 1908-1911
 GARTLAND, PETER F., 1896-1914
 GIBLIN, EDWARD W., 1923-
 GILBERT, RALPH G., 1923-
 GOLDTHWAITE, JAMES A., 1910-
 GRANDGENT, L. HALL, 1868-1891
 GRANT, HARRY A., 1911-
 GREEN, JOSEPH G., 1918-
 GREENBERG, ARTHUR O., 1921-1922
 GREENE, SAMUEL S., 1842-?
 GRIFFIN, LA ROY F., 1899-1900
 HALE, ALBERT, 1866-1883
 HALL, FREDERIC B., 1895-
 HALLORAN, LEO V., 1919-
 HAMBLY, J. B., 1873-1874
 HARRINGTON, HENRY F., 1834-?
 HARRINGTON, SAMUEL, 1876-1876
 HASENFUS, NATHANIEL J., 1923-
 HATCH, HOLLIS D., 1923-
 HENDERSON, WILLIAM J., 1906-1908
 HILL, MELVIN J., 1884-1907
 HILL, MERRILL C., 1917-
 HITCHINGS, HENRY, 1869-1880
 HOGAN, BARNABY M., 1923-
 HOWISON, GEORGE, 1869-1872
 HUBBARD, LUCIUS V., 1824-1828
 HUNKINS, EDWARD E., 1923-
 HUNT, EPHRAIM, 1854-1868
 HUSSEY, JOHN M., 1904-1908
 JOY, ARTHUR B., 1909-
 KEENE, JOSEPH W., 1871-1873
 KEETELS, JEAN G., 1876-1877
 KELLER, PAUL, 1920-
 KELLEY, JOHN E. J., 1906-1914
 KERSHAW, ALFRED B., 1911-
 KIERSTEAD, FRED H., 1920-
 KINGSBURY, EDWARD R., 1899-1923
 LADD, CAREY P., 1914-
 LAKEY, FRANK E., 1907-
 LEARY, ARTHUR F., 1923-
 LEBON, CHARLES P., 1887-1922
 LE BRETON, EDMUND L., 1825-?
 LEIGHTON, WALTER L., 1914-
 LEONARD, GEORGE F., 1873-1877
 LINCOLN, CHARLES J., 1870-1885
 LOVELAND, WINSLOW H., 1922-1923
 LUNDIN, ENOR, 1922-
 LUNT, JOSEPH R., 1912-1923
 MACE, JAMES W., JR., 1902-1910
 MAHONEY, JAMES, 1888-1907
 MARSH, JOHN A., 1905-1923
 MCCARTHY, JOHN F., 1918-
 MCCARTHY, JOHN J., 1923-
 MCCOOL, CHARLES E., 1922-
 MCCOY, LOUIS A., 1917-
 MCCORMICK, ANDREW R., 1915-
 MCGRATH, BERNARD H., 1922-
 McLAUGHLIN, HENRY P., 1911-
 McMAHAN, THOMAS H., 1911-
 MAGUIRE, ALBERT I., 1923-
 MILLER, FRED R., 1897-1919
 MINNS, GEORGE W., 1836-?
 MOORE, GENERAL HOBART, 1868-1894
 MOORE, OLIN H., 1911-1912
 MORAN, GEORGE B., 1923-
 MOSS, NORMAN A., 1912-
 MULDOON, CHARLES F., 1921-
 MURPHY, MAURICE F., 1920-
 MURPHY, THOMAS J., 1911-
 MURRAY, FREDERICK J., 1920-1923
 NICHOLS, WILLIAM, JR., 1863-1870
 NORRIS, JOHN O., 1870-1880
 NOWELL, WILLIAM G., 1873-1877
 O'FLAHERTY, DANIEL V., 1914-1920
 O'HARA, EDWARD P., 1904-1912
 PARTRIDGE, GEORGE F., 1890-1891

PAGET, CAPT. JOSEPH T., 1894-1897
 PENNEY, MAJOR GEORGE S., 1920-1922
 PETTENGILL, GEORGE I., 1912-
 PHILBRICK, JOHN D., 1844-?
 PIERCE, GEORGE W., 1868-1870
 POOLE, FRANK E., 1897-
 POOLE, JEROME B., 1874-1898
 POOR, HENRY W., 1913-1914
 PRESTON, CARLETON E., 1910-
 RAND, LE ROY M., 1909-
 RANDOLPH, EDWIN M., 1909-
 RAYMOND, EUGENE, 1877-1886
 REARDON, EMMETT J., 1921-
 RIED, CAMILLE, 1905-1906
 RICHARDSON, BERTRAM C., 1908-1917
 RILEY, JOHN J., 1922-1923
 ROBINSON, LUTHER, 1838-?
 ROCHE, JOHN F., 1914-
 ROCHE, WILLIAM J., 1922-
 RONAN, J. CLIFFORD, 1923-
 RUSSELL, WALTER H., 1884-1887
 SASSENO, HENRY A., 1916-1917
 SCHEFFY, CLINTON C., 1910-
 SEAGER, EDWARD, 1844-?
 SEAVY, MANSON, 1873-1894
 SENESAC, GUY A., 1921-1924
 SHARLAND, JOSEPH B., 1887-1889
 SHAW, HENRY C., 1887-1901
 SHEPARD, WILLIAM A., 1841-?
 SHERWIN, THOMAS, 1828-1837
 SHERWIN, THOMAS, JR., 1865-1866
 SIMMONS, ROBERT G., 1923-
 SMITH, S. CURTIS, 1873-1907
 SMITH, WILLIAM E., 1909-
 SNELLING, JONATHAN W., ?-?
 SNOW, WILLIAM B., 1885-1907
 SNUSHALL, WILSON, 1911-
 SOUTHWORTH, ALVA T., 1910-1914
 STANTON, HAROLD B., 1912-1921
 STETSON, CHARLES E., 1894-1906
 STONE, CHARLES H., JR., 1909-
 STRATTON, WILLIAM F., 1839-?
 STRONG, WILLIAM T., 1890-1915
 SURAULT, FRANCIS M. T., 1832-?
 SYLVESTER, WILLIAM H., 1883-1911, 1914-1920
 TENNEY, ALLAN G., 1911-1923
 THAYER, ERASTUS W., about 1832-?
 THOMAS, JAMES E., 1885-1907
 TILLINGHAST, NICHOLAS, 1837-?
 TOWER, SAMUEL F., 1888-1907
 TRAVIS, CHARLES B., 1869-1912
 TROWBRIDGE, GORDON, 1904-1905
 VAN DAELL, ALFONSE, 1886-1889
 VAUGHN, JOHN, 1888-1890
 WALKER, ALBERT P., 1887-1905
 WALL, EDWARD J., 1916-
 WALSH, WILLIAM F., 1920-1921
 WARD, JOHN H., 1921-
 WARREN, H. WINSLOW, 1877-1881
 WEAVER, ERASMUS M., 1897-1899
 WEBER, CHARLES A. A., 1921-
 WELLS, ARTHUR S., 1910-1917
 WESTON, SAMUEL M., 1845-?
 WHITE, STEPHEN V., 1922-
 WHITMAN, ALONZO G., 1870-1873
 WHITMAN, CHARLES O., 1872-1876, 1878-1879
 WILLIAMS, FRANCIS S., 1837-?
 WILLIAMS, FREDERICK D., about 1852-?
 WILLIAMS, RUFUS P., 1883-1911
 WILLIS, NATHAN E., 1868-1872
 WILSON, EDWARD N., 1916-
 WINSTON, THOMAS E., 1907-
 WOODWARD, ELMER S., 1923-
 WOOLSON, MOSES, 1867-1873
 WRIGHT, HENRY M., 1891-1907

APPENDIX IV

STATISTICS OF ENROLLMENT AND GRADUATION 1821-1924

Year	Number Graduated	Total Enrollment	Year	Number Graduated	Total Enrollment	Year	Number Graduated	Total Enrollment
1821		102	1856	23	152	1891	150	836
1822		115	1857	25	144	1892	150	836
1823		129	1858	28	160	1893	121	823
1824	7	121	1859	14	156	1894	154	765
1825	3	121	1860	29	169	1895	152	804
1826	11	128	1861	25	171	1896	111	839
1827	13	132	1862	29	175	1897	165	895
1828	10	141	1863	35	174	1898	179	960
1829	18	114	1864	16	174	1899	152	954
1830	17	129	1865	24	209	1900	165	1,001
1831	8	134	1866	36	238	1901	172	902
1832	12	111	1867	38	269	1902	129	794
1833	14	112	1868	41	284	1903	132	857
1834	18	128	1869	44	335	1904	119	862
1835	11	125	1870	61	463	1905	159	973
1836	14	131	1871	63	467	1906	192	1,012
1837	13	115	1872	99	541	1907	227	1,055
1838	14	115	1873	100	588	1908	215	1,053
1839	17	104	1874	112	581	1909	112	1,150
1840	14	105	1875	104	590	1910	154	1,383
1841	14	120	1876	96	544	1911	159	1,612
1842	24	150	1877	84	544	1912	234	1,858
1843	21	170	1878	80	504	1913	259	1,891
1844	23	149	1879	68	418	1914	309	1,950
1845	23	152	1880	65	451	1915	285	2,173
1846	18	143	1881	75	375	1916	287	2,419
1847	20	141	1882	57	378	1917	317	2,382
1848	20	156	1883	56	413	1918	351	2,300
1849	18	183	1884	68	535	1919	330	2,129
1850	37	193	1885	94	610	1920	361	2,262
1851	33	195	1886	125	659	1921	372	2,284
1852	21	176	1887	134	653	1922	429	2,708
1853	27	170	1888	138	681	1923	434	2,960
1854	26	159	1889	115	760	1924		3,228
1855	28	162	1890	116	803			

APPENDIX V

SUMMARY OF COURSES¹

and number of pupils taking each course October 5, 1923

Subjects		Pupils	Symbols	Periods	Points
Physical Training		3034	T		1
Drill		2304	X	2	1
Music, vocal		240	N1	1	1
Music, orchestral		95	N2	1	1
Public Speaking		127	N3	1	1
Military Band		53	N5	1	1
Hygiene		825	R	1	1
English	3035	783	E1	5	5
		1042	E2	5	5
		741	E3	3	3
		184	E4	5	5
		70	E5	3	3
		215	E6	3	3
History	1484	261	H1	5	5
		41	H2	5	5
		155	H3	5	5
		242	H4	5	5
		314	H5	5	5
		223	H7	3	3
		248	H8	5	5
Civics		29	V3	3	3
Economics		104	K4	3	3
Latin	737	331	L2	5	5
		282	L3	5	5
		124	L4	5	5
French	1899	600	F1	5	5
		608	F2	5	5
		268	F3	5	5
		60	F4	5	5
		235	F7	5	5
		128	F8	5	5
German	408	232	G2	5	5
		138	G3	5	5
		38	G4	5	5

¹Reprinted from the English High School Catalog, 1923-1924.

SUMMARY OF COURSES—*continued*

Subjects		Pupils	Symbols	Periods	Points
Spanish	613	376	S1	5	5
		149	S2	5	5
		71	S3	5	5
		17	S4	5	5
Mathematics	1720	565	M1	5	5
		617	M2	5	5
		361	M3	5	5
		177	M4	5	5
Biology		108	B1	5	4
General Science		257	P1	5	5
Physics	453	194	P2	6	5
		259	P3	6	5
Chemistry	436	241	C3	4	3
		195	C4	6	5
Bookkeeping	1143	460	I1	5	5
		388	I2	5	5
		185	I3	5	5
		73	I4	5	5
		37	I5	5	5
Commercial Geography		357	J2	3	3
Commercial Law		124	Y3	3	3
Phonography	252	202	Q3	5	5
		50	Q4	5	5
Typewriting	314	264	W3	5	3
		50	Q4	5	3
Merchandise		41	Z4	3	3
Drawing	141	64	D1	6	3
		18	D2	6	3
		46	D3	6	3
		13	D4	6	3

APPENDIX VI

CHOICE OF STUDIES

College Course			M. I. T. Course		
FIRST YEAR					
Subjects	Periods	Points	Subjects	Periods	Points
X	2	2	X	2	2
R	1	1	R	1	1
E1	5	5	E1	5	5
H1	5	5	F1	5	5
F1	5	5	M1	5	5
M1	5	5	B1	5	4
	<hr/>	<hr/>		<hr/>	<hr/>
	23	23		23	22
SECOND YEAR					
X	2	2	X	2	2
E2	5	5	E2	5	5
F2	5	5	F2	5	5
M2	5	5	M2	5	5
*L2	} Any one	5	G2	5	5
L3					
L3					
G2					
	<hr/>	<hr/>		<hr/>	<hr/>
	22	22		22	22
THIRD YEAR					
X	2	2	X	2	2
E3	3	3	E3	3	3
F3	5	5	F3	5	5
M3	5	5	M3	5	5
*L3	} Any one	5	G3	5	5
L4					
L4					
G3					
P3	6	5	P3	6	5
	<hr/>	<hr/>		<hr/>	<hr/>
	26	25		26	25
At the end of the third year successful pupils are recommended for preliminary examinations in F3, G3, M3, and P3.					
FOURTH YEAR					
X	2	2	X	2	2
E5 or E6	3	3	E5 or E6	3	3
M4	5	5	M4	5	5
H4	5	5	H4	5	5
F4	} Any two	10, 11 or 12	C4	6	5
F5					
*L4					
L5					
G4	} Any one	5 or 3	F4 } G4 } Any one	5 or 3	5 or 3
C4					
†D					
<hr/>			<hr/>		
25, 26, or 27		23 or 25	24 or 26		23 or 25

*Candidates for the A.B. degree must take Latin.

†Accepted by Harvard, but not by all colleges.

‡May be used as an elective if passed with grade of B.

Commercial Courses

FIRST YEAR			SECOND YEAR		
Subjects	Periods	Points	Subjects	Periods	Points
X	2	2	X	2	2
R	1	1	E2	5	5
E1	5	5	H7	3	3
F1, S1, or H8	5	5	F, G, S, or H	5	5
P1	5	5	12	5	5
I1	5	5	J2	3	3
	<hr/>	<hr/>		<hr/>	<hr/>
	23	23		23	23

THIRD YEAR

Required	Accountancy		Merchandise		Secretarial	
	Periods	Points	Periods	Points	Periods	Points
X	2	2	2	2	2	2
E3	3	3	3	3	3	3
M1	5	5	—	—	—	—
C3	—	—	4	3	—	—
I3	5	5	5	5	—	—
Q3	—	—	—	—	10	8
D1	—	—	3	3	6	3

Electives: H5, F, G, or S (5-point subjects); and V3 or Y3 (3-point subjects).

FOURTH YEAR

Required	Accountancy		Merchandise		Secretarial	
	Periods	Points	Periods	Points	Periods	Points
X	2	2	2	2	2	2
*H4 or H5	5	5	5	5	5	5
K4	3	3	3	3	3	3
†H4	5	5	—	—	—	—
Q4	—	—	—	—	10	8
Z4	—	—	3	3	—	—

Electives: F, G, or S (5-point subjects); and V3 or Y3 (3-point subjects).

*H4 or H5 must be elected by all boys who have not already taken H5.

†Boys who at the end of the third year transfer from the college or the Technology course should take I5.

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