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Samuel Parker Moulthrop

Devoted Educator and Good Citizen

By BLAKE MCKELVEY

In reconstructing the history of a community or an era we can sometimes gain a luminous sense of the spirit with which it faced day-to-day problems by studying the life of one modest but socially active individual. The careers of spectacular leaders who played decisive roles at crucial points in the city's development—such men as George Eastman, George Aldridge, Joseph T. Alling, James G. Cutler, Algernon Crapsey, Walter Rauschenbusch in the Rochester of fifty years ago—shed light on history's crossroads, but frequently the activities of a less outstanding resident will provide better illumination on the long highways between. Such a man was Samuel P. Moulthrop, a respected contemporary of the above mentioned leaders, whose devoted work in the schools and in many other community affairs gave substance to some of their programs.

"Colonel" Moulthrop, as he was affectionately addressed during the latter half of his fifty-six years in Rochester, was in many respects a more familiar public figure than any of those we have named, and certainly he touched the lives of his fellow citizens in many more personal ways than all of them combined. His robust physique, military bearing and commanding yet melodious voice won him a recognized leadership on public ceremonial occasions. While the authority he symbolized at such times was impersonal, the dignity with which he bore it added to the community's feeling of self respect. Whether seated astride one of the succession of white horses he rode in innu-

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merable parades, or standing at the rostrum to announce the events at the water carnivals, or at some other popular community event, the Colonel represented not only discipline and order but also democratic manhood in its fuller sense. The memories many citizens cherished of his kindly personal interest as principal in their grammar school or night school work, or of his leadership at camp or in fraternal ceremonies, church or civic endeavors, added to the affectionate esteem he received from the public generally.

Early and Formative Years

The respect Colonel Moulthrop enjoyed during his mature years never altered the easy human friendliness which characterized him from the beginning. Unpretentious though dignified in manner, he did not merely play the role of good citizen, friendly neighbor, churchman and family man; he lived the part. When at the age of forty his active career in Rochester commenced, he brought the experiences of a lad, born in a log cabin on the Wisconsin frontier, together with those of a young teacher in ungraded district schools, and those of an instructor in a state reformatory, into full use as a school principal in one of the city's most cosmopolitan neighborhoods.

Son of pioneering Yankees who had moved from western New York to the Wisconsin frontier a year before his birth in 1848, young Samuel had many youthful contacts with a still earlier breed of Americans, the Menominee and Fox Indians whose trails passed nearby. His mother, a former student at Gaines Academy north of Albion, New York, was his first and most devoted teacher, Colonel Moulthrop later recalled, supplementing his formal education which began in a one-room school at Clarendon in southern Michigan and continued at Elba, New York, as his parents moved east with successive stages of the backwash of the westward movement. The outbreak of the Civil War stirred him to enlist at fourteen, but his youth was quickly detected and he had to return, a disappointed lad, to his parents. He soon found an opportunity, however, to help break young colts for army use and thus acquired an early mastery and love of horses.

Samuel spent the winter of 1866/67 at Cary Collegiate Institute in Oakfield, New York, and the next year pursued his education, after the custom of the period in rural areas, by securing a teaching post in a nearby district school. His manly stature, now grown to almost six feet, served a good purpose and, with his buoyant enthusiasm, enabled

him to win and hold the interest of his pupils who numbered over one hundred in at least two of the ungraded schools he taught in Genesee County during the next eight years. His skill in the management of boys prompted the head of nearby Cary Institute to engage Moulthrop to conduct calisthenic exercises for the lads, one of whom, was George W. Aldridge of Rochester.

Young Moulthrop married Mary Raymond of Elba, formerly a student at Ingham University in LeRoy, in 1873, and the arrival of their son in March 1876 prompted a search for a more substantial income than that of a district school teacher. Even teachers in city schools were scarcely any better paid in these depression years, and Moulthrop considered a turn to farming before the superintendent of the Western House of Refuge, a state reform school located in Rochester, hearing of his abilities as a teacher and a leader of boys, offered him an appointment as principal of the first division of its school. The Moulthrops moved to Rochester that fall and soon rented a house on Phelps Avenue a short distance from the institution.

The new position had many advantages for a young man. There his work came under the eyes of a board of managers which included several of the city's outstanding citizens; moreover, Levi S. Fulton, the superintendent, was an able and progressive leader in the reformatory field. Well acquainted with new developments in the treatment of young men at Elmira, where Zebulon Brockway, formerly of Rochester, was experimenting with a graded system, military discipline, industrial training and other fresh techniques, Fulton too had introduced a graded system, with badges to mark each inmate's progress, and had early recommended instruction in useful trades, although pressure to derive some return from the labor of the boys had forestalled its adoption. Thus he welcomed Moulthrop's move to introduce calisthenics in 1878 and approved the latter's plan for object teaching in the youngest class a year later.

The results achieved by the adoption of these Froebelian methods, which were currently invigorating the more progressive city schools in Boston, St. Louis and elsewhere, encouraged Fulton and Moulthrop to experiment with still another popular technique, that of conducting military drills. Again the idea was apparently borrowed from Elmira, where it had served as a disciplinary device during the months following the passage of a state law abolishing contract labor in penal institutions. When, a year later, the House of Refuge also came under that

ban, a committee headed by Martin B. Anderson, the aging President of the University of Rochester, proposed that its shop activities be reorganized to extend instruction in useful trades to all inmates. Moulthrop, made full-time assistant superintendent at this point, was relieved of all class work in order to put the new program into effect. Within a year shopwork in carpentry, tailoring, bricklaying and foundry work for boys, as well as several trades for girls, provided a varied selection of activities and justified the adoption of a new name, the New York State Industrial School in 1886.

After spending a full decade within the institution, interrupted only briefly by an appointment as principal of No. 17 School in 1882, from which post Fulton had quickly called him back, Moulthrop determined in 1888 to try his hand at industry on the outside. He accepted the position of secretary-treasurer of the Rochester Hosiery Company and joined the newly organized Chamber of Commerce. But his interests were with young people, and when an offer arrived a year later of an appointment as principal of No. 26 School, he gladly returned to the educational field.

Moulthrop began to sink roots in Rochester and to take a more active part in the affairs of the broader community in the early eighties. He purchased a nursery lot on Phelps Avenue in 1881 and built a house there adequate to meet the needs of his family. A Mason before he came to Rochester, he became a member of the Hamilton Chapter of Royal Arch Masons in 1883 and joined the Monroe Commandery, Knights Templar, that same year and Damascus Temple of the Shrine four years later. He journeyed with his fraternal brothers to New York City in January 1885 to take part in a ceremonial parade which the Monroe Commandery drill corps staged at Madison Square Garden to raise funds for a pedestal for the Statue of Liberty. His geniality and fine bearing won him an honorary membership in the Selye Citizens Corps in 1888 and, together with his political views, prompted his election in 1892 as commander of a newly organized Democratic marching unit, the McClellan Corps. Another year brought his selection as Eminent Commander of the Monroe Commandery of the Knights Templar. He was appointed in 1889 a member of one of the two municipal civil service examining boards, on which he served until 1899 and as chairman during three Democratic administrations.

Moulthrop had joined Brick Presbyterian Church in 1886 and, when his duties at the Industrial School permitted, attended and

sometimes taught a class in its Sunday School. Later he joined the men's Bible class taught by Alexander B. Lamberton, a member of the Park Commission. He also joined with other residents of the northwest district in the festivities of the Lake View Wheelman, organized in 1889, though he seldom if ever participated in their frequent excursions to Charlotte on Sunday afternoons, which he preferred to spend with his family. He often served in these years as drillmaster for groups of school boys or Sunday School classes and trained at least two drill corps of young women whose marches and other exercises supplied the chief attraction for the annual Hospital Donation at Washington rink in December 1891 and again in 1892. His reputation as an inspiring leader prompted Commander Charles Wood of the Union Veterans Union to name him in 1896 to its staff of officers with the honorary title of Colonel.

Although Moulthrop's untiring energies and buoyant spirits thus sent him plunging in many new directions during the late eighties and nineties, the responsibilities at No. 26 School held his chief interest and soon awakened new talents. The school, already a dozen years old when the new principal assumed charge, had 600 pupils in twelve rooms, to which six more rooms were added within a year in order to accommodate its growing numbers and to permit the organization of a fully rounded grammar school. The next year brought provisions for a kindergarten, the sixth in the city, thus increasing to ten the number of its graded classes. Two more additions of six rooms each were required in the early nineties, and a special kindergarten room in 1896, when the facilities of the site were finally exhausted. Yet the school enrollment continued to climb, as the young German and other immigrant families in the district raised a bumper crop of babies. Soon the first of a series of annexes and temporary quarters had to be leased to accommodate the overflow as No. 26 became the largest school in the city. Its average daily attendance, 1000 in 1895, increased steadily each year.

The new principal early developed a capacity for effective implementation of new ideas and techniques. Although his contributions in this period were seldom original, the enthusiastic support he gave to the programs introduced by others produced striking results at No. 26 School, renamed Washington Grammar School in 1890. Thus the six earlier kindergartens were on the verge of abandonment when the transfer of that at No. 5 School to No. 26 brought a new surge of

interest in their work in 1891, and stimulated the rapid introduction of kindergartens in most of the public schools of Rochester during the next few years. Moreover, Moulthrop's backing for the kindergarten techniques of object teaching, which he had used in part at the House of Refuge some years before, encouraged a broader application of these methods by teachers in his primary grades, a practice Superintendent Sylvanus A. Ellis had recommended without effect when the kindergarten work was introduced after his visit to Boston in 1888. The new emphasis achieved such results that Moulthrop had a series of photographs made of the kindergarten in action for display in the educational section of the Columbian Exposition at Chicago in 1893.

Moulthrop gave effective backing to several other school projects sometimes neglected elsewhere. He helped his kindergarten teacher develop a series of sewing cards to assist children in the mastery of addition and other aspects of simple arithmetic. He joined with the other schools in the celebration of Arbor Day at Genesee Valley Park in 1891 and 1892 when the park and school officials and the Forestry Association staged ceremonies and planted trees. When that city-wide program lost its hold during succeeding years, some individual schools, among them No. 26, developed independent ceremonies. Colonel Moulthrop's diaries record the planting and dedication of trees in May 1893 and again in succeeding springs. Possibly the school grounds provided the first location for these occasions, but in 1896 he took his pupils to Seneca Park to plant three trees. In 1897 both No. 18 and No. 26 Schools planted and dedicated trees, the first a maple, in Genesee Valley Park, and the second, three oaks in Seneca Park. The enthusiasm displayed by the 400 pupils and many parents who participated in the latter ceremony encouraged Colonel Moulthrop to repeat it for many years, long after Arbor Day had lost its appeal elsewhere. With the passing decades Washington Grammar School acquired a sense of proprietorship over an expanding grove of oak trees in Seneca Park.

An inveterate walker, Moulthrop's early diaries record hikes to South Park and North Park before their present names were adopted in 1891 and before the trolleys had reached that far. North (or Seneca) Park was more accessible to No. 26 School, and he led his upper grades there for a picnic in the fall of 1892, an event which became an annual feature of the school program for over a decade, helping to strengthen his hold on the pupils. Arbor Day later became

the regular school picnic, always at the Oak grove in Seneca Park, and attracted as many as 5000 in fair weather.

Again, in the development of drill corps, No. 26 School won distinction. A plan for the inclusion of marching units of the Memorial Day parade in 1888, had received Board of Education approval and brought out numerous contingents that year. But interest soon flagged in several schools, and only Moulthrop's talents as a drill master and his contagious enthusiasm proved sufficient to rally his upper classmen for the after-school drills necessary to prepare each annual unit during the next three decades. Washington Grammar School and the cosmopolitan district it served learned to take pride in its drill corps, which bore the proud title of Lincoln Guards, and developed a special interest.

Colonel Moulthrop, as he was now fondly addressed, pressed ahead with other school programs. The favorable notice given to his kindergarten exhibit at the Chicago Fair encouraged renewed effort in that department. A training class was organized at No. 26 School in 1899 to instruct new teachers and those in the primary grades in the proper use of the new methods. The city-wide Supervisor of Kindergartens, eager to acquaint the mothers of these children with the purposes of the program, organized a series of mothers meetings in eight of the eleven schools with such classes in 1895/96. While the task of inaugurating and conducting these meetings proved difficult in some schools, at No. 26, where at least one teacher who could explain the program in German was always on hand, they quickly gathered momentum, and as the mothers whose children advanced into the lower grades displayed a desire to continue in attendance, the development of a more permanent mothers club soon occurred. The preparation of new photographs to help explain the work attracted such interest that a fresh exhibit was assembled and dispatched to the Paris Exposition, where it won a silver medal for the school's principal in 1900.

Some of the Colonel's most devoted efforts went into the evening school program. Superintendent Ellis had persuaded the Board of Education to resume night school classes in 1886, but the initial response, which had justified the organization of six classes, declined steadily until 1891 when Moulthrop was named principal. The classes, held in No. 10 School on North Clinton near Andrews Street, required a long trolley ride of the new head, but the work enlisted his enthusiasm and the enrollment, which increased from 326 that season to 637 the next fall, reflected a new vitality. Other factors played a part,

notably the addition of a business course that year in response to commercial interests in the city, and the Colonel's diary notes reveal his own excitement over these developments. When a second night school was opened the next year at No. 5 School, Moulthrop was transferred to this more convenient location; two years later he supervised the development of a program there of high school standing, including courses in physics and electricity for the men. Cooking and sewing classes were first offered in 1898, attracting many immigrant women.

Colonel Moulthrop's activities, in the broader community multiplied during the nineties. As Eminent Commander he headed the annual delegation of the Monroe Commandery, Knights Templar, which visited the Rochester Orphan Asylum to distribute presents on January 1 in 1894 and for many years thereafter. His service as marshal of a parade on Washington's birthday in 1892 attracted such attention that the mayor invited him to organize a horse battalion for the Memorial Day parade that year at which President Harrison was the city's honored guest and principal figure at the dedication of the Civil War memorial on Washington Square. The fine conduct of the battalion, 800 strong, elicited praise for its leader.

With other citizens, Moulthrop responded to an early appeal of the Red Cross in 1892 and helped to solicit other subscriptions for the relief of unfortunate victims of a Mississippi Valley flood. He made a journey through the Great Lakes in the late summer of 1893 and visited the Columbian Exposition at Chicago that September.

Moulthrop took an increasingly active part in the affairs of his fellow educators. He quickly won the loyalty of his teachers and helped to organize the Rochester Teachers Relief Association in 1891, serving for many years as its president. He held that post, too, in the Rochester Teachers Association for the 1896/97 term, and again in the State Grammar School Principal's Association in 1899. He constructed a roller for the more convenient preservation and use of reading charts. Although this ingenious device, which he patented, failed to attract commercial production, a relief map of Monroe County which he prepared for display at the Monroe County Teacher's Convention, held at Honeoye Falls in 1898, did stimulate numerous orders and netted its author at least one check for \$40.00 in royalties from Ward's Natural Science Establishment, which produced the copies.

Moulthrop's study of his natural environment, as indicated by the preparation of this relief map, had many other and more dramatic

aspects. He had not forgotten his early contacts with the Indians of Wisconsin, and when, during a tramp through Seneca Park on the Fourth of July in 1896, he discovered a number of arrow heads and other Indian relics, his excitement kindled a new interest in archeology. He not only joined the Rochester Historical Society, in order to share his new enthusiasm with several of its active students of Indian lore, but also commenced a program of researches that renewed his earlier friendship with the Senecas still resident on the Tonawanda Reservation and prompted them to adopt him into the tribe in 1897, with the honorary title of "Gau-yaw-do-sah Gau-deah-New-neh," meaning "He who teaches them words." His researches continued and produced, in 1901, a useful little book, *The Iroquois*, which enjoyed a good market during the Pan American Exposition at Buffalo that year and later found a place in the schools. He took such delight in telling stories of the Indians that he acquired almost a legendary repute among the boys as a great frontiersman himself.

The aspect of outdoor life which stirred him most was camping, and here he made perhaps his greatest contribution. Moulthrop's reputation as a master of boys had won him the appointment as commandant of the Natural Science Camp organized by Professor Albert L. Arey of the Free Academy in 1890. The original intention, to make it a scientific field trip for advanced students at the high school, had to be modified as the number of applicants from Rochester and eastern cities besieged this pioneer boys camp. With Professor Arey as resident director, Moulthrop as commandant, and four science instructors as assistants, forty-six lads enjoyed a novel but instructive four weeks on the shores of Canandaigua Lake. A second camp for boys proved even more popular in 1891, and a camp for girls under much the same auspices followed, setting a pattern for succeeding years.

As commandant, Moulthrop insisted on a certain measure of order and discipline, and most of the boys, and in their turn the girls, learned the value of camp regulations and experienced the new thrills of outdoor living, hiking, horesback riding, nature study, woodcraft, and story telling around blazing camp fires in the evening. When the Board of Education discontinued its support of that camp after five years, its commandant lost interest too; but Moulthrop was soon drawn into the similar program of the Y. M. C. A. and conducted its junior camp on Conesus Lake in 1896. Moulthrop's contribution of a well-planned program accompanied by strict discipline made the successive

"Y." camps there, and later at Sodus Bay and Canadice Lake, constructive experiences in the lives of several hundred Rochester boys.

His work in this pioneer venture made him an obvious chairman of the educational committee which undertook to organize Brick Church Institute in 1898. The practical courses it offered to boys and girls in the congested district, which now surrounded the old church, and to immigrant parents and church members too, represented an application of the object lessons and industrial training of his reform school years to social work in a depressed neighborhood. Again the project was by no means original, for the Reverend William R. Taylor as pastor drew inspiration for the work from similar ventures recently launched in Rochester and perhaps also from that of his brother Graham Taylor in Hartford, Conn. Whatever the source, Brick Church Institute soon had a thriving program.

A Progressive and Effective Educator

The year 1900 represented a turning point in Rochester's educational history and in Colonel Moulthrop's career as well. Joseph T. Alling's decision to swing his Good Government backing to the Republicans, in return for the support of George Aldridge for a small and independent Board of Education, ushered in an era of rapid progress in the city schools. The same decision, or its political result, terminated Moulthrop's connection with the civil service board and checked his active associations with the Democratic party, though he retained his loyal membership and occasionally served as chief marshal for party parades in later years. The big task for conscientious educators, now that freedom from political interference had been won, was to build an adequate and enlightened school system, and Moulthrop, as principal of the city's largest grammar school, along with many others, devoted his great energy to that task.

While the previous decade had seen a considerable advance, with the introduction of kindergarten and drawing instruction in most grade schools and of evening classes at three of them and at the High School, all of these programs had aroused constant attack. Colonel Moulthrop's kindergarten, by far the largest and perhaps the most successful, had encouraged a wider application of its techniques to other grades. He ordered an experimental kit, costing \$5.75, to instruct his boys in knife work in 1892. He backed the drawing program wholeheartedly and encouraged his pupils to continue a choral club organized by the music

supervisor after that post was abolished for economy in 1893. But the pressure for economy during the hard times of the mid-nineties had focused criticism on these activities and seriously curtailed the expenditures needed to produce results. The new school board represented a radical change in attitude, but its success would depend on the ability of the administrators under its direction, and fortunately Moulthrop among others proved equal to the challenge.

The drawing classes had long been recognized as a first step towards manual training. Captain Henry Lomb, the chief patron of Mechanics Institute, where both of these courses and a few other practical subjects had been introduced during its first years in the mid-eighties, had offered a number of free scholarships to public school children interested in such training and had even directed his principal, Eugene Colby, to devote part of his time to the instruction of public school teachers in the new methods. Washington Grammar School took such eager advantage of these opportunities that Captain Lomb equipped one class room with special desk tops to permit the boys to cut out models and learn other simple phases of wood carving. The new Board promptly indorsed this work, known as "Sloyd," and designated No. 26 School as one of the first to receive manual training equipment. By the close of 1901 all the boys in its fifth and sixth grades had desk trays for simple knife work, while those in the upper grades received a schedule of assignments to the newly-installed work benches. The acquisition of several gas burners and sewing machines sufficed to equip a room for cooking and sewing classes for the girls.

The speed with which his building was equipped for instruction in practical subjects enabled Colonel Moulthrop to persuade Superintendent C. B. Gilbert to transfer one of the evening schools from No. 9 to 26 School in 1901 and to permit its organization on a new and progressive plan. In place of the traditional emphasis on the "Three R's," Moulthrop offered classes in shop work, mechanical drawing, sewing, cooking, singing, even electricity, as well as the basic instruction in English, and attracted 860 night school registrants during the second term—teenagers who had dropped out of school to take jobs and immigrant adults who welcomed the opportunity to improve their knowledge of American ways. So popular did the program become that the enrollment nearly doubled within the next two years, and attracted, among other visitors, George Eastman who came to observe the unusual program in 1905. The school, a busy and dynamic center

three week-day evenings, did more, the police reported, to take girls and boys off the streets in that neighborhood than all other efforts.

The many services performed by old No. 26 School and the great pressure on its facilities had finally prompted the Board of Education to replace it. The repute it had won in the neighborhood sprang from many sources. One of Dr. George Goler's public milk stations had been located at that school in 1900, and the service it rendered to mothers with young babies during succeeding summers made it a vital welfare center in that crowded neighborhood. When a public-spirited citizen offered to finance a medical examination for all school children in 1904, No. 26 was one of the first to take advantage of the opportunity. And again a year later, when the Woman's Educational and Industrial Union brought one of the first school nurses of New York City to Rochester to tell of her work, Moulthrop displayed keen interest, and while the first nurse, supported by that Union, was assigned to No. 9 School in 1907, No. 26 got the second a year later. Colonel Moulthrop's skill as a disciplinarian made his school the logical place for the truant class when in 1903 the old truant school was abandoned. And in fact the work with that problem group led to the first effort in Rochester to gather retarded students into separate classes for special treatment. The movement, which commenced at No. 15 School in 1906 and soon after at Nos. 20, 21 and 26, was destined to gain wider application in later years.

These and other demands on old Washington Grammar School focused such attention on its overcrowded facilities that the Board finally voted in 1907 to acquire additional land adjoining the old site and to construct the first wing of the new building before demolishing the old. Thus the active program continued without interruption while the new building arose. The library was expanded and its services were extended to the night school students, who sometimes drew out as many as 200 books in one evening. The night school of course had first claim to old and new facilities until the completion of the larger building in 1910 permitted a use of the assembly hall and the gymnasium for other community activities. The swimming pool in the gym was the first in any grammar school in the state and with other model facilities, including a lunch room, a domestic science kitchen and two shower rooms, gave it advantages rivaled only at West High. The appointment of an instructor to teach swimming at School No. 26 pool in September 1910 was said to be the first such action at a public school in America.

Washington Grammar School enjoyed a widening reputation even before its reconstruction. Colonel Moulthrop's enthusiastic support for new ideas always assured the Woman's Educational and Industrial Union and other advocates of reform a sympathetic hearing. Thus in 1900 when that Union launched a drive, patterned after one in Boston, to encourage school children to plant flowers, and staged a flower show to exhibit their products, Moulthrop was one of the first to indorse the movement. Several school gardens were laid out back of the building, and when that site was required for other purposes, namely a playground, a project to plant trees and flowers along the street curb was commenced which soon transformed Clifford Avenue for several blocks on both sides of the school.

Colonel Moulthrop's response to the playground movement was equally prompt and effective. Again the Woman's Educational and Industrial Union commenced the agitation locally and prompted a cooperative effort by volunteers from their members as well as Columbia School to maintain a "vacation playground" at No. 18 School during the summer of 1900. Protests from some neighbors brought support from interested citizens who maintained similar volunteer projects during the next two years and stimulated the organization in 1903 of the Children's Playground League of which Moulthrop soon became an active leader and a member of its board of directors. It established a central playground on Brown Square early in 1905, and a few months later Colonel Moulthrop opened a second one near Washington School. Facilities for basketball, quoits and croquet, as well as swings, teeters and a wading pool, attracted crowds of 200 or 300 children daily.

Moulthrop seldom encountered the neighborhood opposition which sometimes blocked innovations in other districts. The Washington playground, unlike that at No. 18 School, was maintained as a popular community project year after year. In similar fashion, the girls in his sewing classes welcomed the suggestion that they make their own graduation dresses, and the display they presented in June 1904, when all appeared in neat sailor middies, in order to avoid the competition that had marked some earlier ceremonies, stirred the applause.

Perhaps the most unique contribution of No. 26 School and certainly Colonel Moulthrop's most original invention was his adjustable and movable desk. The old school desks firmly attached in fixed rows to the floor had represented a great advance over the benches of pioneer schools, and a studied effort to install them in progressive sizes in suc-

cessive grade rooms had seemed to answer all problems until the use of school rooms for adult night classes revealed the limitations of that system. Colonel Moulthrop soon saw the advantages to be derived, both for pupils and adults, from a more flexible arrangement of adjustable and movable desks. The new desk he devised in 1905 and perfected in succeeding years attracted the interest of a Rochester furniture manufacturer, the Langslow-Fowler Company, which produced a few experimental models for use in the old building and secured an order for improved models for several of the forty-five rooms in the new building. Soon, orders were flooding Rochester from progressive educators in all parts of the country eager to install the Moulthrop Movable and Adjustable School Chairs. The flexibility they restored to the classroom became increasingly evident as successive years brought new educational experiments based on fresh group arrangements.

The new Washington Grammar School, the largest and best equipped school in the city, quickly acquired other distinctions. The success of the manual training program in various schools had prompted the Board of Education to open a Factory School in the abandoned No. 34 elementary school in 1908. Its two-year vocational courses soon attracted an overflow of students, and the first year classes were transferred to No. 26 School in 1909, where the completion of its manual training wing that year provided admirable facilities. Thus Colonel Moulthrop, who had helped to organize industrial instruction at the House of Refuge twenty years before, had a new opportunity to contribute to practical education. Soon, over one hundred youths had registered in either its shop or vocational courses which continued even after a reorganization in 1911 led to the replacement of the Factory School at No. 34 by the Rochester Shop School in one of the abandoned buildings of the old House of Refuge.

When in 1909 the Rochester Dental Society petitioned the Board of Education for an opportunity to establish a dental dispensary in a public school, the Board promptly made a room available in No. 14 School and soon after in No. 26 School. The two clinics operated for several successive seasons, serving children from all parts of Rochester, and may have inspired George Eastman to open his first city-wide dispensary in 1917.

Washington Grammar School registered 1560 day pupils and 903 evening students in 1913, and Colonel Moulthrop had fifty-four day-time teachers and nearly as many at night under his supervision. The

distribution of pupils contrasted with that of earlier years, however, for now the majority were continuing in school through their grammar school days, and an increased number were eager to enter high school. Despite the construction of both East and West Highs since 1900, Rochester could not accommodate the great flood of applicants, and after a study of the new pattern of junior high schools devised by rapidly growing Los Angeles, Superintendent Herbert S. Weet recommended and the Board determined to transform No. 26 School into Washington Junior High. A new elementary school No. 26 was erected on nearby Bernard Street, and the first seven grades were moved into that new Sylvanus A. Ellis School where the aging Colonel, always faithful to his younger children, took up his new duties in September, 1915.

A Public Spirited Citizen

But if Colonel Moulthrop thus accepted a division of his school and an apparent reduction in his responsibilities there, he was rapidly increasing those on the outside. He had long been active in the New York State Grammar School Principals Association and served as its president in 1899 and again in 1906. He helped stage the convention of the International Kindergarten Union at Rochester in 1904, and became president of the Nature Study Section of the New York State Teachers Association in 1907. He became a life member of the New York State Historical Association and addressed its 1905 convention on "An Indian Civilization and Its Destruction." He became a charter member of the Morgan Chapter of the New York State Archeological Association, gave a course in local archeology at the University of Rochester Summer School in 1904, and served as principal as well. He responded willingly to numerous requests for addresses on these subjects before church groups, teachers' meetings and a great variety of clubs and societies in Rochester and neighboring communities. His diaries record many such assignments, often a dozen or more each year from 1900 through the 1920's.

These academic interests carried over into his other community activities. He continued to serve as commandant at several of the successive "Y." summer camps on Sodus Bay and Canandaigua Lake, and in 1907 he attended the first training school for camp directors at Camp Dudley on Lake Champlain where he gave instruction in the use of woodcraft and archeology as constructive additions to camp

life. His contribution on this occasion won him an invitation to return in subsequent years, and although other activities frequently interfered he did revisit Camp Dudley to instruct its trainees again in 1911, 1913, and 1916. His continued interest in the Indians found a dramatic outlet in the annual Indian Day programs he helped to organize at Seneca Park, which prompted the Senecas to elect him an honorary chief in 1909, giving him the new title "Do-e-wah-ga-ah" or "Man who does things." The Governor named him a special Commissioner to represent the Cayuga Indians in a land claim of 1910. He helped, a decade later, to plan a council house at Tonawanda.

During a visit at Toronto in 1910 he heard Sir Robert Baden-Powell, founder of the Boy Scout movement at London in 1908, describe the purposes and procedures of that new institution. On his return to Rochester, Colonel Moulthrop discovered that Frank Gugelman, the boys' secretary at the Y.M.C.A., had attended a demonstration of the new movement at Silver Bay a few weeks before, and together they formed the first local troop at the "Y." that September. Colonel Moulthrop took the fifteen boys who enrolled on their first hike to Durand Eastman Park later that fall where he showed them how to light a camp fire and cook supper, and then entertained them with Indian stories over the smoldering embers. The next year he organized a troop at No. 26 School, and in 1912, when three other groups had appeared, Moulthrop served as director of the first scout camp on Canandaigua Lake and became Scout Commissioner the next year. He helped to organize the first local Boy Scout Council (of which H. P. Morgan was chosen president) and served as a member of the Executive Committee from 1914 until his death, and as Chief Scout of Rochester throughout most of that period.

Moulthrop's buoyant spirits, which one friend and admirer described as imbued with "the eternal boyhood of the great scouts," made these activities a joy rather than a burden and attracted many similar outdoor assignments. Thus in 1908 when Dr. Algernon Crapsey organized his Vacant Lot Gardening Association as one means to ease the unemployment crisis that year, the Colonel accepted a place on the commission which directed the venture and took an active part in its promotion as a wholesome outdoor activity even after the economic need had passed. And several years later, when the political debates at the Social Centers became too hot, or at least too critical of Boss Aldridge, prompting Mayor Edgerton to withdraw city support and trans-

fer the funds to the playgrounds, Moulthrop received and accepted an appointment as first superintendent of all city playgrounds. Though a Democrat and an early follower of the civic reform movement led by Joseph T. Alling and Mayor Warner in the nineties, Moulthrop had won the admiration of George Aldridge many years before at Cary Institute and still retained it. He took a leave of absence, though only for a few months, from his post as principal in order to direct the reorganization and expansion of the playgrounds in 1914, and helped to establish a program of supervision that won praise from the director of the National Playground Association. But his heart was with No. 26 School, and he soon resigned the playground post in order to take up the task of reestablishing that school in the new building on Bernard Street.

Colonel Moulthrop's impressive figure brought him into increasing prominence on ceremonial occasions in these years. He accepted a request by several Italian clubs to drill their marching units for the Rochester Day parade in 1908. He rode in an historical parade the next year to represent Colonel Nathaniel Rochester and appeared dressed in that guise again in the Rochester Day parade during the Centennial of 1912. He served as program announcer at successive Water Carnivals in Genesee Valley Park during these years when only a voice with commanding volume could reach the tens of thousands of spectators. He was the announcer again at the two annual Festivals of Song and Light staged by Claude Bragdon in Highland Park in 1915 and 1916. In 1909 when the automobile was beginning to crowd the horse from Rochester's streets, the Industrial Exposition featured a Work Horse Parade in which at least 600 of man's former mainstays for heavy burdens made a passing bow, and of course Colonel Moulthrop rode at the head, seated in his favorite saddle given him by Colonel Babcock as a Civil War trophy.

His enthusiastic spirit, rich experience and capacity for judicious counsel brought several assignments of a more responsible nature. Governor Dix appointed him in 1911 as a member of the Board of Managers of the New York State Agricultural and Industrial School, successor to the Western House of Refuge, which he served as secretary-treasurer until 1915. The Rochester Y.M.C.A., grateful for his aid in its early summer camps, frequently sought his advice concerning its plans for later ones; indeed his diaries record a visit of a day or a week at most of the annual camps on Canadice, Canandaigua, and

Keuka Lakes, where he generally led a hiking expedition or told camp fire stories. He was ordained an Elder of Brick Church in 1921 and served as superintendent of the adult department of its Sabbath School from 1920 until 1926. He was named Honorary President of the Boy Torchbearers of America in 1921 when an effort to establish that organization commenced at Rochester. Although often called "The Peacetime Colonel," Moulthrop eagerly gave his services, at the age of sixty-eight, as a drill master for two battalions of the Home Defense League during World War One and performed active duties in the War Service Corps and at the Y.M.C.A. Hut.

Always proud of his American heritage, he had promptly joined the Sons of the American Revolution shortly after the formation of a local chapter in 1894. His faithful support of the activities of Civil War veterans had been extended also to the Spanish American War veterans at the turn of the century, prompting them to elect him an honorary member of the L. C. Bordman Smith camp in 1901. Yet there were no narrow limits to his Americanism, as his work with ethnic groups in the northeast district and throughout the city had amply demonstrated. He often led at large public gatherings in the Pledge of Allegiance. His night school had been a practical demonstration of an Americanization program without the use of that term, and after the war, when many citizens became more conscious of the need for a true integration of the many nationality strands that had contributed to Rochester's growth, Colonel Moulthrop became an active and useful member of the committee created by the Chamber of Commerce and the Art Gallery to promote the Homelands Exhibit of 1920.

Autumn Years

Colonel Moulthrop's untiring energies prolonged his active career far beyond the accustomed span. If his administration at the Sylvanus A. Ellis School saw fewer innovations than during the Washington Grammar School period, that was partly due to the fact that educational developments in Rochester had already reached a high plateau as far at least as the grammar schools were concerned. No. 26 was still one of the best, and indeed these latter years brought numerous honors to its aging principal. Both the teachers and alumni of old Washington Grammar School had taken delight, on numerous occasions, in paying him honor. Thus Charles W. Peiffer, who could recall watching as a lad on the first day of the Colonel's arrival at the school and who had served as drummer boy for the calisthenic exercises of those

years, frequently took part as chairman or speaker at these occasions.

But Colonel Moulthrop was not as mindful of his advancing age as of other pressing matters. He was busily developing a greenhouse in a passageway between two wings of the new building, and the time he spent there, with some of the boys whose academic talents or deportment fell below average, demonstrated his skill at the cultivation of human as well as plant life. He installed a grocery store counter in one room in order to provide a tangible and realistic experience for the math studies of other retarded youngsters, and he displayed many of his own natural history collections and Indian relics in his office which gradually acquired the characteristics of a teaching museum.

The new school, built in 1914 when the discussion of the "White Plague" was at its height, had been equipped with two open air rooms for the special use of consumptive pupils. Colonel Moulthrop had taken an active interest in the campaign for a tuberculosis hospital and had in fact suggested the name "Iola," an Indian word meaning "never discouraged," to the founders of the hospital by that name which opened in 1910. The open air rooms were later enclosed, as new techniques supplanted that early treatment, but the school never slackened its interest in health. The testing for hard of hearing begun by Dr. Bock at Washington Grammar School, was continued at Ellis, and it was in this period that Colonel Moulthrop perfected and endeavored to promote the construction and use of wheel chairs for crippled children. His first, built for Rosie Becker in 1917, was widely publicized and found useful application in schools for crippled children.

Although in its new building No. 26 School was no longer the largest grade school, only Nos. 18 and 9 exceeded it at first, and later No. 27. The Ellis building was not so well equipped for instruction in practical subjects as nearby Washington, and the night school accordingly continued in its former location, with Colonel Moulthrop as its principal, however, until 1921. He served as principal at the Ellis School until June 1929 when he retired at the ripe age of eighty-one. In these latter years he no longer walked or rode his bicycle, a Rambler, to and from school as in his younger days, for like most other Rochester adults he had long since acquired a car, his first a Ford in 1921. His last public appearance on horseback occurred in 1929 when he rode at the head of his last corps of Lincoln Guards on Memorial Day.

The aging Moulthrop received numerous honors of a more personal sort. A testimonial dinner at the Parsells Avenue Baptist Church hon-

ored him in 1925 for the part he had played in the organization of the Boy Scout movement in Rochester. The University of the State of New York, at its annual convocation the next year, cited him along with five other Rochester teachers for distinguished contributions to education. The teachers in Washington Grammar School had presented him with a silver pitcher on the 25th anniversary of his appointment as principal of that school in 1914, and the teachers at the Ellis Elementary School helped celebrate his eightieth birthday in 1928. A luncheon at the Seneca Hotel was given in his honor by the Principals and Supervisors Association at the time of his retirement a year later.

In 1923 the Colonel and his equally alert wife celebrated their golden wedding anniversary quietly at the home of their son Harry R., a city engineer. Their daughter Mary, a genealogist, and several other close relatives were also present. The Colonel's own home in these latter years was the mecca for many visitors. There, Indians from the reservations often came to call during trips to the city, and sometimes he could help them find jobs. Other visitors included aging men who identified themselves as boys he had instructed in his early House of Refuge days. Still others came, younger men and women who remembered with pleasure their early years under his leadership at Washington Grammar School.

When, after an illness of several months, Colonel Moulthrop passed away in February 1932, many warm tributes honored his career. Perhaps the most fitting was that of the Washington Minute Men comprised of several score of the alumni of School No. 26 who gathered at Seneca Park that May to plant an American elm and to dedicate it to the memory of the man who had led them in earlier years to the same park where now two groves of oak trees, numbering over sixty in all, recalled not only the heroes and statesmen to whom they had been dedicated but the constructive citizenship of the man who had planted these living symbols of a better Rochester.

Bibliographical Note

Colonel Moulthrop's methodical attention to details appears again in the records he kept, which his daughter, Miss Mary Moulthrop, has carefully preserved. I am indebted to her for the opportunity to page through the numerous scrapbooks, the full collection of annual day books or diaries, and the several cartons of miscellaneous programs, brochures and broadsides, as well as the many letters and other papers in this richly documentary collection.