

Educational Exhibit
of the
State of New York

PUBLIC SCHOOLS
OF THE
CITY OF ROCHESTER.



GRAMMAR SCHOOL NO. 10.

PUBLIC SCHOOLS

OF

ROCHESTER, NEW YORK.

KINDERGARTEN,

PRIMARY,

INTERMEDIATE,

GRAMMAR,

FREE ACADEMY.

MILTON NOYES,

Superintendent.

HON. W. G. BROWNELL,

President of the Board of Education.

ROCHESTER PUBLIC SCHOOLS.

THE city of Rochester, the fourth city in size and commercial importance in the Empire State, is located upon the Genesee river, seven miles from Lake Ontario, one of the Great Chain. Its elevation, several hundred feet above the lake, ensures a system of almost perfect drainage, which, with an inexhaustible water supply and the cleanliness of the city, enables it to rank first in point of health. It is not only a University town but the center of many educational institutions. It contains in addition to the University of Rochester, a Theological Seminary, a Roman Catholic College ; young men's classical and preparatory schools ; young ladies seminaries ; private and parochial schools, and one of the best public school systems in the state. Free public, circulating and reference libraries are supplemented by several extensive, special educational collections

City of Rochester.

accessible upon permits. The Rochester Athenæum and Mechanics Institute affords unusual facilities for evening classes of workingmen and women who pursue various industrial art and manual training courses. For several years University extension lectures have been sustained here under the supervision of the Regents of the State. Free evening schools are maintained during winter months for pupils unable to attend day schools. Seven public kindergartens form a part of the public schools, being the only ones in the state embraced entirely within the free school system. Free scholarships to the University of Rochester and to Cornell University, located at Ithaca, N. Y., are annually awarded to public school pupils on the basis of merit. One of the State Normal schools is located a few miles west of the city, while the state maintains a class for professional training of teachers in the Rochester High School, known as the Free



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Academy. Large classes of young children in various orphan asylums of the city receive municipal aid. The State Industrial School (reformatory) with an attendance of nearly one thousand pupils is located at Rochester, and supported by state appropriation. There are now forty public schools with a registry of nineteen thousand pupils, requiring the services of nearly six hundred teachers. The department of Public Instruction is under the directions of a Board of Education, consisting of twenty commissioners who are elected by the people. The Superintendent of Public Instruction is selected by that Board. Music, drawing, moral instruction and physical exercises form a part of the course of studies. The legal school age is from five to twenty-one years. The course of studies may be pursued eight, ten or twelve years, viz : one year of kindergarten work ; three years of Primary study, comprising the first, second, and third grades ; three

Public Schools of the

years of Intermediate study, (fourth, fifth and sixth grades) three or four years of Grammar department work (seventh, eighth ninth with an elective tenth grade) and two, three or four years of High School study. These years may be shortened by means of semi-annual promotions for diligent pupils. German is taught in the High School. Special supervisory teachers are employed for certain departments.

There are seventeen Grammar schools.

There are fifteen Intermediate schools.

There are four Suburban schools.

There is one Primary school.

There are seven Kindergartens and one Free Academy all free schools.

The population of the city is nearly 150,000 people, and the annual cost of sustaining all the public schools is about \$28 per pupil.

No child under fourteen years of age is permitted to work in any factory, store or shop, and attendance upon school certain portions of the year, is made compulsory.

City of Rochester.

School classes are frequently taken upon tours of observation through the important manufacturing establishments for which the city is celebrated. They also have access to the Powers Art Gallery, the Swift Observatory and Ward's Natural Science Establishment. Geological formations in the Genesee Valley afford great facilities for students. A summer camp of instruction is a notable feature associated with the public schools. Rochester is not only celebrated for its beauty, its public parks, its delightful streets, its Forestry Association, but it is the home of artists and the American birth place of art-material industries. It is a city of scholars and free public schools.



ROCHESTER FREE ACADEMY.

City of Rochester.

“I shall straight conduct you to a hillside where
I will point ye out the right path to a virtuous and
noble education.”

Milton.

BUILDING AND ROOMS.

The accommodations provided for the High School are a four story brick building with light stone trimmings, French Gothic in style, 83 feet wide and 130 feet long. The present structure was erected in 1873 at a cost of about \$130,000. It contains five study rooms, used also for recitations, a physical and chemical laboratory, occupying two rooms, a large assembly room, principal's office and eight recitation rooms. The first floor (seven rooms) is occupied by the Board of Education, Superintendent's offices, Central Library, committee rooms, and cloak room. Lockers for students' clothing are provided on the first, second and third floors. The building is furnished with modern school desks, slate blackboards, an elevator, fire escapes, a reference library of over 2,000 volumes, an electric program clock and many other requisites and conveniences. It is heated by steam and lighted by electricity. It is located in the central part of the city within easy reach of all street car lines.

City of Rochester.

PRINCIPALS.

C. R. POMEROY.....	1857
EDWARD WEBSTER.....	1858-1864
NEHEMIAH BENEDICT.....	1865-1883
ZACHARY P. TAYLOR	1884-1886
JOHN G. ALLEN	1886-Incumbent

HISTORY.

The Central High School was organized in September, 1857, and five years later, 1862, was admitted as an institution under the visitation of the Regents, bearing the name Rochester Free Academy.

The first list of names of graduates on record in the Free Academy is that of the class of 1859, of which there were five members, namely, Jacob A. Hoekstra, Edwin Rossiter Johnson, Cameron H. King, Joseph O'Connor and H. L. Kelley.

The graduating class of 1892 by number in courses were, College Preparatory Course 44, Latin Scientific Course 21, German Scientific Course 15, English Course 20, State Training Class 31. Total 131.

The "First Catalogue" for the fall term of 1857 reports : " Whole number in attendance, ladies 138, gentlemen 72. Total 210."

The monthly report for September, 1892, shows the attendance to be, ladies 520, gentlemen 320. Total 840.

City of Rochester.

GROWTH.

As an indication of the steady and healthful growth of our school, the following table is offered for consideration :

Whole number of students in the Academy during the

YEAR.	Males	Females	Totals.
1885-86	258	371	629
1886-87	253	397	650
1887-88	259	422	681
1888-89	260	431	691
1889-90	254	449	703
1890-91	285	465	750
1891-92	310	492	802
1892-93 (Sep. report)	320	520	840

FREE ACADEMY COMMITTEE.

1893-'94.

JOHN E. DURAND,

W. J. MCKELVEY,

J. B. WARREN,

E. C. LAPEY,

JAMES BRIGGS,

WM. G. BROWNELL, *ex-officio*.

BOARD OF EDUCATION.

1893-'94

- | | |
|-----------------------|-----------------------|
| 1. John E. Durand. | 2. W. K. Gillette. |
| 3. James Briggs. | 4. J. B. Warren. |
| 5. G. H. Reynolds. | 6. Wm. G. Brownell. |
| 7. Chas. Goetzman. | 8. Wm. S. Beard. |
| 9. John M. Brown. | 10. Wm. J. McKelvey. |
| 11. Edward C. Lapey. | 12. Jas. B. Williams. |
| 13. Peter Paul. | 14. H. G. Otis. |
| 15. Matthias Schomer. | 16. John J. Nell. |
| 17. Wm. A. Killip. | 18. Edward Wilson. |
| 19. Benj. F. Ridley. | 20. R. J. Decker. |
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FACULTY.

FACULTY.

1. John G. Allen, Principal, Psychology and Economics.
2. Frank E. Glen, Latin and Greek.
3. Albert L. Arey, Geology, Physics and Chemistry.
4. Louis H. Miller, Cæsar and Cicero.
5. Alexander Trzeciak, German.
6. Mary E. Gilman, Eng. Literature and Ethics.
7. Mary A. Clackner, Cicero and Vergil.
8. Mary Crennell, Geometry.
9. Mary R. Raines, Physiology, Botany and Physical Geography.
10. Ella I. Munson, History, Rhetoric and Eng. Literature.
11. Elizabeth P. Wetmore, Civics and English History.
12. Mary Purcell, Civics and English History.

13. Isabel Rogers, English Composition.
14. Effie N. La Trace, Elocution and Delsarte.
15. Jennie W. Brown, Elocution and Delsarte.
16. Minnie R. Van Zandt, Algebra.
17. Amelia H. Cozzens, Algebra.
18. Theresa McMahon, Algebra.
19. Fannie L. Case, Latin.
20. Mary L. Dransfield, Latin, History and Physiology.
21. Mary F. Bryan, Cæsar.
22. Kate R. Andrews, Geometry.
23. Anna M. Wells, English Composition.
24. Sara Wile, English, Civics and English History.
25. Lena M. Norton, Training Class.



FACULTY.

REQUIREMENTS FOR ADMISSION.

To gain an entrance to the Free Academy students must have secured, or be entitled to hold, a Regents' Preliminary Certificate and a Regents' Card in American History, and have passed a satisfactory examination in Elementary Algebra.

They must be at least fourteen years of age.

The tuition of non-residents is \$40 per year, payable during the first month of each term, in advance.

DIPLOMAS.

Students in any of the departments having completed the required course to the satisfaction of the faculty, and having the requisite scholarship, shall receive suitable Diplomas, signed by the Principal, the President of the Board of Education and School Superintendent. Diplomas and certificates granted by the Free Academy admit students to Cornell, Rochester, Vassar and many other Universities and Colleges.

Many of Rochester's most brilliant and successful men and women have received their education at this institution of learning.



GRADUATING CLASSES 1893.

Public Schools of the

DEPARTMENTS.

SUBJECTS,	Years.	Courses.
Latin	4	3
Greek	2	1
German	4	1
English	4	4
Mathematics	2	4
Physics	1	3
Chemistry	1	3
Geology	$\frac{1}{2}$	3
Biology	$\frac{1}{2}$	3
Physiology	$\frac{1}{2}$	4
Psychology	$\frac{1}{2}$	1
History	$1\frac{1}{2}$	4
Civics	$\frac{1}{2}$	3
Economics	$\frac{1}{2}$	2
Ethics	$\frac{1}{2}$	2
N. Y. S. Training Class	1	1. Post Grad.

GREEK AND LATIN.

Without a thorough knowledge of inflection, which is carefully taught, the student can make little or no progress. We regard the use of the blackboard as indispensable. Attention to the analysis of words, showing the stem and the changes that have taken place, is a matter of considerable importance. Much time is spent in studying the structure of the languages.

We seek to lay a firm foundation for a higher course of study by combining words into sentences, studying the construction of sentences peculiar to the author, we are at the time reading, translating English into Greek or Latin, and carefully observing the idioms, comparative grammar and elegance of translation.

GERMAN.

The object aimed at is to give the student a fair conversational power and the ability to read selections from the best German authors.

The method is eclectic. Those known as "natural," "objective," "conversational," "cumulative," are all more or less advantageous in aiding students to acquire a knowledge of this language.

ENGLISH.

In composition, students are required to write formal essays of from 350 to 500 words once a month. They have class room practice in writing English by studying and comparing the work of the best authors, and by combining sentences into paragraphs, applying carefully the principles of correct expression. About half the written work is done in the class room.

Much time is given to criticism. The essays are read in the class while teacher and classmates take notes; the notes are read subject to the criticism of the teacher who emphasizes important items, both of

the essay read and of the expressions made by the pupils during the discussions.

Impromptu work is frequently assigned to develop freedom and ease of expression.

In all recitations careful attention is given to the use of English that our students may become accustomed to speak and to hear the best of their language.

Rhetoric and English Literature are studied, not only to give power of criticism, but to give a broader culture by bringing the minds of students in contact with the best thought as expressed by those who have become noted as masters of English.

MATHEMATICS.

Our course consists of algebra and geometry. After a rapid review of grammar school work, pupils are led to a more thorough and comprehensive study of the equation, and are taught to employ it in the solution of problems. The subject of radicals is carefully studied, preparatory to the discussion of the equation of the second degree. After learning pretty thoroughly the nature of quadratic equations, and how

to apply them in solving problems, the subject of algebra is dropped.

Geometry immediately follows algebra. Throughout the whole course, exercises are given to the class for solution and demonstration, thus applying each truth as soon as developed, and teaching the pupils how to use their knowledge.

The constant aim is to teach pupils to collect the given conditions in a proposition, and to reason from them to the conclusion, and not, as is too frequently done, to memorize demonstrations.

The analytic and synthetic methods are combined, thus procuring a more even development of the reasoning faculties.

The exercises given for original demonstration are thought to overcome the tendency to learn geometry by rote, and to increase the student's ability to reason logically, from a known set of facts, to their conclusion, in a manner which can be attained by no other study.

SCIENCE.

Instruction in physics is given by lectures, illustrated by numerous experiments and class-room drill. This serves to make the student familiar with the construction and use of apparatus, and with the leading effects of the various forms of energy. No pains are spared to make every experiment which the resources of our laboratory allow. The pupils, while held responsible for the mastery of the text-book, are also required to give the result of their observations made during experimentation. Thus we believe they become familiar with the underlying principles of the science. Especial attention is given to a thorough exposition of the great principle of the conservation of energy and its corollary—the transmutation of energy. It is well known that correct notions of many physical phenomena and theories must in a manner grow; they cannot be created in full maturity at once. It is believed that the order of studies pursued in our school is well adapted to secure this growth by the formation of correct physical ideas.

Public Schools of the

The treatment of chemistry as of physics, is experimental. Each student is required to make experiments, carefully observe results, and afterwards describe them. The subject matter of the text-book is discussed topically during the recitation following the experiments.

Physiology, botany, geology and astronomy are important branches in our curriculum. They are treated objectively and topically. Many pleasant and profitable excursions are made by teachers and classes to points in and about Rochester, rich in specimens and instruction for the young student just learning to observe.

Physical geography has recently been introduced.

HISTORY, CIVICS, ECONOMICS, ETHICS.

These branches are taught by topics, and so far as our libraries will admit, students are encouraged to go outside of their prescribed text book, and compare what is said by other authors, to investigate original documents and sources of information, to seek for causes and effects and to fix well in mind the sequence and relations of

City of Rochester.

important facts and events. Map-drawing, the making of illustrative diagrams and black-board work are all deemed indispensable. The chief work of the teacher, beside instruction, is to create and sustain interest, correct erroneous views, and to lead pupils to draw right conclusions.

MENTAL SCIENCE.

This work is done by lectures prepared by the teacher and by topical discussion in the class room. The aim is to lead the students of the Teachers' Training Class to observe the states and operations of their own minds in comparison with the activities of the minds of others. The course is not extensive, embracing only the most obvious facts and fundamental principles of the science, preparatory to the work of teaching.

THE NEW YORK STATE TRAINING CLASS was organized in September, 1891. It constitutes a post-graduate course in the Free Academy, under the supervision and control of the State Department of Public Instruction, and the Superintendent of the public schools of Rochester.

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Candidates for admission must be graduates of the Free Academy or some school of corresponding grade, and must hold Regents' preliminary certificate, and pass-cards in physiology, American history and civics.

The object is to give prospective teachers an opportunity for that professional preparation deemed necessary by leading educators.

The course of study consists of a systematic review of all subjects taught in our graded schools, including music, drawing and physical culture; methods of instruction, psychology, and school economy. Observation and practice work are provided for under the management and criticism of the instructor of the class.

Discussion of methods, recitations and criticism of work occupy the morning session of each school day of the school year consisting of two semesters of eighteen weeks each.

NATURAL SCIENCE CAMP.

Early in the summer of 1890, Professor Arey organized a small party of his pupils in the Rochester Free Academy, as the "Natural Science Camp." It was the original intention to limit the membership to students of the Rochester schools but the numbers increased so rapidly that additional instructors were engaged. With this change pupils from other places were admitted and at present the pupils come from many states.

The Natural Science Camp is designed to accomplish two distinct objects.

FIRST—*The renewal of the physical energy of the pupil.* This is ensured by rules which compel regular habits and exercise ; by an abundant supply of wholesome food ; by attention to the strict sanitary condition of the grounds ; and lastly, by enabling the pupil to spend his entire time, day and night in the open air.



NATURAL SCIENCE CAMP.

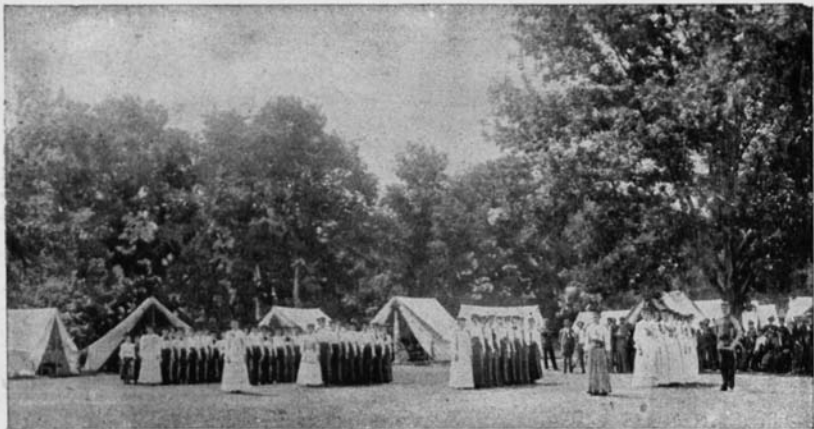
City of Rochester.

Regular habits are ensured by military organization, and eight instructors conduct classes in gymnastics, horseback riding, swimming, rowing, boxing, fencing, etc., etc.

SECOND.—*To make this out door life pleasant and profitable by means of scientific object lessons.* To this end carefully selected instructors conduct field classes in various branches of science, explain the habits and structure, and direct attention to the peculiarities and beauties of the various specimens which they collect.

Field classes are organized in geology, biology, entomology, taxidermy, photography, sketching, engineering, etc. Three tents are fitted up as laboratories and a dark room is provided for the work in photography.

The encampment lasts eight weeks each year, beginning immediately after the Fourth of July. The first four weeks the boys' camp is in session, and the second four weeks the girls' camp.



GIRLS' COMPANY.

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Rochester, New York 14604