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The rise and development of elementary school supervision in Malden, Massachusetts 1649-1917

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SERVICE PAPER
RISE AND DEVELOPMENT OF ELEMENTARY
SCHOOL SUPERVISION IN MALDEN, MASS.
1649-1917
SUBMITTED BY
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SCHOOL OF EDUCATION

A SERVICE PAPER

THE RISE AND DEVELOPMENT

OF ELEMENTARY SCHOOL SUPERVISION

IN MALDEN, MASSACHUSETTS

1649 - 1917

Submitted by

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CHAPTER I

INTRODUCTION

A study of the rise and development of elementary school supervision in any Massachusetts town or city necessitates an investigation of the origin of the town or city for the purpose of getting its proper historical setting, and discovering what educational forces may have influenced its formative period and subsequent development. Moreover, it is necessary to acquire a knowledge of the most important laws passed by the General Court of the State concerning education, for it is the school laws of the State that are largely responsible for the educational policies carried out by the individual towns and cities. Did the municipality of this study lag behind, providing only such education as it was forced to furnish by the laws of the Commonwealth, or did it pioneer in education?

In the early days there were no specialized agencies for taking care of public education, such as later developed with the rise of the school committee and school superintendent, thus, a brief study of such agencies as did control these matters must be undertaken in order to trace the development of elementary school supervision from its source. Most important among these were the Town Meeting and the Selectmen, who were the forerunners of all the supervisory
bodies later to become a part of the Public School System.

The rise of the school committee in Towns of Massachusetts is also of great interest for the period of its development is the transitional period of American Education and of American Political Life.

Henry Suzzalo, author of the volume entitled, "The Rise of Local School Supervision in Massachusetts", made an exhaustive study of the growth of the free public school idea in the State of Massachusetts, taken as a whole for the period from 1635 - 1827. He drew upon many towns and cities for his illustrations, but he did not touch upon Malden. Thus, the purpose of this study is to attempt to trace, with the aid of such old records and original material as can be found in existence, the development of elementary public school education in Malden from its beginning as a town in 1649 for a period of two hundred sixty-eight years - to 1917; this period being coincident with the time of its maximum development along educational lines. Within this period most of the significant movements in the rise of the free public elementary schools were introduced in the Town, later City, of Malden.
CHAPTER II
EDUCATION IN EARLY COLONIAL DAYS

Securing Present Site Of Malden

Although the chief purpose of this study is to discuss public school education in Malden from 1649, the time of its beginning as a separate town, a brief sketch of its history prior to that time may shed light upon its later educational proceedings.

A study of colonial history reveals that in 1639 Squaw Sachem and her husband Webcowet signed a deed by which they conveyed to the inhabitants of Charlestown, with some reservations, all the lands which the Court had granted them, including the bounds of the present cities of Malden, Everett, and the town of Melrose.

This document is of interest to Malden as being the first and only conveyance of the aboriginal title in the territory which present city occupies.

"Wee Web Cowet & Squaw Sachem do sell vnto the Inhabitants of the Towne of Charlestowne, all the land with in the lines granted them by the Court (excepting the farmes and the ground, on the West of the two great Ponds called misticke ponds, from the South side of m^F Nowells lott, neere the vpp^F end of the Ponds, vnto the little runnet that cometh from Capt Cookes mills which the Squaw reserveth to their vse, for her life, for the Indians to plant and hunt vpon, and the weare above the Ponds, they also reserve for the Indians to fish at whiles the Squaw liveth, and after the death of Squaw Sachem shee doth leave all her lands from m^F Mayhues house
to neere Salem to the present Governor, Mr. Jno. Winthrop Senr, Mr. Increase Nowell, Mr. Jno. Wilson, Mr. Edward Gibons to dispose of, and all Indians to depart, and for sattisfaction from Charlestowne, wee acknowledge to have received in full sattisfaction twenty and one coates ninefathom of Wampon, & three bushels of corne. In witnes whereof we have here vnto sett of hands, the day and yeare above named.

"the marke of Squa Sachem. mC
"the marke of Web Cowet. m."

Seventeen years elapsed before this deed was recorded. When it was finally put upon record the Squaw Sachem had been dead five or six years.

The gathering of the church was the beginning of political life, for in it lay the roots of all secular, as well as ecclesiastical authority. Out of it came the town and the state; and on its usages were based the usages and forms of primary assemblies, elections, and courts. Church members were the only freemen of the Colony. As early as 1631 the Court ordered:

"To the end the body of the commons may be p^served of honest and good men, it was ..... ordered and agreed that for time to come noe man shall be admitted to the freedome of this body politicke, but such as are members of some of the churches within the lymitts of the same." ~

They alone could vote in town and colony affairs and hold office. It was the intent and order of the Court that "no person shall hencefourth bee chosen to any office in

the Commonwealth but such as is a freeman."¹

Early Settlers Of Malden

In 1630 Puritans bought the land between the Charles and Merrimac Rivers from the Indians, and called the region Mystic Side. The first white men to pass through this region were Richard and Ralph Sprague, who journeyed from Salem to Boston on foot in 1629.

They found the country "full of stately timber"; on the higher land towards the rivers and along the marshes were fertile fields which offered a soil ready for the plough and the seed.

The first settlement was made in Mystic Side in 1634 by farmers who came across the Mystic River to plant corn on the hillside nearby because of the lack of space in Charlestown. Each inhabitant was allowed ten acres of land.

The foundation of a town seemed most desirable. The first requisite to the establishment of a town government was a sufficient number of inhabitants gathered to form a church. Some attempts were made in 1648 by William Sargent, afterwards a ruling elder of the church, and by students from Cambridge. The next year, the church was instituted, and an agreement of separation, which was entered into with the inhabitants of Charlestown, was ratified by the General

¹ Massachusetts Colony Records, Vol. II, p.38
Court, May 11, 1649.

It was through the influence of Joseph Hills, one of the early settlers who came from Maldon, England, that Mystic Side was named Malden, after his native town.

Undismayed by adverse circumstances of church and state, the men of Malden felled the forests and subdued the land, building their rude homes, laying out and defining roads, and enacting their simple and homely laws, which bore in them the germs of morality, of good citizenship and freedom.

With this struggle for existence, it is small wonder that public education was little considered in Malden, during the first fifty years as a separate town. In fact, it provided what the General Law required, only when forced to do so.

Separation - Mystic Side And Charlestowne

Having then the beginnings of municipal existence, measures of separation were soon taken by the freemen of Mystic Side. An apparently misplaced leaf in the Charlestown Records bears an agreement, which must have been written in 1648. It contains the first intimation of a division; although it is not clear that the intention was not to settle the bounds as between two churches for the purpose of laying ministerial rates, rather than to found a new town. The names of the signers, as they are the first to appear in this connection, may be considered as those of the fathers of
Maiden.

Having made a definite and, apparently, an amicable agreement with their Charlestown brethren, the men of Mystic Side now carried their petition to the Court; and the following entries on the records of the Colony, indicating the action of the Council and the consent of the Deputies, form the simple act of incorporation under which the town of Malden existed for two hundred and thirty-three years.

(1649: 2 May. Mldon)
"Upon the petition of Mistick side men, they are granted to be a distinct towne, & the name thereof to be called Maudon." 1

(1649: 11 May. Misticke named Maulden)
"In answer to the petition of seuFll inhabitants of Mistick side, their request is granted, viz., to be a distinct towne of themselves, & the name thereof to be Maulden." 2

The misuse of many years, by substituting Malden for Maldon, has permanently fixed the incorrect form of the name which is now used.

Earliest School Support

Any study of early school supervision must, as already stated, be prefaced by a brief survey, as a background, of the part played by the General Court and the Town Meeting. As early as 1647 the General Court of Massachusetts passed a law making education compulsory. It ordered that in any

2. Ibid, Vol. III, p. 188
township of fifty families or more a "meet man should be obtained to teach a Grammar School."\(^1\)

Although Charlestown was one of the earliest to vote school support in its town meeting, it does not appear that any great care was exercised over its dependents across the river, beyond the ordering of roads and fences and common lands. The religious needs were supplied by the Malden church but no provision appears to have been made for the education of their children. If any were made, it must have been slight indeed to have left no indication of its existence. In 1718, in the records of Charlestown, one finds the following:

"The sum of three pounds was voted for a school on Mystic side, and eight pounds for one in the precinct (Stoneham) near Reading."\(^2\)

At length, in 1721, it is recorded that "\(^M^\) John Tufts made Request of \(^L^4\) Raised for \(^y^\) School mistick side, Left to consid\(^r^\);" and, after consideration, perhaps, "John Tufts, Samuel Sweetser & Stower Sprague for Mistick Side"\(^3\) were appointed to agree with a schoolmaster.

2. Frothingham, History of Charlestown, p.249  
CHAPTER III

THE GENERAL COURT AND FREE PUBLIC EDUCATION

Massachusetts Law of 1642

The first imposition of authority upon the selectmen, by the General Court, in matters educational, was in the law of June 14, 1642. This law was more of an investigative nature than a compulsory one. As noted in its entirety, Chapter V of this study, it directed the officials of each town to ascertain, from time to time, if parents and masters were attending to their educational duties; if all children were being trained "in learning and labor and other employments profitable to the Commonwealth;"\(^1\) and if the children were being taught "to read and understand the principles of religion and the capital laws of the country."\(^2\) Officers were empowered to impose fines on those who failed to give proper instruction.

For the first time in the English-speaking world, a legislative body representing the State ordered that all children should be taught to read.

Massachusetts Law Of 1647

A prerequisite in the study of the rise and development of school supervision in any town or city of Massachusetts

1. Cubberley, Ellwood P. Public Education In The United States, Chapter I, p.17
2. Ibid, Chapter I, p.17
is an understanding of the act of the General Court, known as the Law of 1647. It was the first real general law passed making schooling compulsory and is worthy of being quoted in its entirety. The preamble of the Law of 1647 is most interesting, inasmuch as it shows that in the minds of the founding fathers there was a close relationship between education and Godliness.

"It being one of the chiefe project of yt ould deluder Sathan, to keepe men from the knowledge of ye Scriptures, as in former times by keeping ym in an unknowne tounge, so in these lattr times by perswading from ye use of tongues yt so at least ye true sence and meaning of ye originiall might be clouded by false glosses of saint seeming deceivers, yt learning may not be buried in ye grave of or fathrs in ye church and commonwealth the Lord assisting or endeavors.

"It is therefore ordred, yt evry township in this iurisdiction, after ye Lord hath increased ym to ye number fifty househoolders shall then forthwth appoint one within their towe to teach all such children as shall resort to him to write & reade, whose wages shall be paid either by ye parents or mastrs of such children, or by ye inhabitants in genrall, by way of supply, as ye maior pt of those yt ordr ye prudentials of ye towne shall appoint; provided, those yt send their children be not oppressed by paying much more yn they can have ym taught for in other townes; and it is furthr ordered, yt where any towne shall increase to ye numbr of one hundred families or householders they shall set up a gramer schoole ye master thereof being able to instruct youth so farr as they may be fited for ye university; provided, yt if any towne neglect ye performance hereof above one years, yt every such towne shall pay 5L to ye next schoole till they shall performe this order."\[1

This law embodies the germ that became the nucleus of the free public school system in America, a system of education indigenous to the New World. George H. Martin, in his volume entitled "The Evolution of the Massachusetts Public School System", made a critical study of this law. The following are a few points in his evaluation:

1. "The universal education of youth is essential to the well-being of the state.

2. "The obligation to furnish this education rests primarily upon the parent.

3. "The state has a right to enforce this obligation.

4. "The state may fix a standard which shall determine the kind of education, and the minimum amount.

5. "Public money raised by general tax may be used to provide such education as the state requires. The tax may be general though school attendance is not.

6. "Education higher than the rudiments may be supplied by the state. Opportunity must be provided at public expense for youths who wish to be fitted for the university.... The child is to be educated not to advance his personal interests, but because the state will suffer if he is not educated."

Other Early School Laws

It is also necessary, in a study of this kind, to examine the contents and intents of some of the other less famous early school laws passed by the General Court during the infancy of the State of Massachusetts, because they formed the foundation upon which the towns and cities built up their

respective school systems. Some localities were more loath than others to develop free schools for "all the children of all the people".

The youth of such communities as Malden would have suffered, had it not been for the insistence of our early compulsory education laws. This town from the first was slow in providing the rudiments of education. The laws did not require compulsory school attendance, but it did require that there be facilities for teaching reading, writing and arithmetic.

Because early school laws have been thoroughly covered in other studies, this chapter will relate the laws which have directly influenced school legislation in this town, and in other embryo towns in Massachusetts.

As late as 1671 and 1683 laws were passed placing the responsibility for the setting up of schools and the appointment of masters upon the town as a whole.

By the Law of 1692-3 the right to make provision for school masters was delegated to the selectmen. Some early town records show that they were already doing this at the direction of the town folk, as they expressed their will at town meetings. A simple entry in the town records of April 1, 1691 reads, "Ezekiel Jenkins continuing to be the Townes Scoule Master,"¹ proves that a school existed.

¹ Corey, Deloraine P. The History Of Malden, p.602
Now their action was made legal. Section 5 of the Law of 1692-3 reads;

"Every town within this province, having the number of fifty householders or upwards, shall be constantly provided of a schoolmaster to teach children and youth to read and write. And where any town or towns have the number of one hundred families, there shall also be a grammar school set up in every such town, and some discreet person of good conversation, well instructed in the tongues, procured to keep such school. Every such schoolmaster to be suitably encouraged and paid by the inhabitants. And the select-men and the inhabitants of such towns, respectively, shall take effectual care and make due provision for the settlement and maintenance of such schoolmaster and masters." \(^1\)

The Church And Education

The ministers of Massachusetts played an important part in public education in colonial days. In the seventeenth century "the ministry was the only learned or professional class then in New England." \(^2\) The ideal of education was an ideal of public service and "the form of public service which was uppermost in the minds of their founders was the Christian ministry." \(^3\) Consequently, because the ministers were the only ones fitted as a group to judge of the learning of teachers, they were made the certificating power.

George H. Martin in his discussion "Schools Before the Revolution" lays great stress upon the activity of the min-

\(^1\) Massachusetts, Provincial Acts and Resolves, Vol. I, p. 63
\(^2\) Osgood, Herbert L. American Colonies In The Seventeenth Century, Chapt. I, p. 208
\(^3\) Brown, Elmer E. Making Of Our Middle Schools, p. 59
istry and says,

"Schools were under the constant and vigilant supervision of the ministers. He (the minister) visited the schools regularly, frequently questioned the children on the sermon of the preceding Sunday, and periodically examined them in the Catechism and in their knowledge of the Bible."¹

The law of 1701/2 conferred on them the duty of certifying grammar-school masters. The text of the law read as follows: "Every grammar-school master to be approved by the minister of the town, and the ministers of the two next adjacent towns or by any two of them, by certificate under their hands."² In "The Rise of Local School Supervision in Massachusetts", according to Dr. Suzzallo;

"The law of June 25, 1701/2, on the certification of the grammar-school master, is the first legal recognition of one of the special powers which evolved from the early town vote of electing the teacher. It is the first definite placing of a particular educational power in the hands of a special set of officials. It is the first certain and definite subtraction of power from the town as a whole."³

This power the clergy retained in varying degrees until the law of 1826 made school committees compulsory.⁴

The law of 1711-2 gave to the selectmen the same power in regard to certifying elementary school teachers, and at the same time confirmed earlier legislation, spoken of above in regard to the certification of grammar masters.

1. Martin, George H. Evolution Of The Massachusetts School System, p.70
3. Suzzalo, Henry, The Rise Of Local School Supervision In Massachusetts, p.18
4. Massachusetts Acts And Resolves, 1826, pp.299-303
"That no person or persons shall or may presume to set up or keep a school for the teaching and instructing of children or youth in reading, writing, or any other science, but such as are of sober and good conversation, and have the allowance and approbation of the selectmen of the town in which such school is to be kept. Grammar-school masters to have approbation as the law in such cases already provides."1

The brief records of the Town of Malden from 1649 to 1790 indicate the early period of Malden as chiefly an accounting of churches and ministers and, like other New England towns, the church held the dominating place in thought and life of the people.

Duties Delegated To Various Agencies

In the year of 1826 the General Court passed a very important act, the gist of which was that each town should appoint a School Committee of at least five persons who should have "the general charge and superintendence of all the public schools."2

The following year a similar act of great length was put on the statute books. This law of 1827 ratified duties which the town had delegated to various agencies as duties of the school committee.

"The more definite and important of these powers.... were (1) the appointment of teachers, (2) the classification of teachers, (3) the visitation and inspection of class-room work, (4) the direction and supervision of the teachers' work, (5) the adoption of textbooks, and (6) the classification of pupils."3

1. Massachusetts Acts And Resolves, 1826, pp. 681,682
2. Ibid, 1826, pp.299-303
In addition to outlining the duties of the school committee this law provided for a prudential committee for school districts, in a section which reads as follows:

"That each town in this Commonwealth, which may be divided into school districts, at their annual meeting aforesaid, choose a committee for each school district in said town, consisting of one person, who shall be a resident of the district for which he shall be chosen and be called the prudential committee thereof, whose duty it shall be to keep the school house in good order at the expense of such district; and in case there be no school house, to provide a suitable place for the school of the district, at the expense thereof; ... to select and contract with a school teacher for his own district, and to give such information and assistance to the said school committee, as may be necessary to aid them in the discharge of the duties required of them by this act."

This law of 1827 had many permanent features, and some that were not to last indefinitely. The school committee idea has come down to the present day and forms the background of our supervisory system in the public schools. The prudential committee was discarded when the district idea was given up, after proving unsatisfactory.
CHAPTER IV

SUPERVISION OF EDUCATION UNDER THE TOWN MEETING

Town's Political Control

In early colonial days the town meetings was one of the agencies of political control that took charge of all that pertained to public education; therefore, one must read the town records for information concerning the earliest attempts at school management. Through the town meeting the people provided for what free education they considered necessary, under the law. Various towns, left to act out of their own initiative, present a varying practice. This variation existed, not only as to the extent of the school control exercised, but likewise as to the particular method by which the town came to establish and regulate its schools. The early records of the town of Malden make scant mention of schools; what available records indicate clearly is that education was not the foremost matter of concern: - "maintain church privileges and foster the school, that through ignorance the cause of religion might not decline".¹

It may be supposed that a school of some kind, humble though it may have been, was established here at an early day; but no knowledge of such a foundation has been mentioned of a date earlier than December 19, 1671 when,

¹. Corey, Deloraine P. The History Of Malden, p.187
"Mauldon Being presented by the Grand Jury for not having a schoolem'. Capt. Wayte appeared in Court and declared they were now Supplyed according to law, and is discharged the present paying fees of Court."

No other reference to educational matters is found prior to April 1, 1691, when this simple entry in the Town Records proves that the school had not ceased to exist - "Ezekiel Jenkins continuing to be the Townes Scoule Master."2

In 1692/3 a change of rule is indicated by an entry as concise as the first - "John Sprague junr Schoolmaster."3 As he was chosen to be the town clerk at the same meeting, he became responsible for the orthography of the records. At a meeting held a few months later, the choice was confirmed by the following vote:

(August 24, 1699)
"John Sprague chose scoolmaistar for this present yeer; or for one yeer. jt js left to ye select-men to agree with him what he shall haue for his jncurigment to keep scool for one yeer."4

The "jncurigment" which he received and the length of his service at this time may be matters for conjecture; but it is certain that the town soon became lax in the performance of its duties and allowed the school to cease for a while.

2. Corey, Deloraine P. The History Of Malden, p.602
3. Ibid, p.602
4. Ibid, p.602
Compulsory Education Laws

At this time it was the town that bargained with the schoolmasters. The people of Malden were not mindful of the blessings of the common school; and they shirked their duty as often and as long as the troublesome and sometimes inquisitorial Court of General Sessions allowed. Finally, at a Court of General Sessions of the Peace, held at Charlestown, Malden Selectmen were firmly reminded of the law and the penalty of its evasion. Thus, the town at its annual meeting passed a vote, the record of which is the most definite of any which had yet been made in relation to education.

(March 4, 1701/2)
"John Sprague Is chose school-marstar for ye yeer insuing To learn Children & youth to Reed and wright and to Refmetick acording to his best Skill. And he js to have ten pounds paid him by ye town for his pains. The scool js to be free for all ye Inhabitants of this town: and to be kept at foure severall places at foure severall times one quarter of a year in a place: In such places whar those five men shall apoint, namly: Leut Henery Green, Leut John Line, Lemuell Jenkins, Tho Okes And Nathaniell Upham: who are chose by ye town for yt purpose."^1

The school was kept in such convenient houses as could be procured in the several neighborhoods; first, on Cross Street, then, on Salem Road near the present Sprague Street, but at the next annual meeting a location central to the whole town was chosen, and it was "voted that ye scool shall be kept in ye watch-hous for this yeere".^2

1. Corey, Deloraine P. The History Of Malden, p.603
2. Ibid, p.603
Tasks Delegated To Selectmen

In the early seventeenth century the task of caring for public education was not a heavy one. The choice of one "able to instruct youth" and the payment of his service were the two essential duties of the community and the freemen of the town attended to both of these matters.

As the duties increased with the years, the town fathers' delegated to the selectmen or to a special committee the management of some of the school business. November 20, 1710, with the fear of the court upon them, the freemen met and chose five selectmen and a committee of two freemen to provide a schoolmaster according to court order; and at the same time that the sum of money which the committee should agree to give the schoolmaster for his services should be paid by the town. The following item appears in the records for that year: "by A vote Samuell Wilson Js chose Schoolmaster for This town jf ye Town and he can Agree upon Terms:"

and the selectmen were directed to treat with him and "bring Report Thereof To ye Town meeting aftar lecture on wensday next." The selectmen failed to make an agreement; and at a meeting held two weeks later, "moses hill js chose Scoolmastar for ye yer jnsuing and he excepts and will sarue for y® benefit of ye scoolars." Moses Hill found the effort to obtain a

1. Corey, Deloraine P. The History Of Malden, p.605
2. Ibid, p.605
3. Ibid, p.605
livelhood from the benefit of the scholars an irksome one, and he soon relinquished it.

In less than a month, December 1710, the town was again presented by the grand jury. The Town of Malden had learned a lesson of the Court and thereafter a stated provision by Town rates was made for the school and nothing more is heard of the "benifet of ye scoolars". At another meeting held by the Town the following votes were passed; "scool shall be Remaued jnto 3 parts of ye Town - The first half yeer jn ye center - and one quarter jn ye southwardly end And one quarter jn ye northardly end of ye Town."

It is of interest to note, at this time, that although selectmen were delegated tasks for the details of school management, the Town meetings exercised direct control over school affairs. To confirm this, Samual Wigglesworth, a graduate of Harvard College in 1707 and the first public school teacher in Malden who possessed a liberal education, began his term when it was "voted y^t ye Schoole shall be kept ye first four months jn mr. parsons hous And then ye north end of The Town ye other Two months". Like his father the new teacher also became "Mauldens Physician", after pursuing his studies two years longer at Harvard.

1. Corey, Deloraine P. The History Of Malden, p.607
2. Ibid, p.609
From the records that have come down one cannot suppose that the scholastic labors of Malden were exhaustive of time or strength. The curriculum of the school was limited to a knowledge of letters, reading in a monotonous tone, simple ciphering, and the art of making possible "pothooks" with impracticable quills.

The Town furnished only such free education as it was obliged to furnish by the laws of the General Court. As was customary at that period, this education was managed by the Town through the Town Meeting. Committees appointed by the Town to assist in educational matters were directly under the Town's control and supervision.

Notwithstanding the vote passed in 1710, the school taught by Mr. Wigglesworth appears to have been kept but six months of the year. This satisfied the requirements of the Court but did not answer those of the law. At the close of 1711 Mr. Wigglesworth was engaged for a second term of six months; and it was

Voted:
"Ther shall be sixteen pounds money Rais[d] for To pay ye schoolmaster namly Mr Wigglesworth, and That ye school shall be kept 4 months in ye body of ye Town And Two months at ye northwardly end of sd town."[1]

During this time the townsfolk of Malden began to consider the matter of building a school house, which important

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1. Corey, Deloraine P. The History Of Malden, p.610
as it was, was apparently the occasion of as great a local excitement as the hotly contested questions relating to the location and construction of school buildings in recent years.
CHAPTER V

SELECTMEN AND EARLY SUPERVISION OF EDUCATION

Body Of Liberties

In tracing the origin of selectmen, one must go back to the famous Body of Liberties of 1641. Liberty 74, as well as some of the other Liberties, contains the idea that the towns may appoint persons to assist in carrying out the business of the town for as long or short a time as is desired. Francis Bowen translated the above mentioned liberty as follows:

"The freemen of every Towne or Township shall have full power to choose yearly or for lesse time, out of themselves, a convenient number of fitt men to order the planting or prudential occasions of that Town, according to instructions given to them in writeing: Provided nothing be done by them contrary to the publique laws and orders of the Countrie: provided also, the number of such select persons be not above nine."¹

Although herein is the record of the origin of Town Officers, later called "Select Persons" or Selectmen, nothing revolutionary resulted from this law, which was permissive in nature.

The first entry in the Town Records of Malden, November 2, 1678, is that of a regular meeting of election wherein is found five townsmen, or chosen men, who came to

¹. Bowen, F. Documents of the Constitution of England and America, p.68
twist in some way, communicated in electric and mental man-
ner of course, and the natural play of both passions and
spirits. Very few夺得 have reached or passed through
the moral atmosphere, and still fewer have been
able to escape its influence. He who stands on the
edge of such a cliff, as it were, is sure to feel the
weight of its pull and its attraction. 

The same might be said of the social and
natural atmosphere. It is not, however, merely
the atmosphere of society, but the atmosphere
of the mind itself, which is so much more
powerful in its influence. The mind is the
channel through which all the influences of the
world pass, and the mind is the creature which
receives and administers the forces of nature.

The same might be said of the moral
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world pass, and the mind is the creature which
receives and administers the forces of nature.

The same might be said of the moral
atmosphere. It is not merely the atmosphere
of society, but the atmosphere
be called selectmen:

"At a generall meeting of ye all ye Inhabitants: voted John Wyte, Lt John Sprague, Corp'll John Green, Co't will. Green and Ensigne Thomas Lynds, selectmen."1

Mixed with other town business was the care which maintained church privileges and fostered the school, that through ignorance the cause of religion might not decline.

Selectmen Assume Duties

Since school affairs were among the prudential affairs of the town, and as the business of the town in general came more and more to be delegated to the selectmen, school matters likewise tended to become the business of the selectmen.

The law of June 14, 1642, imposed upon the selectmen by the General Court, gave these men their first real authority in educational affairs.

"This Co't, taking into consideration the great neglect of many parents & masters in training upon their children in learning, & labr, and other im- plyments which may be profitable to the common wealth, do hereupon order and decree, that in every towne ye chosen men appointed for managing the prudential affaires of the same shall henceforth stand charged with the care of the redresse of this evill,... to take account from time to time.... concerning their calling and implyment of their children, especially of their ability to read & understand the principles of religion & the capitall lawes of this country...."2


2. Records Of Massachusetts, Vol. II, p.6,7
Education became one of the chief responsibilities of this town, as time went on, and the power of the selectmen increased.

Between the years 1647 and 1789 the General Court passed four measures which tended to give to the selectmen an increased power in school affairs. Two of these acts had to do with the matter of certification of teachers; one tacitly assumed the responsibility for the keeping of required schools; and the other confirmed the power of the selectmen to assess property for schools.

More direct duties that frequently devolved upon them were as follows: selecting the teacher, arranging for the salary of the teacher, planning concerning location of school houses, the obtaining of suitable school houses, and handling the transfer of school property.

Of the four laws mentioned, as one may see, the act of 1711/2 is really the first to confer power upon the selectmen as independent of the towns in any definite educational function. It gave them the right to certificate elementary public school teachers.¹

The old Colonial Law of 1670, which was several times reaffirmed, required the selectmen to see;

"that all children & youth, vnder family government,

be taught to reade perfectly the English tongue, haue knowledge in the capitall lawes, & be taught some othodoxe chattechisme, & that they be brought vp to some honest imployment, profitable to themselues & the Commonwealth."

After examining early town records, there is reason to believe that these officials of the Town of Malden did meet at various times to vote upon schoolmasters and fees to be paid for their labors.

The selectmen met, May 11, 1708, at the house of Lieutenant Henry Green when they "agreed with nathanell wayt to Be the Towns Scolmaster for This year insuing and for his laber to haue one pound, fifteen shillings, and tenpence mony and the Benifet of the Scolers." The benefit of the scholars may have proved of more value than was anticipated; for a teacher was found the next year who required less money from the town than was received by his predecessor.

Numerous records, December 13, 1715-March 8, 1719/20, show the town lying under a presentment of the grand jury "for want of or their being without a writing school"; the selectmen soon after appeared before the Court and answered that "they were provided of a writing School-master and Exhibited a manuscript of his under his hand vizt Jno Biship." That the master was sent to the scholars and not they to

2. Corey, Deloraine P. The History Of Malden, p.617
3. Ibid, p.617
him appears towards the close of Mr. Bishop's term when, it was "vot: yt The Schoolmaster shall be Removed To ye north-ardly end of This Town To Keep ye School ye Remaining part of ye Time agreed on for him to be among us." ¹

Beyond an occasional vote giving the selectmen authority to provide a master, little or nothing appears upon the town records concerning schools for several years.

At this time, however, there seems to have been in existence, in an imperfect state, the germ of the later school district system.

When the selectmen became overburdened with duties because of the growth of the towns, special committees to handle school affairs became necessary. In 1826 the Commonwealth passed a law which legalized this type of committee, and the following year, by the law of 1827, reaffirmed the law of 1826, and in addition required prudential committees for the management of each school district. ²

The power of the selectmen in school matters ended with the passage of these two acts, and a new era in the history of free public education dawned with the coming of the School Committee.

¹. Corey, Deloraine P. The History Of Malden, p.617
². Laws of 1827, Sect. 15, p.568
The current trend is towards a more integrated and globalized world. This is evident in the rapid growth of multinational corporations and the increasing frequency of international trade agreements. It is also reflected in the rise of global awareness and concern over environmental issues.

In recent years, there has been a significant shift towards a more participatory and inclusive approach to governance. This is particularly evident in the growing support for democratic and participatory forms of government, such as direct democracy and community participation.

The global economy is becoming increasingly interconnected, with trade and investment flows crossing national boundaries with unprecedented ease. This has led to a greater need for international cooperation and coordination to address global challenges, such as climate change and financial instability.

The current political climate is marked by a decline in the role of traditional institutions, such as the United Nations and the World Bank, and a rise in the influence of non-state actors, such as NGOs and transnational corporations. This has led to a greater need for new forms of governance and cooperation, as well as a renewed emphasis on the importance of civil society and democratic participation.

In conclusion, the current trend is towards a more interconnected, participatory, and inclusive world, with significant challenges and opportunities for global cooperation and governance.
SUMMARY

Any study concerned with the development and supervision of free public schools in Massachusetts during the seventeenth and eighteenth centuries must be made against a background formed by four agencies — namely: the Church, the Town, the General Court, and the Selectmen.

Free public education in Malden was advanced by the General Court working through the Town, which in turn directed the Selectmen.

Had there not been State laws with penalties attached for the neglect of the same, free schooling in Malden might have been retarded many years. Coerced by the laws of the General Court they furnished the least amount of free education that was legal, for a long period.

Shortly after the beginning of the nineteenth century some of the citizens of Malden became aware of the value of publicly financed education and insisted that the Town take steps to furnish adequate schooling for all who cared to avail themselves of it. This brought about the election of the first regular School Committee.
CHAPTER VI

MALDEN TOWN SCHOOLS DURING COLONIAL PERIOD TO 1776

First Free Schools

The first free school in the Town of Malden seems to have been established in accordance with the will of William Godden, who died in 1665, leaving a portion of his estate in trust for the schooling of poor children in the Town. How large a school the funds supported and for how long a time are unknown.

The first schoolhouse in Malden, built in 1712, would have made a sorry figure by the side of those of the present day. It was neither imposing nor elegant. Hardly could it have been convenient, except that to the simple farmers of that day anything was of convenience that afforded a shelter from the heats of summer and the storms of winter. It stood on the Southwest corner of what are now Main and Pleasant Street, "built 20 foots in length 16 foots wide 6 foot stud between joints."1 A chimney, "nere seven foots between ye gams,"2 decreased the capacity of the room; and when its spacious "harth" was blazing with its pile of green logs the physical discomfort of the child who was on the nearest


2. Ibid, Chapt. XVIII, p.614
bench could only have been equalled by that of the unfortunate shiverer who sat by the door. Of course, it was of one story and its walls were filled with brick "to ye plaets,"¹ in that good cold-defying fashion. It had "two windores one on ye South and ye other on ye Est,"² and one "dower of plain Boords"³ which opened on Pleasant Street. Its furniture was scant and of the roughest kind. It was used for a schoolhouse while the school was in session, as a "wach hous"⁴ at other times. Its career was very brief, for in 1730, eighteen years after its erection, the building was given or sold to the bell man and grave digger.

Both before the erection of the first schoolhouse and after its destruction, the school was held in private houses, or in the watch house; and to accommodate the people of so widely scattered a community, it was held in different parts of the town at different seasons. In 1744, it was voted "that the school be kept one-quarter of the time near the house of Abraham Skinner, one-quarter of the time yearly near the house of Thomas Burditt Jn⁷, and another quarter part of the time yearly near the house of John Collman or the house of the widow Mercy Pratt provided that particular

¹. Corey, Deloraine P. The History Of Malden, Chapt. XVIII, p.614
². Ibid, Chapt. XVIII, p.615
³. Ibid, Chapt. XVIII, p.615
⁴. Ibid, Chapt. XVIII, p.624
persons will be at the Charge of erecting a School house at each of those places."¹

The vote being carried out, the school was kept first on Cross Street, then on the Salem Road near the present Sprague Street, and third within the limits of the present town of Melrose.

A change was made in 1752 in the vote relating to the place of keeping the school in the centre, and it was voted:

May 13, 1752
"That the town due reconsider the votes refering to the Keeping the School in the two middlesmost places in this town.

Vot:
"That the School shall be Kept one half the time between John Willsons and the north meeting house provided that particular persons erect a School house for that purpose."²

In October, 1780, the town voted to raise three thousand pounds "for a school"; but no evidence is recorded to show that it was expended and it may be supposed that a school existed rather in name than in reality for two or three years.

In 1783 the Town of Malden began to consider the question of better accommodations for the scholars, and after long discussions and many delays, the work was begun out of which has grown the present school system. The school dis-

¹. Corey, Deloraine P. *The History Of Malden*, Chapt.XVIII p.624
². *Ibid*, Chapt. XVIII, p.626
A detailed explanation of the methods and results is provided in the following sections. The data collected in this study have been analyzed using various statistical techniques. The results show a significant correlation between the variables under investigation. Further analysis is required to understand the underlying mechanisms.

In conclusion, the findings of this research contribute to the existing body of knowledge in the field. The implications of these findings are discussed in the final section of the report.

References:

Appendix:
A detailed step-by-step guide to data collection and analysis is provided in the appendix.
tricts were adopted in 1799.

In 1844 the Town Records show that well-organized schools existed in the north district, the centre district, the west district and the south district.

Early School Masters

The first man named in the records as schoolmaster is Ezekiel Jenkins, followed in succession by John Sprague, Jr., John Moulton, Nathaniel Wayte, Jacob Wilson, Samuel Wilson, Moses Hill and Thomas Pols. These people were elected, some for several terms, some for several years in succession; and several of them were so successful as to receive a re-election after several years' intermission from pedagogical labors. Master Jenkins seems to have been the most popular of these teachers, for he received "thirty shillings money and ye benefit of ye schollars,"¹ which he enjoyed until his death, in 1705.

John Moulton's recommendation as a teacher may have been the acquirements which a mariner had gained in trade and navigation, or the availability of an old man with little or nothing to do. His rule was of short duration.

Nathan Wayte, successor to Ezekiel Jenkins, was a weaver as well as a schoolmaster.

The first public school teacher in Malden possessing a

¹. Corey, Deloraine P. *The History Of Malden*, Chapt.XVIII p.603
liberal education was Samuel Wigglesworth, son of the famous Reverend Michael Wigglesworth. He was graduated at Harvard in 1707, and remained at Cambridge, pursuing his studies, two years longer; after which, following the example of his father, he studied medicine and entered upon the practice of his intended profession in Ipswich, where messengers from Malden found him. Like his father, the new teacher became Malden's physician, and remained in the practice of medicine and pedagogy until the summer of 1712, when his departure left the town without a teacher.

Sometime later Daniel Putnam of Danvers, also a graduate of Harvard College, 1716, was employed as school master for six months. The Town voted in November 1716: "that there shall be twenty pounds money Rased to pay ye present school master Mr. Daniel Putnam for his keeping school six months according to ye agreement of ye selectmen with him in this present year;"¹ and in December Mr. Putnam was chosen "to be their school master for three mounths Lounger."² The new teacher added the study of theology to the duties of a schoolmaster.

A new departure was taken in school matters in 1751, when the selectmen agreed with Nathaniel Jenkins, Jr., to

¹. Corey, Deloraine P. The History Of Malden, Chapt.XVIII p.617
². Ibid, Chapt. XVIII, p.618
teach school one half the year for sixteen pounds lawful
money. He was a man who deserves more than passing notice.
He began life as a shoemaker, but his health was poor, and
the selectmen prevailed upon him to leave the lapstone and
the awl and enter upon a course of study with a parish min-
ister. Graduating from the parsonage, he took up the rod,
which he wielded with a zeal not always tempered by discre-
tion.

One may conclude that Nathaniel Jenkins was a most
worthy teacher in his day and generation; but his worth seems
to have been gauged by his piety quite as much as by his
ability to teach, and, measured by the standards of a later
day, it might have appeared almost barbarous and altogether
inadequate.

Aaron Dexter, who had just been graduated at Harvard
College, took up the work after Master Jenkins's death and
taught two months in the summer and fall of 1776, later
leaving Malden to further his studies and becoming Professor
at Harvard College in 1783.

Traditions and the absence of any information in the
Town Records of Malden lead one to believe that little was
done towards the maintenance of a free school during the
gloomy period which followed the departure of Mr. Dexter
from Malden.
In the spring of 1779, Town Records read, "John Downe received twenty-eight pounds, sixteen shillings, and ten-pence halfpenny, for Keeping the School in said Town"¹ five weeks, and he disappeared.

A month later, Dr. John Sprague, who was just beginning his career as a physician, was installed in the school house near the north meeting house, and received the apparently large sum of sixty-eight pounds and fifteen shillings for the labors of one month and fifteen days. For a like term in the following winter he received the yet more liberal sum of one hundred and fifty pounds, after which he retired from the teacher's desk and returned to the naval service. Dr. Sprague seemed to have been a fervent believer in the efficiency of "the oil of birch" as a stimulant for sluggish brains.

**Basic School Work During Colonial Period**

Reading and writing alone were essentials in the schools during the Colonial Period; but arithmetic was taught to the boys in most of them. In 1789 spelling and grammar was made compulsory; geography was not required until 1827. The New England Primer, which included the Westminster Shorter Catechism, the Psalter, and the Bible were the text books used at this time.

¹ Corey, Deloraine P. *The History Of Malden*, Chapt.XVIII p.629
As for most girls, reading and writing limited their education. In the larger towns they attended dame schools in the milder seasons of the year; but in the small community of Malden the girls took their chances with the boys in attending the traveling school, when it came into their neighborhood in its periodical round from place to place. There is no early record of a dame school in Malden except that kept for a brief time by Mrs. Rebecca Parker Brintnall wherein the records read:

"Rebecca Parker married, in 1780, Deacon Benjamin Brintnall of Chelsea, who died here in 1786. After this she lived in the old house, in the lane now covered by Essex Street, which had belonged to her first husband, Jacob Parker, and in which she held a widow's right. Here she kept a school which apparently had some of the elements of a town school; and she may be considered as the first schoolmistress in Malden."

The only book the girls had in Widow Parker Brintnall's dame school was a Psalter. It was a very elementary school, kept in the kitchen. After the scholars had read and spelled a little, they were usually put to shelling beans or some other useful and improving occupation. Occasionally a little writing and counting was also taught, but not often.

It was several years after the adoption of the school district system before a woman was found to teach in a public school in Malden.

SUMMARY

Crude and inadequate, to the more modern understanding, were the schools of the Colonial Period; but they were full of promise and bore the germs of a larger growth. From time to time some committee was chosen to locate a school or bargain with a teacher; or the selectmen were ordered by a town meeting to attend some educational matter.

The first school committee was chosen in 1789, in obedience to a statute passed in that year. By the same law school districts were authorized; but the system was not adopted here until ten years later.

It is of interest to note here that the displacement of the Bible and the Psalter by the spelling book and reader and the decline of religious education in the schools were coincident with the rapid growth of the many isms which followed the Revolutionary Period and were in some measure its result.

Economy was a necessity during the early years of the Town of Malden; the strictest honesty was insisted on. Every law or proposition which affected public interest received the closest scrutiny. Under such a system public education developed. The leaders had high and noble ideals towards which they sought to move. Their task was a hard one, but they nerved themselves to duty by the thought that they were working in harmony with a divine, far-reaching plan.
CHAPTER VII

THE GROWTH OF THE SCHOOL COMMITTEE IN EDUCATION

Laws Originating School Committees

The first School Committee was chosen in the Town of Malden in 1789, in obedience to a statue passed during that year. Thus, Malden had a school committee long before the passage of the laws of 1826 and 1827, which are important because they made school committees compulsory for towns and districts and defined some of their duties.

The most important part of the law of 1826 reads as follows:

"That each town in this Commonwealth, shall, at the annual March or April meeting, choose a School Committee, consisting of not less than five persons, who shall have the general charge and superintendence of all the public schools in said town; and it shall be the duty of said committee to visit the schools in said town for the purpose of making a careful examination of the same, and to see that the scholars are properly supplied with books; also, to inquire into the regulation and discipline of such schools, and the proficiency of the scholars therein; and it shall also be the duty of said committee to visit each of the district schools in said town, for the purposes aforesaid. And it is hereby further made the duty of said committee, to require full and satisfactory evidence of the good character and qualifications of said instructors, conformably to the laws now in force relating to the subject; or to require them to furnish such other evidence of character and qualifications, as shall be equally satisfactory to said committee; and no instructor shall be entitled to receive any compensation for his service, who shall teach any of the schools aforesaid, without first obtaining from said committee a certificate of his fitness to instruct."¹

¹. Acts of 1826, Chapter CLXX, Sec. 1
The important feature of the Act of 1827 was the requirement of towns that they shall elect prudential committeemen from each district in the town who shall have the power to "provide schooling". The section of the Act which provided for a district prudential committee is as follows:

"Be it further enacted, That each town in this Commonwealth, which is or may be divided into school districts shall, in addition to the committee aforesaid, choose a committee for each school district in said town, consisting of one person, who shall be a resident in the district for which he shall be chosen, and be called the prudential committee thereof, whose duty it shall be to keep the school house of such district in good order, at the expense of such districts; to provide fuel, and all things necessary for the comfort of the scholars therein; to select and contract with a school teacher for his own district; and to give such information and assistance to the said school committee, as may be necessary to aid them in the discharge of the duties required of them by this act: Provided, that in any town in this Commonwealth, which shall so determine, the members of said prudential committee may be chosen in the several school districts to which they respectively belong, in such manner as said district may decide."

The management of school business by committees under the direction of the town had been developing during the entire life of the Massachusetts Bay Colony. Whenever the town officials had more work than they could attend to in a satisfactory manner they delegated some of the work to special committees, which served until the work was completed. Often the special committees were composed of some of the

1. Acts of 1827, Chapter CXLIII, Sec. 5
selectmen, as well as of other citizens.

One can see that the law of 1826 was definite in that it required each town to have an annual school committee who were to have general charge of the free public schools. The law of 1827 recognized prudential committees and at the same time it remedied some of the abuses which had resulted from such committees, by giving increased power to school committees.

The inequality that was allowed to develop in different sections of the town was one of the most unfavorable results of the district system with its prudential members. Often the districts that could raise more money had better schools than were possible in the poorer districts. This abuse was remedied as school committees increased in power.

One can also see from the wording of the portion of the law of 1827, quoted at the beginning of the Chapter, how the decrease in the power of prudential committees came about as a result of the wording of the law.

In order not to antagonize towns or prudential bodies too much, this law made it legal for a prudential member "to select and contract with a school teacher for his own district."¹

In this manner the school committee idea became an

¹ School Committee Report, 1789, p.122
integral part of the Malden school system. As the functions of school management and school supervision became more and more numerous and complex, the demand for special school authority increased.

**First School Committees Of Malden**

The School Committee is primarily a committee which has to do with the actual management of the details of the conduct of the school itself, not with the care of its support. In 1789 the first committee chosen in Malden was called the "Superintending School Committee". In compliance with the requirements, this committee submitted annual reports giving detailed information respecting the condition of the schools.

In making their report for the official year, March 4, 1844, the Superintending School Committee were highly gratified with the advancement of the common schools in the town. In part the records of the first report reads:

"Every parent should seek to make himself acquainted with the superior means placed on his hands and subject in a good degree to his control for the intellectual elevation of his children. He ought not to leave this, his own personal duty, for others to perform. A more liberal provision is needed for securing accomplished teachers for the youth. In view of the fact that extra funds need be raised by subscription, it is suggested that a sum, such as the wisdom of the town may deem expedient, in addition to the sum last year appropriated, be this year raised for the Common Schools.

Respectfully submitted,

1. School Committee Report, 1844, p.15
Section 3.4: Specific Comments

In consideration of the additional comments, it is important to address and incorporate the feedback provided. The following points shall be considered:

- Address the concerns raised regarding the methodology.
- Ensure clarity in the presentation of data.
- Enhance the discussion by incorporating relevant references.

The revised manuscript shall be submitted by the deadline of [insert date]. Please ensure that all comments are adequately addressed.

[Insert any additional comments or guidelines here]

[Signature]
[Date]
One important phase of the committee movement in this particular town was that there were temporary committees appointed for all sorts of school duties, dependent for their existence and their continuance upon the will of the town meeting, whose agents they were.

At an annual meeting of the town, held in March 1853, Messrs. F. G. Pratt, Jno. L. Sullivan, and R. Briggs, Jr., were chosen as the Superintending School Committee for the then coming year.

In May, in consideration of the increased duty devolving upon the committee, the town voted an addition to their number of four, viz:

"Messrs. George P. Cox, Chris Bruce, Benjamin Nichols and T. C. Edminister, who, previously to the town meeting in April, were the prudential committees of their several districts; whereupon the committee chosen in March resigned, whose places were supplied by the joint vote of the selectmen and the remaining school committee, in the election of Messrs. J. W. Richardson, Charles Merrill and O. S. Knapp."

They organized as the Board of School Committee, May 16, 1853, in the election of "I. W. Richardson, Chairman, O. S. Knapp, Secretary, and Messrs. George P. Cox, T. C. Edminister, Benjamin Nichols, and Christopher Bruce."

At this time there were in the Town of Malden eleven schools: five in the Centre, one at Edgeworth, two in the

1. School Committee Report, 1853, p.37
2. Ibid, 1853, p.38
East, one in the South, and two in the South-West districts; and one in the process of erection on Pleasant Street.

The whole number of pupils in the town on the first day of May 1853, between the ages of five and fifteen, was 726. The new committee's first object was to establish some system-place the schools upon such a basis that pupils would be known to make regular and systematic advances in learning.

The grammar and primary schools in some of the districts were in a crowded state. The amount of money appropriated by the town for the support of the public schools this year was $4,300.

For many years the Annual Reports of the Superintending School Committee recognized the importance and need for parents and teachers to labor together to cultivate the moral character and to elevate the standard of public schools.

**Functions And Duties Of The School Committee**

Some of the functions recognized as belonging to the School Committee were certification, inspection, prescribing textbooks, grading schools, and making an annual report to the Secretary of the Commonwealth. It will be interesting to see how Malden met her responsibilities in the light of these laws.

Even though the cause of public schools was put on a firmer basis than before, all was not clear sailing for the
advocates of the common schools. After long and careful consideration, changes were gradually made.

At a meeting held April 7, 1851, the subject of abolishing the School District System was first proposed by members of the School Committee. At the beginning of the school year 1866, however, the Board, not having been authorized to appoint a Superintendent, decided to divide the responsibility for the several districts, giving to sub-committees appointed by the whole Board, certain schools as their special charge. All matters of detail, the appointment of new teachers, as well as the authority to dismiss or retain those already appointed, had either been left entirely to the sub-committee, or had been assumed by the full Board. The first districts and appointments, five in number were:

<table>
<thead>
<tr>
<th>District</th>
<th>Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>George W. Copeland</td>
</tr>
<tr>
<td></td>
<td>G. D. Blanchard</td>
</tr>
<tr>
<td>Centre District</td>
<td>George W. Copeland</td>
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<td></td>
<td>George F. Cox</td>
</tr>
<tr>
<td>West District and Edgeworth</td>
<td>G. D. Blanchard</td>
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<td>John W. Chapman</td>
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<td>Albert F. Sargent</td>
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<tr>
<td>South West and South District</td>
<td>Albert F. Sargent</td>
</tr>
<tr>
<td></td>
<td>D. M. Bean</td>
</tr>
<tr>
<td>Maplewood Walnut Street and</td>
<td>W. H. Richardson</td>
</tr>
<tr>
<td>Main Street District</td>
<td>Freeman A. Smith</td>
</tr>
</tbody>
</table>
Eighteen years later, after the coming of a superintendent of schools in the Town of Malden, the District System was abolished in its entirety.

According to the Statutes of the Commonwealth:

"The School Committee shall annually make a report in detail of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the Committee deem necessary or proper to promote the interest thereof."

The rapid and unprecedented growth of the Town, later City, of Malden, demanded the erection of additional school houses and the enlargement of others.

In order to secure a more equal distribution of the pupils among the several schools, new lines of divisions between school districts were made by the School Committee.

According to the Report of the School Committee of the City of Malden, 1890, the actual mode of procedure for the erection and repairing of school buildings was most unsatisfactory.

"If a school house is to be built, the School Committee sends a request to the City Council. This request is read in both branches, and referred to the Committee on Public instructions. That Committee considers the matter, obtains plans, selects a site, and reports to the City Council. If the report is accepted, a special building committee is appointed, contracts are made and the work given out."

1. School Committee Report, 1890, p.35
2. Ibid, 1890, p.35
The School Committee was not consulted officially as to plans or location, and before the building was turned over to the school authorities the City Council selected a name for the edifice. This occasioned many delays which might have been avoided if the whole matter was placed in the hands of the School Committee.

As one may conclude, the law bearing on this matter proved so unsatisfactory and inconsistent that in 1892 the Committee took action securing legislation which placed the care; the control, and the furnishing of school buildings in its hands.

As early as 1864 petitions were presented to the Committee signed by all the teachers, asking for an increase in salary. The Committee were unanimous in the opinion that the prayer of the petitioners should be granted.

**Teacher Qualifications**

Increased compensation for teachers called attention to their qualifications. Each candidate was first required to exhibit sufficient testimonials as to his moral character, his opportunities of fitting himself for his work, and the amount of previous experience and success therein. "Refined manners, gentle disposition, sympathetic nature, character, and qualification of the teacher is paramount in importance to eligible accommodations."¹

¹. Town Report, 1868, p.9
In 1886 Legislature passed an act regarding Tenure of Office for teachers. Malden was the first town to accept the privilege of electing teachers under this act. In part it reads;

"The School Committee of any town or city to elect teachers to serve during the pleasure of the Committee, provided they have previously served the town or city not less than one year. Teachers who have served the City satisfactorily three years are placed on the permanent list and are thus spared the anxiety which under the former system they naturally felt as the time of the annual election approached."

With the purpose of conforming more nearly to the above mentioned act, the City of Malden adopted the foregoing rule:

"The School Committee shall select and contract with the teachers of the public schools, and shall require full and satisfactory evidence of the moral character of all teachers who may be employed; and shall ascertain by personal examination their qualification for teaching and their capacity for the government of schools."

Quite a distance had been travelled from the first years, when the town requested the Selectmen to furnish a school-master according to law and felt little responsibility for public education beyond fulfillment of the given commission.

**Book Agency**

In addition to their other labors the School Committee of Malden was constituted as a book-selling company. The following law was passed by the Legislature, March 10, 1859:

1. School Committee Report, 1893, p.17
2. Public Statutes, Chapter 44, Sec. 28
"The School Committee of each city or town shall procure, at the expense of said city or town, or otherwise, a sufficient supply of school books for the public school therein, and shall give notice of the place where such books may be obtained; and the books shall be supplied to the scholars at such price as merely to reimburse the city or town for the expense of same." ¹

The School Committee were strictly required to carry on this business so as to make no profit. There would have been no loss in the business were it not for the following law:

"In case any scholar shall not be furnished by his parent, master, or guardian with the requisite books, he shall be supplied therewith by the School Committee at the expense of the town." ²

At the commencement of the year 1873 the majority of the Committee favored dispensing with the Book Agency; and the plan of having books purchased directly by the Board was adopted. The books thus purchased were furnished by a Sub-Committee to the principals of the schools, who were held accountable for their sale or return.

Truancy Act

Another problem which troubled School Committee members that children too frequently were taken from school at too early an age and subsequently never received any opportunities for instructions. From the beginning the free public schools had much truancy and non-attendance. It chagrined the faith-

¹. School Committee Report, 1860, p.6
². Ibid, 1860, pp.6,7
ful teachers and school overseers to find Malden far down on the list published by the State Board of Education, showing how the different towns and cities compared as to attendance, in proportion to population.

In 1850 the State passed a Truancy Act with some "stringent provisions for the management of such children" in the towns and cities that should adopt the act. The chairman of the Malden Superintending School Committee recommended that the citizens of the town give their attention to the act. His efforts were not wasted for in 1863 a truant ordinance was passed and in the By-Laws of the Town of Malden the following is recorded concerning truancy:

1. "There shall be appointed at the annual meeting three Truant Officers, whose duty it shall be to see that the laws in relation to truancy are duly enforced, and make and prosecute to final judgment all complaints under the same, and they shall receive for their services such compensation as the Selectmen shall deem reasonable.

2. "Any child between ages of 7 and 15 years who, without reasonable cause, does not attend school at least twelve weeks in a year, may be deemed a truant.

3. "A child guilty of truancy shall be reported by the teacher to one of the School Committee."1

About fifteen years later Monson State Primary School was assigned as a place of confinement and instruction for

1. Town Of Malden By-Laws, Article VIII, pp. 7, 8
pupils convicted of truancy. The Committee believed that the rigorous measures provided for the punishment of truancy did much to prevent its appearance in large numbers and only by such severity was it ultimately repressed.

Non-Resident Pupils

School Committees of the early days also found themselves confronted with many problems for which they had no precedents. One such problem which confronted the local committee at about this period was what to do in regard to children from other places who for one reason or another wished to attend school in Malden. Certain regulations were established during the year 1876. At a meeting of the Committee, held August 24th, it was voted;

"That hereafter all non-resident pupils, attending the public schools of Malden, shall be charged $20.00 per annum for tuition at either Grammar or Primary schools; and payments shall be made in two equal instalments, half-yearly in advance."

As mentioned previously in this chapter, the School Committee of Malden considered visiting the schools their chief duty; they did this regularly and efficiently in February and June, and in order to make an accurate comparison, all the schools of a grade were examined by the same committee.

1. School Committee Report, 1876, p.22
Board Of School Committee Rules

As time went on the committee movement gained much sway; their work increased in amount and importance. In a 3 x 5 pamphlet one may read the first "Regulations of the Public School of Malden" adopted by the School Committee, September 1862. In it are also listed the "Rules to the Instructors".

In 1868 a much larger pamphlet was published containing the Rules of the School Committee and Regulations of the Public Schools of Malden. Some of these rules are worthy of consideration for the light they throw on the character of the functions and duties devolved upon the School Committee of this period.

Rules Of The Board Of School Committee

Section 1 - "The Board shall hold regular meetings on the second and fourth Saturday of each month at 7:30 P.M.

Section 2 - "The Chairman may, and at the written request of two members shall, call special meetings of the Board; but not on less than twenty-four hours notice.

Section 3 - "A majority of the Board shall be requisite to constitute a quorum for the transaction of business.

Section 4 - "There shall be appointed a committee which shall have exclusive supervision of all printing required by the schools; and no bills for printing, without the signature of the Chairman of this committee in approval, shall be audited or paid."
Section 5 - "The sub-committee shall have charge of the Grammar and Primary Schools of their respective districts, and may arrange the studies and classify the pupils, in such a manner as they may deem best.

Section 6 - "It shall be the duty of the Sub-Committee of each school to exercise a general supervision over the buildings, furniture and grounds, belonging to the schools of which they have special charge, and to make such repairs as may be needed; to attend to the warming and ventilation of the school houses; and to recommend any improvements in the school buildings and grounds that may be thought necessary.

Section 7 - "They shall also recommend the purchase of such apparatus for the use of the schools as may be found necessary, and the purchases or change of school furniture, as they may deem expedient.

Section 8 - "They shall make all necessary arrangements for the care of school buildings and premises, and exercise a general supervision of the various supplies of fuels, maps, crayons, etc. It shall be their duty to employ a janitor for the different school buildings and they alone shall have the power and authority to prescribe his duties and compensation.

Section 9 - "It shall be the duty of the several Sub-Committees, without giving previous notice to the teachers, to visit the schools at least once in four weeks, and to make report.

Section 10- "It shall be the duty of the Sub-Committees to attend the annual exhibition of the schools, and to present the diplomas to those pupils to whom they have been awarded.

Section 11- "They shall advise instructors in any emergency, and arbitrate in case of any difficulty between them, or between
instructors and parents.

Section 12- "The Chairman of each Sub-Committee is authorized to grant permits to pupils to attend school in another district, when there are valid reasons for the transfer.

Section 13- "Teachers shall be chosen annually, and those teachers will be considered candidates for re-election who do not signify a desire to the contrary. The several quarters for the payment of salary shall commence on the First Mondays of September, December, March and June. All teachers are required to procure and file certificates of their applications, agreeable to the Statute."

Committee Accommodations

As time went on and the work of the School Committee increased in amount and importance, they found the lack of headquarters a great drawback. Nearly every department of the City Council had quarters especially adapted for their work, but the School Committee "had not a place to call its own". One will note from the following report of a meeting held in 1890 that Committee meetings were held in several different places:

"If the Aldermen's room is not occupied, the School Committee may hold its meetings there; otherwise it must needs "lose itself" in the amplitude of the Council chamber; and if, the members of the Council are met to legislate, it must hold its sessions in a committee room; it may hold sub-committee meetings in the City Hall, if the rooms are not pre-empted by City Council committees."²

1. School Committee Rules, September 1868
2. School Committee Report, 1890, p.16
The text on the page is not clearly visible due to the quality of the image. It appears to be a page from a document, possibly a book or a research paper, but the content is not legible enough to transcribe accurately.
With this the Committee felt that they had no place where they could keep their records, the school reports, or other papers and educational documents.

In 1896 School Committee Headquarters were established in the High School and an appropriation of $500.00 was requested for the interior furnishings of same.

**School Appropriations - 1860 - 1881 Inclusive**

By the time the year of 1860 was reached the Town of Malden had grown used to the idea of appropriating a fair amount of money to carry on the schools. This expenditure for schools and school accommodations represented a large portion of the general tax.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860</td>
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<td>1871</td>
<td>$19,000</td>
</tr>
<tr>
<td>1861</td>
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</tr>
<tr>
<td>1862</td>
<td>9,500</td>
<td>1873</td>
<td>29,000</td>
</tr>
<tr>
<td>1863</td>
<td>9,500</td>
<td>1874</td>
<td>35,000</td>
</tr>
<tr>
<td>1864</td>
<td>9,500</td>
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</tr>
<tr>
<td>1869</td>
<td>22,000</td>
<td>1880</td>
<td>31,000</td>
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<tr>
<td>1870</td>
<td>25,000</td>
<td>1881</td>
<td>32,825</td>
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In 1882 Malden was incorporated a city. As the city grew expenditures increased. By the time the year 1882 was reached the amount appropriated for this purpose was four times that appropriated twenty years before. In 1917 the
appropriation for schools reached $230,027.00.

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
<tbody>
<tr>
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<td>$32,000</td>
<td>1900</td>
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<tr>
<td>1883</td>
<td>36,500</td>
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<td>1884</td>
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<td>53,635</td>
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<td>179,443</td>
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<td>1892</td>
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<td>1910</td>
<td>182,308</td>
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<tr>
<td>1893</td>
<td>72,125</td>
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</tr>
<tr>
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<td>82,800</td>
<td>1912</td>
<td>190,565</td>
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<td>1913</td>
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<td>1897</td>
<td>115,000</td>
<td>1915</td>
<td>213,800</td>
</tr>
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<td>123,000</td>
<td>1916</td>
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<tr>
<td>1899</td>
<td>130,000</td>
<td>1917</td>
<td>230,027</td>
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</table>

The above table shows conclusively that Malden was not remiss in her expenditure for educational purposes.

During the year that the Town was incorporated, 1882, the City Charter of Malden also enacted the establishment of School Committees as a Supervisory Body, Section 27, ruling as follows;

"The qualified voters of the City shall, on the first Tuesday of December next after the acceptance of this act, choose by ballot nine persons to be members of the school committee, three to be chosen for three years, three for two years, and three for one year from the Monday of January next ensuing, and thereafter three persons shall be chosen, at each annual meeting; for the term of three years from the first Monday of January next ensuing; and the persons so
chosen shall, with the Mayor, constitute the school committee, and have the care and superintendence of public schools. The Mayor shall be ex officio chairman of the Board. The said committee shall appoint, from their own number, or otherwise, a secretary, to be under the direction and control of said committee, and may appoint, but not from their own number, a superintendent of the schools, and the compensation of such secretary and superintendent shall be determined from year to year by the school committee, both of whom they may remove at their pleasure. All grants and appropriation of money for the support of schools, and the erection and repair of school-houses in said city, shall be made by the City Council in the same manner as grants and appropriations are made for other city purposes.\(^1\)

Five years later, 1887, an amendment was adopted to this Act omitting the words "with the Mayor"\(^2\), thus eliminating the Mayor as a member of the School Board.

\(1. \text{City Charter of Waltham, Sec. 27, 1882}\)
\(2. \text{Ibid, Sec. 24, 1887}\)
SUMMARY

With the coming of the School Committee as a supervisory body, Malden took a long step forward educationally. In this city the public spirited men of early history had the courage to demand that Malden meet its obligations to furnish free public schooling for all the children of the town.

The first public spirited citizens who served on school committees were the vanguard of the long line of cultured and intelligent men. Many were professional and business men who neglected their own work, that the schools might be supervised properly, according to their light.

The remarkable growth of Malden and the consequent large increase in the number of pupils attending the schools, greatly augmented the labor of properly and economically caring for its educational interests.

As the city grew and the work of supervision increased the committee men began to realize that a person especially trained for such work should take the helm. From time to time they asked the City Government to furnish a superintendent who could devote all of his time to the work of supervising and developing the schools.

They prepared the ground for the coming of the first superintendent, and when they were allowed by the City
Government, 1871, to select such an agent they chose wisely and continued to support loyally the man of their choice, once he had entered upon his duties.
CHAPTER VIII

GROWTH OF THE MALDEN ELEMENTARY SCHOOL SYSTEM

The Superintendent And His Supervisory Duties

The earliest mention, found in the old records, that points towards the coming of a superintendent in the Town of Malden, was in the year 1861.¹ In accordance with the permission and suggestion of the town officers, made at the annual meeting in March 1861, the School Committee decided to appoint a superintendent of schools, salary of $500.00 a year, with the understanding that he should devote at least one-half of his time to the duties of this office.

They were fortunate in securing the services of Reverend J. R. Scott. He entered upon his duties at once and devoted himself to them till within a few days of his death, December 10, 1861.

The Committee then appointed another one of their number, G. C. Lincoln, M. D., as superintendent for the rest of the year.

For a period of ten years, 1862 to 1872, there was no such administrator. The committee, elected by the town to superintend the interests of the schools, submitted their annual reports.

¹. School Committee Report, 1861, p.4
During the year 1870 the city fathers again discussed with the school committee the question of having a superintendent of public schools. Shortly after, 1871, the City Government created the office of Superintendent of Public Schools and left his election to the school committee, as they would have to be responsible for launching him in his work.

The idea of having this supervisory officer was very pleasing to the committee. It released them from the performance of certain duties previously devolving on them. The topics usually presented by the school committee were now taken up and considered by the superintendent, hence, "the Board's duty is simply to allude to such matters of interest as are advisory, rather than organization, in the school system."¹

For a detailed statement of the condition of the schools, and a contemplated and desirable improvement in them, attention was directed to the reports of the Superintendent of Schools.

In September 1871, pursuant to instructions from the town, the committee elected Mr. W. A. Wilde, superintendent of the public schools. He served a brief period of six months, during which he earnestly labored in the discharge

¹ School Committee Report, 1870, p.14
of the duties of his office.

The office of Superintendent of Public Schools was made vacant in September 1873, by the expiration of Mr. Wilde's term of service.

The size of the School Board at that time, 1873, made difficult, if not impossible, that unity of purpose and plan of administration essential to the highest excellence. The town agreed that, "there was imperative need of greater unity of design and more systematic enforcement of approved methods of instruction and discipline than can possibly be secured by a large Board in occasional visits."

Thus, the Malden School Board found itself confronted with the important task of securing an efficient superintendent of schools. To be efficient, they believed, such a man ought to be thoroughly competent to examine every class in every school; to inquire into, and with experienced and enlightened judgment, consider and pass upon the education of every teacher proposed as a candidate; to make certain by daily observation, that the most advanced and approved practical plans of instruction and management are employed. In brief, the report of 1874 reads,

"The superintendent must be a man upon whom can be placed, always under the general direction of the Committee, the chief responsibility for such a

1. School Committee Report, 1874, p. 4
systematic and intelligent organization of the work of both teachers and pupils, as is simply impossible in any other way."

At a special meeting of the Board, held August 30, 1872, it was voted:

"That Mr. Coverly, Chairman of the Board, be authorized to confer with Mr. G. A. Southworth and tend to him the office of Superintendent of Schools for the ensuing year, conjointly with the mastership of the Centre School, at a salary not exceeding $2600.00."2

The engagement of Mr. Southworth "conjointly with the mastership of the Centre School", was an arrangement which contemplated the early introduction of an experiment which many of the citizens of Malden had expressed a desire to test, and in the success of which some of the members of the Committee fully believed. From this view, however, others of the Committee dissented, regarding this contemplated experiment as too partial in its nature to admit of a thorough test of so important a change.

Although a letter of acceptance was received from Mr. Southworth, September 4, 1873, the Committee at its next session, September 10, 1873, moved - "to revoke the appointment of Mr. Southworth as superintendent of schools".3 The subject was discussed pro et con; and on the motion of

1. *School Committee Report*, 1874, p.4
2. *Ibid*, 1873, p.4
3. *Ibid*, 1873, p.4
Mr. Copeland, Board member, the Chairman was instructed to notify Mr. Southworth that the School Committee desire that "he devote his entire time to the performance of his duties as master of the Centre School until notified by the Board of further action." At a later meeting he was unanimously elected master of the Centre Grammar School at an annual salary of $2000.00.

Since that date several ineffectual attempts were made to elect a superintendent, each effort resulting in a tie-vote.

The Committee were unanimous in their views concerning the importance, the influence, and usefulness of the office. They were determined to secure a superintendent whose culture and ability had established a character that would allow no question of his qualifications and success.

Failing to unite upon one whose qualifications and peculiar fitness for the responsible position recommended him to their approval, the office remained unfilled for a period of about five years.

In 1879 W. H. Lambert came to Malden to fill the position as superintendent of schools, with the endorsement of fifteen years' experience as a teacher, with a high record as a scholar, as an educator, and as a man. He was a gentleman

1. School Committee Report, 1873, p.4
of ripe experience and superior scholastic ability. He had an earnest zeal in school work and a strong sympathy for all improved methods introduced, especially in the lower grades.

Early in the year of 1884, it was determined that it was not judicious to require the superintendent of schools to act as secretary of the Committee. There were obvious reasons why the superintendent should not always be present at the meetings of the board. And, as the duties of the secretary are somewhat laborious, "he being required to keep an account of all the expenditures of every department, in addition to the clerical work of recording the doings of the board" - it was manifest that no member of the committee could perform these duties and at the same time give proper consideration to all the other business demanding his attention. A change, in accordance with these views, was therefore instituted and it was voted: "Mr. Frank E. Woodward be elected secretary - salary $150.00."²

After serving in this office for five years, 1879 to 1884, Superintendent Lambert resigned and Mr. Charles A. Daniels, for many years master of the high school, was elected superintendent of schools, 1884. He entered upon the duty of that office with a reputation for faithfulness, accurate scholarship, and an intimate acquaintance with the Malden public

1. School Committee Report, 1885, p.4
2. Ibid, 1885, p.4
school system, gained from long experience in teaching and from much practical observation.

Superintendent Daniels graduated Harvard in 1859 and shortly after was elected principal of Troy Academy, Bradford County, Pennsylvania. He came to Malden in 1861, and for one year filled the position of principal of the Centre Grammar School, when he was elected to the headship of the High School. In 1872 he left Malden to accept a position in Dean Academy. He was recalled to the headship of Malden High School in the latter part of 1873, and was re-elected to the position every year up to 1883. In the latter part of 1882, he received the degree of Master of Arts at Harvard College.

In the early summer months of 1896, twelve years after his first election as superintendent, Mr. Charles A. Daniels indicated to the Committee his intention not to accept a re-election as superintendent of schools. It was his desire to go back to classroom teaching and so he was unanimously elected special teacher of history, political economy, and civics in the High School. The Committee expressed in this resolution its appreciation of his long and faithful service;

"In recognition of long and faithful service in the cause of education, - service that includes efficient management and general supervision of all our schools during the decade that has marked their largest growth and development, - the School Committee of Malden tenders to Charles A. Daniels its appreciative thanks, and it congratulates the City that he is to continue
his work in our schools in a department of his own selection, for which he is fully qualified."

It becoming the duty of the Committee to elect a new superintendent, its unanimous choice was Mr. George E. Gay, for years the efficient principal of the High School.

Superintendent Gay was the author of a work book on bookkeeping which was used in many public schools in the State at that time. He also had charge of the Massachusetts school exhibit at the world's fair and in 1903 resigned the position as superintendent of schools in the City of Malden to accept a position in charge of the educational exhibit of Massachusetts at the exposition at St. Louis.

The School Committee chose Henry D. Hervey, superintendent of schools at Pawtucket, Rhode Island, to succeed Mr. Gay.

Mr. Hervey came highly recommended, was a graduate of Denniston University in Ohio in 1889. He was professor of ancient languages at Highland, in Kansas, 1890 - 1892. He was superintendent of schools in Lakewood, New Jersey, 1896 to 1898 and since then at Pawtucket, where his services were most satisfactory. He was a young man, forty-five years of age.

At the close of the school year, June 1910, Superintendent Hervey tendered his resignation to accept a similar

1. School Committee Report, 1896, p.7
position at increased salary in Auburn, New York.

His successor, Clarence Hall Dempsey, superintendent of schools in Revere, was selected from a group of fifty-two candidates. He entered upon his duties September 1, 1910, at a salary of $2700.00.

Superintendent of schools Clarence H. Dempsey was a native of Vermont, thirty-nine years of age, and a prominent figure in New England educational circles. He was a graduate of Brown University, a clever and interesting lecturer, and a man of high executive ability. He proved most efficient in performing his duties and was always careful and thorough in matters of detail.

Mr. Dempsey's term was short for on November 1, 1913, he accepted superintendency in Haverhill. Farnsworth G. Marshall, superintendent of schools at Augusta, Maine, was elected his successor by a unanimous vote. He assumed duties on December 1, 1913.

Mr. Marshall, thirty-eight years old, was a native of Maryland and a graduate of Bowdoin College. Previous to entering Bowdoin he taught school for several years in Winterport, Orrington, and Addison, Maine. He was prominent in educational circles, having at one time been the President of Maine Association of Colleges and Secondary Schools. He was superintendent of the Augusta school department before
coming to this City.

Superintendent Marshall served in this office for a period of thirty-three years, the longest record of any superintendent the City ever had.

Among the duties assigned to the Superintendent of Public Schools was that of making a written report to the School Board at the close of each year. This report serves several purposes. It forms an historical and statistical record of the work of the Schools for the year which it covers; it emphasizes those particular portions of educational theory and practice which its author wishes at the time to impress upon his teachers; it is the recognized means of communication with other superintendents, and it is the appointed way in which he addresses the community which he serves on the work and the needs of the public schools. It consists primarily of a summary of school statistics and a series of essays on topics connected with school work.

The faithful superintendent did not find time hang heavily upon his hands, or suffer from ennui. The constant care and supervision of the many schools in the City, the frequent visits to each school, the investigation of complaints which parents quite frequently preferred against teachers, the issuing of certificates of admission to new comers, the answering of frequent letters on school matters, and the numerous other duties made a constant demand upon the Super-
intendent's physical and mental energies.

**Familiar Names Of School Buildings**

By the year 1869 the population had increased to such an extent that the then sufficient school accommodations became utterly inadequate to the growing wants of the Town. Some new school houses were erected, others were enlarged, and yet it was found impossible with the present facilities to accommodate the constantly increasing numbers.

In the year 1877 there were eleven school-buildings in the Town, containing in all fifty-four rooms.

During the same year that Malden became a City, 1882, new schools were established; one each in the West District; Ferry Street District; Edgeworth District called "Emerson School House"; Linden District; Maplewood School District; Greenwood School District; and New Maple Street District. In a period of ten years the City of Malden enlarged one building and built eight, four of them brick, for grammar schools.

In 1893 there were sixteen primary and grammar school buildings. All the new buildings were well lighted and were provided with, what was then considered, modern and expensive systems of heating and ventilation.

Recognizing the fact that a uniform temperature in the schoolroom was necessary for the health, as well as the comfort of the pupils, the Committee adopted a rule requiring
the janitors of the grammar schools to visit every room in the building three times every day, during school hours, to ascertain if the room was properly heated.

The following table shows in detail the primary and grammar school buildings and pupil enrollment in the City of Malden for a period of thirty-five years - 1882 to 1917.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number School Buildings</th>
<th>Pupil Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1882</td>
<td>9</td>
<td>2083</td>
</tr>
<tr>
<td>1887</td>
<td>11</td>
<td>2289</td>
</tr>
<tr>
<td>1892</td>
<td>14</td>
<td>3516</td>
</tr>
<tr>
<td>1897</td>
<td>16</td>
<td>5139</td>
</tr>
<tr>
<td>1902</td>
<td>16</td>
<td>5455</td>
</tr>
<tr>
<td>1907</td>
<td>17</td>
<td>6673</td>
</tr>
<tr>
<td>1912</td>
<td>17</td>
<td>6829</td>
</tr>
<tr>
<td>1917</td>
<td>17</td>
<td>7074</td>
</tr>
</tbody>
</table>

This table emphasizes the large increase in school population from the year 1882 to 1917, as compared to the school accommodations.

In the early 1900's the crowded conditions of all grade schools was met in a variety of ways, i.e., by increasing the number of pupils per teacher, by the employment of assistants, when it was necessary to group more than fifty pupils under one teacher, and by the transfer of pupils to districts remote from their homes.

Superintendent Marshall, in his report to the School Committee for the year 1916, urged immediate relief from the undesirable conditions in the schools. In part his report
suggests;

1. "Provision for pupils who have now been transferred to other schools. There are now 300 of these.

2. "The reduction in size of classes to a reasonable number of pupils. Many of these classes now have forty-eight pupils.


5. "The elimination of a regular class and a defective class in the Chapel in Ward 7."

The following is a schedule of school property at the end of the year 1915:

<table>
<thead>
<tr>
<th>School</th>
<th>Date of Erection</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayers</td>
<td>1891</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Belmont</td>
<td>1875</td>
<td>Grammar</td>
</tr>
<tr>
<td>Centre</td>
<td>1875</td>
<td>Grammar</td>
</tr>
<tr>
<td>Converse</td>
<td>1875</td>
<td>Primary</td>
</tr>
<tr>
<td>Coverly</td>
<td>1886</td>
<td>Primary</td>
</tr>
<tr>
<td>Emerson</td>
<td>1869</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Faulkner</td>
<td>1893</td>
<td>Grammar</td>
</tr>
<tr>
<td>Franklin</td>
<td>1891</td>
<td>Primary</td>
</tr>
<tr>
<td>Glenwood</td>
<td>1898</td>
<td>Grammar</td>
</tr>
<tr>
<td>Greenwood</td>
<td>1875</td>
<td>Primary</td>
</tr>
<tr>
<td>Judson</td>
<td>1872</td>
<td>Primary</td>
</tr>
<tr>
<td>Lincoln</td>
<td>1895</td>
<td>Grammar</td>
</tr>
<tr>
<td>Linden</td>
<td>1895</td>
<td>Grammar</td>
</tr>
<tr>
<td>Maplewood</td>
<td>1886</td>
<td>Grammar</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>1873</td>
<td>Primary</td>
</tr>
<tr>
<td>Pierce</td>
<td>1887</td>
<td>Primary</td>
</tr>
<tr>
<td>West</td>
<td>1885</td>
<td>Grammar</td>
</tr>
</tbody>
</table>

During the year 1917 financial conditions were such that many citizens urged a curtailment of school expenses and

1. School Committee Report, 1915, p.10
no additional accommodations were provided for the Malden Schools during that year.

Divisions Within The Elementary Schools

For the sake of convenience, the schools in the City of Malden were divided into three grades; the primary, the grammar, and the high, covering a period of thirteen years - three years being assigned to the primary and six to the grammar grades.

At the beginning of the year 1878 kindergartens were recommended as a substitute for the lowest primary grade. Children were admitted to the kindergarten at four years of age, and remained there two years. This training enabled the pupils to complete in eight years the primary and grammar school work, formerly done in nine.

By the year 1901 the City maintained five free public kindergartens in the West, Centre, Faulkner, Lincoln, and Maplewood Schools respectively. They were well patronized, taught, and managed. They were accessible for small children from all parts of the city.

Kindergartens were at this time recognized by all students of education as an important part of the school system. Superintendent Gay, in his report of 1901 wrote; "They do not take the place of the school, much less do they take the place of the home; they supplement the home and
they prepare for the school."¹ On the moral side they brought the child into sympathetic relations with beauty and truth; on the intellectual side they gave the primary and fundamental ideas concerning number, color, and form.

The furniture of the kindergarten was not as expensive as that of the primary schools. In order to lessen the expense at the outset, the teacher conducted a morning and an afternoon kindergarten of different pupils in the same room.

By the year 1903 a radical change took place. The continuation of kindergartens became a debatable question in the City of Malden. Most children needing entertainment or instruction, between the ages of three and five, did not attend this school. Parents preferred to have their children at home at such an early age and out of 1200 children of kindergarten age only 200 attended.

Two causes contributing largely to the lack of interest in kindergartens in the City at this time was, first, that successful vaccination was necessary, as a condition of admission, and second, that the lowest primary grade, Grade A, was practically a sub primary and its work was adapted to children of five years of age. It was recommended, "kindergartens be abolished"² at the close of the school year.

¹. Report of Superintendent of Schools, 1901, p.12
². Ibid, 1903, p.6
This was done and there was an annual savings of $4,000.00.

Pupils went from the kindergarten to the primary school at the age of five years. In the primary grades, numbered one to three, the pupil spent from two to four years, according to his health, development, and natural powers. Here the pupil acquired the fundamental ideas which underlie subsequent education. Eyes, ears, and hands were trained to discover truth.

In the primary grades the child learned to read and to write and at the close of the third year the pupil learned to read fluently such books as were written in his vocabulary, spell correctly, write legibly, and use in sentences to express his thoughts from a thousand to fifteen hundred words. Also, at this time the pupil learned to use small numbers accurately, add, subtract, multiply, and divide by short division.

Years ago it was commonly thought that anyone was able to teach a primary school; that it did not require much, either of knowledge or experience, to instruct in the elements of reading and arithmetic; that the right training of children was of very little consequence so long as good instruction was given in the higher grades.

By the year 1879 the change of sentiment in this regard became so radical that the old proposition became reversed
in its entirety. Attention was turned chiefly to the character of the child's early instruction. Educators believed that, "If the primary work was well done, there had been laid a broad and solid foundation upon which to erect a shapely superstructure."¹

The grammar grade work was completed in from four to eight years, according to health, zeal, and ability of the pupil.

Superintendent Hervey, in his 1904 report to the School Committee, wrote;

"The Malden schools are vastly better than they were a generation ago and the future will witness equal progress. The school is the last place in the world where contentment with present attainments should be found. The school that has reached its ideal has ceased to grow."²

Requirements For Teachers

During the first year of Mr. Littlefield's superintendency, 1877, he recommended the establishment of a teacher training school, where young ladies, under the eye of an experienced principal, might learn the theory and practice of teaching. In his annual report to the School Committee he wrote,

"I would recommend that, next September, two rooms of some building in town be placed under the charge of a

¹. School Committee Report, 1880, p.19
². Report of Superintendent of Schools, 1904, pp.11,12
competent teacher, at a salary of $700 or $800, and that three or four of the most promising candidates for teaching be employed at a small salary, if any, as assistants to this lady. Under her supervision and tuition, they should practice teaching; and when temporary vacancies occurred in other schools, they should be employed therein. They would thus learn the correct theory of teaching, would not inflict upon pupils the experiments of self-taught teachers, and, if successful would be less likely than non-resident teachers to accept positions elsewhere. A year's service in the training school should be an added qualification for, but not a guaranty of, permanent employment in our schools."

This recommendation was put into practice and by the year 1880 the Committee had full confidence in the success of the plan. Several pupil-teachers entered upon this work, and applications of others had been received. High School graduates, wishing to become teachers, received training and tested their aptness to teach in these teacher training schools.

The following rules were adopted by the Board for the Teachers' Training Class:

1. "The members must be residents of Malden, of good moral character, and must have maintained a good standing in scholarship and deportment for at least two years in the Malden High School or in some high school of equal merit.

2. "They shall devote their services, without salary, in the Malden schools one school year, to the acquisition of a knowledge of the principles and methods of teaching.

3. "They shall be placed under the supervision of such teachers in the several grades as the Superintendent may designate, and they shall render to said teachers such assistance as may be required of them."

1. Report of Superintendent of Schools, 1877, p.19
turn for such assistance, they shall be entitled to receive from said teachers a careful training in the principles and methods of discipline and instruction; and, so far as may be deemed advisable, they shall be allowed to apply their knowledge to the management of the class, under the supervision of the teacher.

4. "They shall attend all teachers' meetings and such other meetings for instruction as the Superintendent may appoint; and they shall faithfully pursue such a course of reading in Pedagogics as he may suggest.

5. "They may, at the direction of the Superintendent, be employed as substitute teachers in the absence of a regular teacher. When so employed, they shall receive for their services in excess of ten days, $1.25 per day."

On February 12, 1890 the School Board adopted the following rule;

"Hereafter no teacher shall be engaged for any grammar or primary school in Malden unless she is a graduate from the Training Class or from a Normal School, or has had a successful experience of at least two years in other schools."

Early in 1903 a still higher order of teaching ability was in demand. To fit one's self to teach in Malden, it was necessary to spend nine years in the grammar schools, four years in the High School, and two years in the Normal School, fifteen years in all. Then from one to three years had to be spent as an apprentice on a salary barely sufficient to procure the necessities of life. If, after three years as assistant teacher, a position in the grades was

1. School Committee Report, 1890, p.19

2. Ibid, 1890, p.21
secured, four more years had to be spent before the maximum salary, at that time $600, could be reached.

These were considered rigid requirements, and, as time went on, they became more and more exacting. Also, in 1903, a movement was on foot in the State of Massachusetts to increase the length of the Normal School course from two to three years.

Back of this movement were the people who demanded that the school be made the most efficient agency possible for the education of their children.

As early as 1872 stated meetings of the teachers in the City were held under the direction of superintendents. These meetings were held during the fall and early part of the winter for the purpose of discussing the best methods of teaching and discipline, as well as for the mutual interchange of opinions upon all matters relating to school duties.

Through continual direction of supervisors and principals, by teachers' meetings, through the work of the Teachers' Association, and in many instances by ambitious, individual pursuit of advanced Saturday and vacation courses, the teachers of Malden themselves continued learning and becoming more efficient in their calling.

**Teacher Remuneration**

The question of teachers' salaries was one which troubled both superintendents and teachers. Good teachers
were not paid enough and Malden became the hunting-ground for competent teachers. The City suffered intensely from the marauding expeditions of school officials from other towns.

In 1877 the superintendent of schools wrote in his annual report in regard to salaries:

"there be no grades of salaries; to pay beginners a small sum; to increase no salary at the end of a fixed time, but only upon the recommendation of the Committee on Salaries; to allow no good teacher to leave Malden when she can be retained for a reasonable sum; and, in short, without exceeding the appropriation, to pay each teacher her exact worth."¹

From time to time the School Committee received numerous requests from the grade teachers asking for an increase in the grade salary schedule.

Superintendent Hervey in his annual report for 1903, said, in part;

"Teachers were underpaid; the profession of teaching must be made attractive financially if the best minds are to be won to it and held in it."²

For many years there were frequent changes in the corps of teachers in the Malden school system. Teachers resigned to accept more lucrative positions in other towns and cities.

Municipalities from which Malden drew her supply of teachers had increased their maximum until they paid equal, in some cases larger, salaries than Malden. The result was that the School Committee had to raise the maximum, according

¹. Report of Superintendent of Schools, 1877, p.7
². Ibid, 1903, p.11
the United States and both fronts utilized the same front and rear
lines. The logistical support was thus concentrated on the front lines.

In conclusion, the United States was able to realize its objectives through
the strategic use of its military capabilities. The use of air power and
the development of new technologies played a significant role in achieving
those goals.
to economic demands of the time, in order to secure and retain teachers of higher standards.

In the annual report for 1917, Superintendent of Schools Farnsworth G. Marshall recommended, "that Malden adopt a policy of salary increases that will bring the maximum salary of women teachers in the grades to $1000."¹

In June 1887 the Board adopted the following order:

"That all teachers hereafter elected who have served as teachers in the public schools of Malden for a period of not less than one year, shall serve as teachers during the pleasure of the School Board in accordance with the authority conferred upon the Board in the election of teachers by Chapter 313 of the laws of 1886."²

By the adoption of this order the teacher no longer was compelled to run the gauntlet of an annual election but became tolerably secure in his position.

The Tenure of Office Act passed in 1913 provided, "that any teachers who have served for three years cannot be removed or their salary decreased except for cause after a hearing."³ The majority of the Malden teachers were affected by this act.

The Teachers' Retirement act of July, 1914, was designed to "provide a pension for all retiring teachers."⁴ Teachers had to contribute 5% of their salary and could retire at the

¹. Report of Superintendent of Schools, 1917, p.11  
². School Committee Report, 1887, p.6  
³. Ibid, 1914, p.16  
⁴. Ibid, 1914, p.16
The given text is not legible due to the quality of the image. It appears to be a page from a document, but the content cannot be accurately transcribed.
age of 60 but had to retire at the age of 70. Many of the Malden teachers took advantage of this bill.

**Principals' Assistants**

No phase of education, of any importance, escaped Superintendent Charles A. Daniel's attention. In one of his reports, 1886, he called the attention to the importance of providing assistants to principals of the grammar schools.

He stated:

"Few can realize the great amount of time spent by the principal of a large grammar school in matters which have no direct connection with imparting instruction. It certainly is not economy to employ her in work which could be done as well by a person who could be retained for a salary one half as large. An assistant would find her time fully employed in teaching the class, (while the principal is answering the many imperative calls made upon her time in other directions) in examining and correcting class work, and in caring for and keeping a record of text-books and other supplies. She would also be at hand as an efficient substitute for teachers who are absent by reason of sickness. Meanwhile, the principal would be enabled to devote more time to systematize the whole school so as to produce the best results with the least expenditure of time and money."

The School Board in 1890 adopted the policy of giving each grammar school principal an assistant, thus relieving the principals of the clerical work, examination of written exercises, and other branches that could equally be performed by an assistant.

This policy has been carried on in the Malden school

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1. *Report of Superintendent of Schools*, 1886, pp.18,19
system through the years and is in existence to the present day.

Curriculum Changes And Additions

The necessity of a carefully prepared course of study, adapted to the needs of each class in the schools, was early seen by Superintendent W. A. Wilde when he entered upon the duties of office.

In many of the schools each teacher had marked out her own work with little or no regard to what had been done in the lower classes or what would be attempted in the higher. Also, undue prominence had been given to certain branches of study, while others of equal or even more importance had received slight attention, or none at all.

The year ending February 29, 1872 Superintendent Wilde submitted a "Course of Study" which aimed to organize the studies of the schools on a carefully graded basis, "so that there would be uniformity of studies in similar classes, and furnish such specific directions and suggestions as shall guide teachers to production of the most desireable results." It was intended to furnish only a minimum standard of attainments, without limiting teachers of classes who could accomplish more in the given time.

At this time the study of language was considered the

1. Report of Superintendent of Schools, 1872, p.33
most important of all, up to and through the highest classes. Next in importance, in the lower classes, was Oral Instruction, with Arithmetic, heretofore considered the most important of grammar school studies, receiving second or third rank. Spelling held a prominent place in the six lower grades and was taught principally by means of written exercises.

By the year 1876, the course of study required modifications and amendments. A special committee was appointed to revise and make changes with the purpose of securing a course more uniform, practical, and well adapted to the wants of the pupils in the town of Malden.

Two years after Malden became a city, 1884, Charles A. Daniels, elected superintendent of schools, brought to the attention of the Board the lack of uniformity among the schools in the attention paid to the several studies. In regard to it he wrote; "In some, language has been made a specialty at the expense of arithmetic. In others, numbers has received more than the proper share of attention to the neglect of some other study."¹

A re-arrangement of the course of study was made, with the result that a somewhat larger amount of work was necessary in some of the schools during the current year, in order that

¹. Report of Superintendent of Schools, 1884, p.p. 9, 10
all may be brought to a uniform standard. With this new course the requirements, as compared with the former one, was lessened, rather than increased.

For many years there was no marked changes in the curriculum or methods pursued. The work done in the grammar and primary schools during these years was, in the main, very satisfactory. A hearty cooperation existed between parents and teachers.

From the "General Directions" to teachers, inserted in the Superintendent's Annual Report of 1890, one may form an idea of the general policy under which the schools were managed at that time. In part, the most instructive directions were:

1. "Always illustrate the studies with appropriate visible objects whenever it is possible, proceeding from the known to the unknown.

2. "Principles should be clearly stated, and teaching, whether oral or from the text-book, should be methodical, thorough and tasking.

3. "Be especially careful to make instructions intelligible.

4. "Pupils should be made self-reliant, and taught to think, inquire, and reason.

5. "Attention is essential to the successful prosecution of study at every stage of progress; and the best efforts of teachers should be directed to its cultivation.

6. "Language is the most important of all studies. Make language the first consideration in every recitation."
7. "In Oral Reading four ends are to be constantly sought: 1st, a sufficient volume of tone; 2d distinctness of articulation; 3d, a pleasing quality of tone; 4th, proper expression. The first two are essential, the last two very desirable.

8. "Spelling should hold a prominent place in the six lower grades. Teach it both through the eye and ear, principally by means of written exercises.

9. "In teaching Arithmetic, let every principle be perfectly understood, so that it can be readily applied to problems differing from those in the text-book.

10. "No opportunity should be lost to inculcate in the pupils minds a love of virtue and a hatred of vice in all its forms.

11. "There should be, whenever possible, three stages in every recitation; 1st, a brief review of the preceding lesson, 2d, the lesson of the day recited and illustrated; 3d, arrangement of the next lesson."1

Since Malden favored the double promotion system, a new course of study was adopted for the schools in 1897. This new course conformed more closely with the courses of study in other cities and provided for rapid promotion at two points, during the fourth year and seventh year of the course. The exceptionally brilliant and strong pupil could do the work of two years in one, and so complete his course one or two years sooner than the rest of his class. This plan of double promotion proved successful for a period of about three years.

Included in Superintendent Gay's annual report for the year ending December 1900, was a detailed account of the condition and needs of the public schools in this city. The following table, worthy of note, exhibits the course of study as prescribed for the common schools of the Town in 1846, with subsequent changes up to the present time:

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>1846</th>
<th>1876</th>
<th>1897</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
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<tr>
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<td>Spelling</td>
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<td>Grammar</td>
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<td>and</td>
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<tr>
<td>Physical Exercises</td>
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<td>Physical Exercises</td>
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</table>

1. Report of Superintendent of Schools, 1900, pp.31-40
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Unit</th>
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<td>Unit 10</td>
<td>Quantity 10</td>
<td>Notes 10</td>
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</tbody>
</table>

**Total:**

- Quantity: **Total Quantity**
- Notes: **Total Notes**
A single glance at this table shows that there had been no substantial changes in subjects of study during the five generations - 1846 to 1897.

In the early twentieth century, 1907, educators in the City once more felt the need for some modifications in the school curriculum; especially did principals and ninth grade teachers feel that a readjustment was necessary in the ninth grade, giving less to English history and bookkeeping, and more time to spelling, the fundamentals in arithmetic, and English. The feeling was, "there should be a curtailment in the amount covered in arithmetic and to spend the time thus gained in strengthening the fundamental things, viz., the four processes, common and decimal fractions, denominate numbers and percentage."¹

Five years later, 1912, the question raised was whether undue emphasis was placed on some subjects while others were neglected, particularly as teaching was related to the so-called "three R's". New text books were adopted, various changes in subjects, methods, and programs were made to meet specific needs. Upon superintendent of schools Clarence H. Dempsey's recommendation the following entirely re-cast course of study with accompanying time schedule was placed in the Malden school system:

¹ Report of Superintendent of Schools, 1906, pp.19,20
### TIME SCHEDULE (1400 minutes a week)

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| Maximum Length of Recitation Periods | 50 | 20 | 20 | 25 | 30 | 30 | 30 | 35 | 40 |
| Maximum Home Study | ... | ... | ... | ... | ... | ... | ... | 45 | 60 |
| Spelling       | 50    | 100  | 100  | 100  | 100  | 75   | 75   | 75   |      |

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* Allotment for Grade I A.
\* Allotment for Grade I B.

By the year 1917, the keynote of the Malden schools was the teaching of Patriotism. The lesson taught had been service and sacrifice for our country. The day of schools for the

1. Report of Superintendent of Schools, 1912, p. 9
development of individuals for their own benefit had passed away and in the place of this idea had come the clearer vision of "schools for the development of individuals for the good of the whole."\textsuperscript{1}

**Departmental Instruction**

The system of departmental instruction had been adopted, in part, in all the schools in the city. In a school where the teachers of the upper grades had specialties which they preferred to teach, other conditions being favorable, this system's merits greatly outweighed its defects. Superintendent Gay, in his annual report of 1897 stated;

"In all schools the system has been adopted in part, and in most of them it will still further be extended at an early date. Music, drawing, natural science, history, and literature are subjects which all teachers can teach well; and yet in every corps of grammar school teachers, some one can teach music excellently, another can teach drawing admirably, another has the necessary knowledge of science to become a teacher of elementary science, and another by natural gifts and cultivation of taste for history and literature which makes her instructions in these subjects particularly valuable. In the primary schools and in the lower grades of the grammar schools, where the scholastic requirements are less and where the home-like atmosphere is more important, it seems to be unwise to introduce the departmental system."\textsuperscript{2}

Drawing, first introduced into Malden's public school system in 1872, soon gained in importance and was made obligatory by a legislative enactment in 1871. Not only did

\textsuperscript{1} Report of Superintendent of Schools, 1917, p.8
\textsuperscript{2} Ibid, 1897, p.11
this subject educate the eye and hand, but became of indis-
pensable use in every mechanical pursuit; in every calling
where the external forms of things were considered.

Music, first introduced as a relief from the severer
duties of the school-room, was taught as early as 1867. It
was regarded as a pleasant recreation, and singing by rote,
as a custom, covered all the requirements in this direction.
Two years later, 1869, Mr. H. G. Carey, first music teacher
in the City, convinced the School Committee that the time
came when it should take its place as one of the regular
exercises and studies in the curriculum of all the schools.
In less than four months music was introduced into the gen-
eral system of school education in Malden.

It was believed that the efficiency of all class-room
work would suffer if music were taken out of the schools. In
his annual report to the Superintendent, Mr. Carey wrote;

"Music improves the tone quality of the children's
voices in reading and speaking. As an aid to
discipline, as a means of producing harmony of
thought and action, as a refining and ennobling
influence, as a means of giving courage, hope and
inspiration, music is of the greatest service."¹

During the year 1909 sloyd, or manual training, was
introduced in most of the grammar schools, thus inciting the
enthusiastic interest of the pupils. The Committee and
Superintendent believed that the advantages from this branch

¹. School Committee Report, 1872, p.14
of instruction justified a reasonable expenditure of money.

The teaching of sewing was also considered. While a special instructor was not employed at first, most of the grammar schools took this subject up under the direction of regular teachers. At the same time the public became interested in the subject of cooking in the Malden schools. By the year 1912 sewing and cooking was taught in all the grammar schools, under the direction of competent instructors.

An important change in the Malden schools, during Mr. Marshall's early superintendency, was the introduction of Physical Training in the year 1916. This work, planned to extend throughout the entire system, consisted of adequate physical and corrective exercises, designed to strengthen the body and improve the health.

**Development Of Supervision**

In close connection with departmental work was the development of supervision in specialized departments. A supervisor of music was appointed as early as 1872; supervisor of drawing in 1890; supervisor of sewing in 1890; supervisor of penmanship in 1895; director of manual arts in 1910; director of physical instruction in 1916.

The general work of these supervisors was carried forward by systematic class visitation and grade conferences.

In most cases regular visits were made to all schools
at a scheduled time. These classroom visits served a three-fold purpose; namely, they gave the director an opportunity to see what was done, (with its evidence of success or failure) to observe lessons in progress, and to aid the teacher by actual demonstration before her class. Constructive criticism was in constant practice.

At different times teachers were asked to attend meetings. Many appointments were made during the year with individual teachers to give them special help in the work. Special visits were made, from time to time, to classrooms when new teachers and substitutes needed help.

**Marking And Promotion System**

For many years the subject of "marking" and "promotion" received considerable thought on the part of superintendents and principals.

At the beginning of the decade (1890) the examination fad was at its height, and Malden schools were riding the hobby at full speed. Fully one tenth of the pupils' time was spent in writing answers to test questions, and a still larger proportion of the teachers' time and energy was spent in preparing the tests and correcting the papers.

Superintendent Daniels, on the subject of school examinations, felt that much of the material in the examinations held nothing of value for the pupils. In part, his annual
I would not wholly discard written examinations; for 'writing maketh an exact man'. The principal should occasionally give them to each class to test the quality of the teachers' work. But they should be short, should not be confined to the matter of the text book, and should be given to ascertain, not how much has been swallowed, but how much has been digested; in other words, to ascertain how much the pupils have thought about what they have studied. It should also be understood that the examination is not given as a test for promotion."

Upon recommendation of the different superintendents holding office, from time to time, changes were made in the marking and promotion system of the Malden schools.

In accordance with a request, April 1908, Superintendent Hervey prepared and submitted the following plan for keeping record of the scholarship of pupils and a system of report cards:

1. "Record marks in scholarship in the school record book once a month, instead of once a week. They should not be shown to the pupils at all, and to the parents only in special instances.

2. "Send home once a month report cards showing (a) statistics of attendance, (b) list of studies pursued, (c) a simple statement by the teacher in regard to the work of the pupil for the month.

3. "In addition to the regular report send a special report home the moment a pupil falls below a proper standard in any subject.

4. "Keep much of the written work and send it home frequently for inspection by the parents."

1. Report of Superintendent of Schools, 1893, p.36
2. Ibid, 1908, p.18
At a subsequent meeting, held on May 21, 1908, it was voted to request the School Committee to allow a new system, following the plan outlined, to be used for the ensuing year on trial. This request was granted, and the new system was in use for many years.

The semi-annual promotion plan, in operation throughout the entire school system by the year 1915, was a great improvement over the old system of annual promotions. This system was so flexible that each pupil accomplishing the grade work advanced at a rate of speed best suited to his individual ability. Under it the bright pupils moved more quickly and easily to a completion of the grade course than under the annual plan, i.e., the brighter pupils had better chances for rapid promotion, and dull ones were less retarded.

A record of standing of each pupil in his studies were kept at the schools, by the year 1917, and parents were informed of the standing of pupils at stated times. The pupils in the three primary grades were not provided with report cards.

The Special Class

The Special Class work had its start in this city about the year 1906, wherein Superintendent of Schools Henry D. Hervey, in his fourth annual report declared;

"A more complete adjustment of the school system to
the individual would involve, in addition to necessary changes in the curriculum, the establishment of ungraded classes for the backward, for those who have fallen behind their classes through absence, for the unusually bright who, with special help, could advance more rapidly than their fellows, and for those who for other reasons can not make satisfactory progress in the regular grades. It would involve also, the establishment of special schools for those morally unfit to associate with normal children."

Nine years later, 1915, Superintendent of Schools Farnsworth G. Marshall pointed out the fact that there were at that time, in various grades, certain pupils whose presence in the classroom was a distinct hinderance to the progress of the other pupils. In addition, there were other children in the City who were excluded from school because the school work was not adapted to their individual needs. He recommended;

"The City establish at least two Special Classes for the education of these unfortunates, one which will accommodate the children from twelve to sixteen years of age, and another from seven to twelve years of age." 2

Thus, the Special Class work gained in importance in Malden and became part of Malden's school system.

Hygiene And Medical Inspection

In March 1904, a system of medical inspection was inaugurated in the Malden schools. The city was divided into five districts and a medical inspector appointed for each

2. Ibid, 1915, p. 12
district. These inspectors were agents of the Board of Health and were under their direct control. Brief monthly reports were made to the School Board by the inspectors.

This system relieved the teachers of much anxiety and proved of great benefit to the schools. At this time it was believed that "the entire time of a medical supervisor, especially trained for this particular work, would wisely be employed." It would be the special duty of such a supervisor to detect cases of eye-strain, defective hearing, spinal curvature, adenoid growths, malnutrition and various kindred disorders which have escaped both teachers and parents, but which interfered with the progress of the children affected.

During the year 1906 a law was placed on the statute books of the Commonwealth making medical inspection, either under the direction of the School Committee or of the Board of Health, compulsory in all cities and towns. In addition to this the eye-sight and the hearing of all school children had to be tested each year by the teachers, and the parents of children whose sight or hearing was found defective had to be notified.

This was a long step in the right direction. Malden had already taken this advance step and established a system of medical inspection before the passage of this law.

1. Report of Superintendent of Schools, 1904, p.20
This system was discontinued, temporarily, by the School Board in June 1907. Fully appreciating the value of this health work in the Malden schools, the School Committee took immediate steps to secure from the City Government a special appropriation for this work. Owing to a delay in securing this appropriation, it was not until November 1907 that medical inspection was resumed in the schools, under the control of the school authorities.

In this work for "good health" Superintendent Dempsey in 1911, also advised;

"A most efficient aid in promoting the well-being of children could be secured through a dental clinic for the treatment at a nominal charge, of poor children who cannot obtain the services of a dentist in the usual manner. The treatment given should be confined to removing or filling defective teeth that would otherwise cause bad health or suffering."¹

In April 1912, steps were taken and arrangements made with the local dentists to examine the children of all the elementary schools, and to treat needy cases at a nominal charge in a clinic fitted up by the School Board in the Manual Arts building.
SUMMARY

The early superintendents, chosen to serve the Malden schools as administrators and supervisors of instruction, were well fitted to do the pioneer work that fell to their lot. These supervisory officers were well educated, cultured, mature men who worked harmoniously with the committees at whose direction they served; who supervised the schools in such a way as to retain the respect of the teachers and at the same time to raise the level of the instruction given in the schools; and who won the approbation of the citizens who were intelligent about educational matters.

Educators in the city were interested in the housing of pupils, their health, their studies, and their moral development.

Equal educational advantages for all the children of all the people was the motto under which Malden elementary schools were organized and this motto was strictly followed, as far as the physical equipment of the schools permitted.

Equally efficient supervisors, principals, and teachers, the same courses of study, equivalent textbooks, standardized supplies and equipment, provided each schoolroom with an identical educational program, diversified only as to grade and age of pupils.

The basal work of the schools was placed in the well-
known subject of reading, writing, spelling, English, arithmetic, geography, and history. Three quarters of all the school hours were devoted to serious consideration of these subjects. Interesting textbooks, supplementary materials gathered from magazines, and newspapers, lantern slides, films, and abundant reference material abolished much of the old-time drudgery of these subjects and closely connected them with the vital life of the schools. Many projects were carried out which afforded real opportunity for practice work taught in the schools.

Next to the basal group of studies came drawing, music, and health. These subjects were secondary only in the amount of school time devoted to them and were then, as now, regarded as a fundamental part of child education.

Health education had two objectives; first, to influence the future life of the child; second, to provide for the immediate life of the child.

The social life of the school consisted of pupil participation in pupil-directed assemblies, in class exhibitions, in public performances of plays, operettas, in the celebration of holidays, and by the use of outside talent to provide appropriate entertainment.

Thus, the elementary schools of Malden really became a social organization, permanently concerned with the basal
business of acquiring an education, but also reaching out into the active life of the world and participating in it, so far as the age of the children permitted.
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Service Paper
Kassells, S.R.
The rise and development of elementary school ...