



**BROOKLYN**  
**CONNECTIONS**

**SCHOOL HISTORY IN  
BROOKLYN**  
PRIMARY SOURCE PACKET

Student Name

## Early Schools in Brooklyn and Other Boroughs

The first record of Brooklyn's free school system dates to 1661, when **Huguenots** taught students in an church building at present-day Bridge and Fulton Streets. At that time, the total annual school budget was approximately \$20. By 1891, \$1.6 million was allocated for the borough's school budget. Existing buildings were valued at \$7.27 million and there were 2,315 school employees.

In 1898, the borough schools were consolidated under the New York City Board of Education and the borough school boards were abolished. Upon consolidation, Charles B.J. Snyder became the Chief of the Building Bureau for the New York City Board of Education.

Prior to that time, there was no uniformity in school curricula or buildings. Officials quickly discovered that Brooklyn's school buildings were obsolete, and sanitary and fire hazards were widespread. Most schools were so overcrowded that students attended in shifts, with a morning session for one group and an afternoon session for another group.

From 1884-1891, the architect for the New York City Board of Education was George Debevoise, whose work was described as a "civic disgrace—warehouses have greater artistic value." Debevoise resigned under suspicion of financial mismanagement and possible **bribery**.

To fix this situation, officials immediately planned for thirty-nine new buildings and annexes, developing plans and acquiring land. In 1899, \$7.5 million was allocated for new school buildings and the following year, an additional \$3.5 million was added.

Funds for buildings were raised by the issue of **corporate stock**, and in 1906 alone, more than \$10 million was raised to provide for students' physical accommodations.

In 1908, New York City schools enrolled 620,000 students in 594 buildings. Each year, the student population increased by approximately 23,000 to 36,000 students, with immigrants making up much of this group. This growing student population made it difficult for the New York City Board of Education to keep pace with the need for physical space to teach students. As a result, many students received only part-time instruction in their neighborhood schools, with students attending in shifts.

**Adapted From:** Parsons Brinckerhoff. *Historic American Buildings Survey: Documentation for Public School 133*. Submitted to New York City School Construction Authority. November 10, 2009. Brooklyn Collection, Brooklyn Public Library.

Document 1: "Board of Education," Brooklyn Daily Eagle. 6 June 1855.

**Board of Education.**  
 A meeting of the Board of Education was held at the Hall in Red Hook Lane yesterday afternoon.  
 Cyrus P. Smith, Esq., occupied the Chair, and a quorum of members answered to their names. The proceedings of the last meeting were read and approved.  
 The President presented the resignation of Master Charles Dean as messenger of the Board, which was accepted.  
 The following communication from Mr. S. H. V. Richards, 1st Director of the Brooklyn Orphan Society was submitted:  
 "To the Board of Education, &c.—  
 "The Brooklyn Orphan Asylum respectfully show that they have waited for the final decision of the question as to their right to claim a distributive share of the Common School monies without making any new claim for the time as before the courts for decision. But that being advised that the right of the Asylum to a pari passu claim in so much of the School Fund as is derived from the city and county tax is now settled, they ask the attention of your Board to the amount distributable to the Asylum from the year 1851 to 1855 inclusive, and they respectfully show that during the year 1855, and from that time to the year 1855, there have been at all times an average of 120 children between the ages of 4 and 10 who have been supported by the Asylum, and instructed in such manner as is usual in Common Schools. The number has all part of the time exceeded this, but the lowest average attendance during the whole period is that above mentioned. The Society therefore respectfully ask that you will appropriate from the funds distributable during the present year the amount they are justly entitled to receive not only for the current year but for the previous years, during which no distribution has been made to them."  
 The President stated that one of the acts under which the above communication claim had been referred by the act of consolidation. It was referred to the law committee.  
 A communication from G. W. Watson was submitted requesting the board to add "Monteith's first lessons in geography," price fifteen cents to the list of text books. The committee assented, and on motion of Mr. Bergen, the subject was laid upon the table for the present.  
 Mr. Dillingham, chairman of the committee on school books, reported in favor of the adoption of "Hazen's first lessons in spelling and reading," designed for the primary department. "Harper's universal gazetteer," which the committee deem a very valuable work for the teachers of our public schools, one to be furnished to each principal. Upon the subject of writing the committee complain of great deficiency among some of the most prominent teachers, their own orthography being sufficient to condemn them as teachers, and the fact was forced upon them that the pupils learned to write, not from the instruction they received but in spite of them. This state of affairs forced upon the mind of the committee the necessity of adopting a new mode of instruction. Several systems of penmanship were examined but the committee suggest some plan whereby a competent writing master could be employed so that teacher as well as pupils can be employed. They recommend Mr. D. F. Brown for this position, who agrees to teach two days in each week at the rate of \$440 per annum. The committee also recommend "Cornell's primary and intermediate geography," for adoption by the board.  
 Mr. Dillingham moved the adoption of the books recommended.  
 Mr. Bergen moved to add Monteith's first lessons in Geography.  
 Mr. Lay moved to lay the subject on the table in order that it may be printed. Lost.  
 Mr. Field objected to the price of the book, and thought ten cents enough.  
 Mr. Hunter objected to absorbing books upon the Board. Our greatest troubles had been with importunate book publishers.

Mr. Bergen said he was anxious to get a book of this kind into our public schools. It was just calculated for children, and it was much needed. The amendment of Mr. Bergen was accepted.  
 Mr. Harris moved that the report be divided, which was carried, and "Hazen's First Lessons" and "Harper's Annual Gazetteer" were adopted. The remainder of the report was referred back to the committee.  
 Dr. Thorne, from the visiting committee submitted his report of observations during the past month.  
 No. 1 was doing well. The outside departments and grounds were disgraceful to the city, and they urge the Board to have the nuisance abated—recommend purchase of premises immediately adjoining.  
 No. 2, in Gowanus, doing well.  
 No. 3 on Bedford avenue, in good order and doing well.  
 No. 4—Boys department in good order. Attendance thin in other departments.  
 No. 5 was just dismissed when the committee arrived. It is a structure of large vestibules, magnificent staircases and superb halls, while in the rear are narrow contracted class rooms, with insufficient space to form a class or hang a map. The roof wants repairing.  
 No. 7 is in good condition. Female department not so full as desirable. Recommend some slight repairs to building. The apartment used by the Primary Schools are badly stored. Temperance meetings held during the week, and Sunday Schools on the Sabbath, who leave every thing in a disarranged condition, and bespatter the floor with tobacco spit. Recommend power given to the committee to select a site for a new building as soon as possible.  
 No. 8 is designated as one of our best schools. All the departments have a bright and cheerful appearance.  
 No. 9 is in good condition, notwithstanding the obstacles with which the teacher has to contend.  
 No. 10 suffers much from irregular attendance in the boys' department. The female department looks well. The Primary department is badly ranged.  
 No. 11 is a pleasantly situated, cheerful looking school, with handsome grounds but faces in a bad condition, and is crowded by boys. The primary department contains 120 children under the care of one old lady. This department wants making up. The male department is in good order. The department up-stairs was dismissed when the committee arrived.  
 No. 12 is gradually and steadily looking up, and the Committee encourage the principal in the success of his efforts in improving the condition of the school.  
 No. 13 is the largest of our schools, which the Committee find in good condition. Suggest the propriety of a primary school south of Hamilton avenue and one about State st.  
 No. 14 has competent teachers, and is doing well.  
 Colored school No. 1, with one principal and two assistants is commended by the committee for efficiency. Repairs to yard recommended.  
 Colored School No. 2 at Westville is doing well and in good order. The report of the committee was accepted.  
 A series of resolutions in connection therewith were offered, and so much thereof as related to repairs improvements, &c. about School Houses Nos. 1, 6, 7, and 5, and Colored School No. 1, was referred to the School House Committee with the respective local committees to examine and report, and the resolutions providing for the erection of a Primary School House South of Hamilton avenue was adopted.  
 Mr. Harris on behalf of school-house committee presented plans and specifications for school house in 7th ward, approving of the plans of Grinstead & Morton. Also in favor of paying Gresham and Gayer \$100 each for best plans submitted. Plans submitted and matter laid over.  
 Committee on teachers report application of Miss Cornelia Barnes for assistant in No. 12;

promotion of Miss Stelle vice Beers resigned in No. 13, and Barum vice Stelle. Application of Miss L. B. Williams vice Barum with approval of Superintendent. Accepted and approved.  
 Mr. Tuttle submitted a financial statement of moneys for support of Schools in Williamsburgh for 13 months, up to Feb. 1, 1855:  
 Amount to be received from State 7,835 17  
 Proceeds of Joan obtained in purchase of a 4,193 43  
 Received by Treasurers through G. Foley, 1,623 11  
 32,248 11  
 With a statement of the different accounts to which the amount is to be appropriated, and a resolution submitted by Mr. Dunham directing Finance Committee to place the several amounts to the credit of the various departments, was adopted.  
 Mr. Harris moved that Mr. Fitch's salary be reduced to \$1800 from Feb. 1st. Adopted.  
 Mr. Harris moved the adoption of the school report.  
 Mr. Dunham moved as an amendment that the list of teachers as presented at last meeting for schools 15, 17, 18, 19, 20 and 21, and colored school No. 3 be adopted, and warrants for wages for May be issued, when reported by committee on Schools, and approved by finance committee. Adopted.  
 The report was then accepted and adopted.  
 The report of the Library Committee, that the sum at the disposal of the committee be expended according to the wants of the several libraries, was adopted.  
 The question on the plans for school house No. 4, in the 7th ward, was then taken up.  
 Mr. Anthony moved that that part of the resolution relating to panel work be stricken out. Lost.  
 Doctor Thorn moved that the plan formerly submitted by Mr. Howe be now adopted. Lost.  
 The report was then adopted.  
 Mr. Harris offered a resolution that the Board having adopted the plans and specifications for school house in 7th ward, the committee be directed to advertise for proposals and that the President enter into contract with such parties as the committee may approve, under the approval of the Law Com., and that Mr. Grinstead be the superintendent.  
 Mr. Field amended, that the price be restricted to \$18,000. Lost.  
 Mr. Howe moved that the plans be examined by the President and reported to the Board.  
 Mr. Harris accepted the amendment, which was adopted.  
 Mr. Dunham moved that the promotions and appointments to date be confirmed. Adopted.  
 Motion to adjourn till Tuesday 19th, to receive proposals and test Bye-Laws by special order.—Carried.

**Board of Supervisors.**  
 The Board of Supervisors held an adjourned meeting at the County Jail yesterday, a quorum of members being present.  
 In the absence of the President, Mr. Stanton, Esq., Caldwell was called to the Chair.  
 The minutes of last meeting read and approved.  
**Communications and Petitions.**  
 A communication from J. C. Smith, late Surgeon, in reference to interest charged in his account. Referred to Com. on accounts. Communication from W. C. Rushmore, one of the Superintendents, relative to fixing his salary. Referred to Com. on Salaries. A communication from Albert Powell, Receiver of the City Armory, \$250 to \$15, at the last meeting held. Referred to Com. on Salaries. A communication from the County Treasurer, accompanied by a letter from the Comptroller, asking that the town of Bushwick be mapped. Referred to the Common Council.

**Bills ordered paid,**  
 Charles A. Deuker \$200, W. W. Arthur & Co. 12; do 77 38  
 Elmer Dawson 17 38; L. Darbee & Son 84 97; Henry Oakley 26 40; Wm. Hyde 31 25; Carman Wilson and A. Horton 13 57; S. G. Ford 16 25; H. U. Vreche 1 65; Sidney Clayton 15; Brooklyn Gas Light Co 238 29; C. H. K. Smith 7; Mathew McKenny 49; James Willis 54 25; Oliver Strickland 54 25; Hiram Helms 54 25; A. B. Deuker 54 25; Alex. Laird 54 25; Augustus Y. Smith 54 25; Wm. Willis 54 25; Wm. Pennell 54 25.  
 The committee recommended the payment of gas bill, and that the clerk notify the company that they will not pay any bills after the 1st of August the bill ordered paid and referred to Com. on Jail.  
 Sup. Denike chairman of committee on Penitentiary report the number of prisoners confined in the Kings County Penitentiary at date as follows:  
 Males..... 49  
 Females..... 49  
 Committed in past month..... 181  
 Discharged..... 38  
 "Sup. Middleton, chairman of law com. reported that they found bake house on county farm finished as per plans and specification and recommend the payment of the bills for said work. Adopted.  
 Resolved, That this bake house be tendered to the keeper of the Alms-house for the purpose it was built. Adopted.  
**Reports of Committees.**  
 Sup. Beadler, Chairman of law com. reported in favor of paying the bill of H. N. Dorsey as cells keeper, as they find the charges legal and proper. The com. therefore, to dispose of this matter, would recommend the adoption of the report of the com. on accounts made at the last meeting of the Board. Adopted.  
 By the same, in regard to the resolution of Sup. Bergen submitted to them in regard to the payment of bills by the county treasurer on the certificate of the com., reported that they had examined the law and are convinced that there is no law authorizing the Treasurer to pay bills which are a county charge without first being audited by this Board.  
 Sup. Bergen presented a communication from the Treasurer, stating that he had advertised for a loan to complete the lunatic asylum, but could not get any bonds for less than 7 per cent.  
 Sup. Bergen then offered a resolution empowering the county Treasurer to create a loan to complete the lunatic asylum at a rate of interest not exceeding 7 per cent. Adopted.  
 Sup. Stryker, of Lunatic Asylum Committee, to whom was referred the communication of Mr. Jerome Ryerson in regard to his claims for extra labor and material for the Lunatic Asylum reported that after a conference with an architect and Mr. Ryerson, they had come to the unanimous conclusion that the demand was a just one, and recommended the payment of the bill amounting to \$219 86. Adopted.  
 By Sup. Caldwell: Com. on Penitentiary, to whom was referred the probable cost of furnishing the building, judging from the amount already expended, the committee were of the opinion that \$75,000 would be required to furnish the center building and erect the westerly wing. Adopted.  
**Unfinished Business.**  
 On motion of Sup. Bergen, the resolution laid on the table at the last meeting relative to not paying Judge Culver's salary, was then taken up.  
 Sup. Bergen said that as far as he was able to ascertain, Mr. Culver was not at the present time City Judge, and to sustain this position he read extracts from the Revised Statutes showing that he had no legal right to the office. He thought it was clear to any body that Judge Culver did not hold the office by any legal authority, as he had no certificate of election.—Judge Culver was appointed by the Common Council to fill the unexpired term of Judge Greenwood, which term expired on the 1st of May. He would like to know who had declared Mr. Culver judge. The Board of Assessors did not, for they gave the certificate of election to Mr. Samuel Johnson; but that gentleman not accepting the office, there was a vacancy on the 1st of May. The Common Council had a right to fill that vacancy, but they had not filled it, and Mr. Culver had declared himself judge, but that did not make it legal. He considered Judge Culver an usurper, and all the acts he had done as City Judge were illegal, and the County Treasurer had no right to pay his salary.

### *Excerpts*

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Dr. Thorne, from the visiting committee, submitted his report of observations during the past month:

No. 1 was doing well. The outside departments and grounds were disgraceful to the city, and they urge the Board to have the nuisance abated==recommend purchase of land immediately adjoining.

No. 2, in Gowanus, doing well.

No. 3, on Bedford avenue, in good order and doing well.

No. 4 – Boys department in good order. Attendance thin in other departments.

No 5 – Doing as well as can be expected, considering the mean state of the furniture generally. Hope that steps will be taken to repair the building.

No. 8 is designated as one of our best schools. All the Departments have a bright and cheerful appearance.

No. 10 suffers much from irregular attendance in the boy's department. The female department looks well. The Primary department is badly arranged.

Colored school No. 1 with one principal and two assistants is commended by the committee for efficiency. Repairs to yard recommended.

Colored School No. 2 at Weeksville is doing well and in good order.

The report of the committee was accepted.

1. Read the excerpts transcribed from **Document 1**. According to this document, what was to be added to the list of text books?

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2. According to **Document 1**, who was **deficient** at writing?

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3. Read about the various schools listed in **Document 1**. What kinds of problems have been observed?

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4. What do you think is meant by “Colored School No. 1” and “Colored School No. 2”? How were these schools different than the others?

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### OPENED WITH BECOMING CEREMONY.

#### Addresses by Mayor Low, Mr. Hendrix and Professor Greener at Colored School No. 1 This Morning.

Colored Grammar School No. 1, located on North Elliott place, near Park avenue, was occupied by scholars for the first time last Monday morning, and to-day the opening of the school was celebrated with appropriate exercises by the pupils of both departments. Principal Dorsey informed the reporter that for fifteen years the colored children of School No. 1 occupied a dilapidated old wooden building on the corner of Raymond and Willoughby streets. The accommodations here were almost too small from the start. The present building is a beautiful brick structure that cost \$25,000, and is occupied by 450 scholars. It is divided into two departments, namely, primary and grammar—the first, as usual, being on the ground floor and the second on the floor above. There is still room for about one hundred more scholars. The exercises in the primary department commenced at ten o'clock, and consisted entirely of recitations by the following young persons: Stephen Noyes, Miss Gertrude Wiseman, William La Motte, Miss Rebecca Carter and Frederick Whiting. The exercises in the grammar department commenced at eleven o'clock with a song by the school. Rufus L. Perry, Jr., recited the salutatory and the remainder of the programme consisted of selections from colored writers.

#### ADDRESS BY PROFESSOR GREENER.

Professor Arthur Greener, of Washington, spoke on the "Necessity of Colored Schools." He said the colored school was better than no school. A school for colored children was opened in Philadelphia in 1760, and the African Free School of New York in 1780. Philadelphia, New York and Brooklyn had given to America some of the most eminent educated negroes. Not only were the white people ignorant of what the negro of fifty years ago did for himself, but it was surprising how ignorant the negro was himself of what the men of his own race had accomplished. The colored people needed race pride. They were not all emancipated in 1863. The best work for the development of the negro must come from within. Sympathy in training was often worth more than ability. The difficulty with the negro of America was that white people wanted to take too much care of him. He must have an opportunity. There was no need for discouragement. Everything was favorable for the colored race of the country. Professor Greener closed his remarks by complimenting Professor Dorsey and his corps of teachers. The speaker's remarks were loudly applauded. Remarks were also made by Joseph C. Hendrix, Mayor Low, William Harkness and the Rev. Rufus L. Perry.

There were also present James Naughton, Superintendent of Buildings; A. S. Caswell, director of music; Eugene D. Berr, Rev. A. N. Freeman, W. E. Sprague, Professor J. W. Bulkley and Edward Rowe. The Local Committee consisted of Messrs. Philip A. White, John Griffin and Horace E. Dresser. The head of the Primary Department is Miss Georgiana E. Putnam. Miss Ella M. Russell conducted the musical exercises.

Excerpt

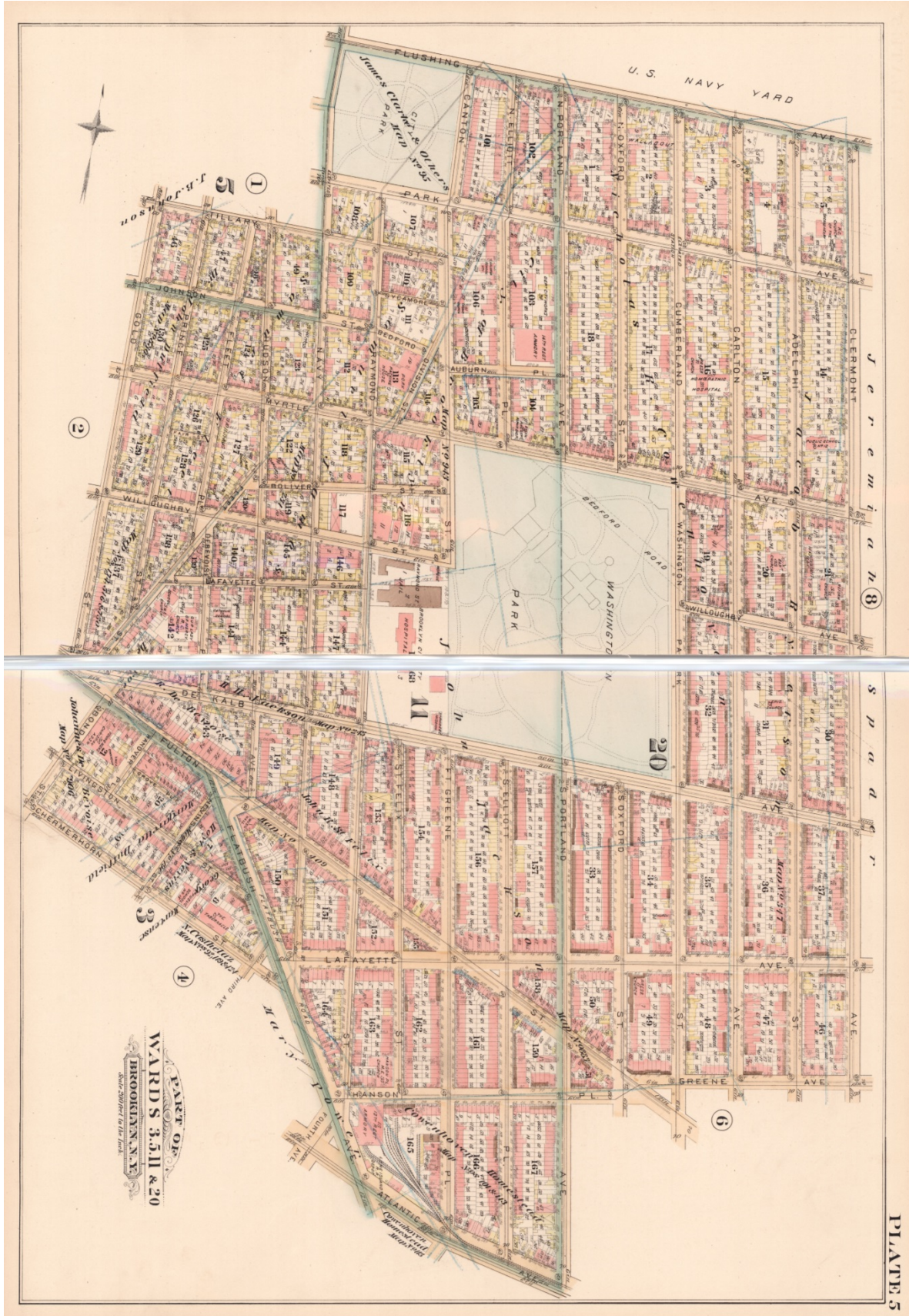
#### Opened with Becoming Ceremony

Addresses by Mayor Low, Mr. Hendrix and Professor Greener at Colored School No. 1 This Morning.

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Document 2b: "Plate 5," *Atlas of the City of Brooklyn, New York*. 1886. Accessed through Fire Insurance Maps Online.



1. Read **Document 2a**. What school was opening a new building?

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2. According to the second paragraph of **Document 2a**, where was this school located?

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3. Examine **Document 2b**. Find the street labelled *N. Elliot Pl*; circle the school. What else do you see on this street?

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4. Read the last paragraph of **Document 2a**. How many students attend this school, and what departments does the school have?

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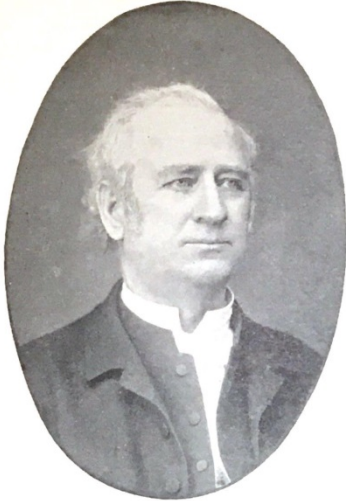
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**Document 3a:** "Public School Number 1," *Souvenir of Our Public Schools*. Brooklyn, NY: 1892.



CHARLES R. ABBOT,  
PRINCIPAL

HEAD OF DEPARTMENT.

LOUISA S. LOWE.

TEACHERS.

MARIA M. HYDE,  
MARTHA A. OSTRANDER,  
MARY P. TRACY,  
AMELIA G. PENDLETON,  
EDWIN T. DUNHAM,  
ALICE DAY,  
ELMA A. BOURNE,  
CLARA E. ROBINSON,  
FANNIE E. COMINGS,

ISABELLA A. MITCHELL,  
EDWIN JONES,  
MARY E. STONE,  
ANNA T. HALLOCK,  
MARY J. BRENTON,  
JESSIE E. NORTH,  
NELLIE L. ARTHUR,  
ANNIE L. ROONEY,  
KATIE T. CLEARY,

SARAH JOHNSTON,  
ELLA L. WALSH,  
LIZZIE I. MATTHEWS,  
GERTRUDE M. SENTELL,  
MARY R. WALSH,  
HELEN G. DALY,  
ESTHER M. HICKOK,  
MAY I. P. BESSEY,  
REBECCA DAY.



PUBLIC SCHOOL NUMBER 1.

ADAMS, CORNER OF CONCORD ST.

**Document 3b:** "The Following Books....," *Souvenir of Our Public Schools*. Brooklyn, NY: 1892.

THE FOLLOWING BOOKS PUBLISHED BY LEE & SHEPARD,  
ARE ON THE BROOKLYN LIST.

YOUNG FOLKS' HISTORY OF THE UNITED STATES,

By THOMAS WENTWORTH HIGGINSON.

The story of our country, its discovery, settlement and development, graphically and interestingly told by that master of purest English, Thomas Wentworth Higginson. Price \$1.00 net.

EXCELLENT QUOTATIONS,

By JULIA B. HOITT, Deputy Supt. Pub. Inst., Cal.

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BOOK SECOND:—THIS CONTINENT OF OURS. 315 pages, 176 illustrations and maps. Price 72 cents net.

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THE LAND WE LIVE IN (Part II) in press.

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BOOKS FIRST AND SECOND ARE ON THE BROOKLYN LIST.

OTHER SUPPLEMENTARY READERS.

ROBINSON CRUSOE:—Edited and adapted by WM. T. ADAMS (Oliver Optic). An illustrated edition prepared for schools. 266 pages. Price 30 cents net.

ARABIAN NIGHTS ENTERTAINMENTS (SIX STORIES). Edited by SAMUEL ELIOT, ex-Supt. Public Schools, Boston. Fully illustrated; 210 pages. Price 30 cents net.

STORIES OF AMERICAN HISTORY. By N. S. DODGE.

The lesson of patriotism cannot be too early impressed upon the minds of the youth of our land. The trials and sufferings of our fore-fathers, the brave deeds performed on the battle field and on the sea, are examples of fortitude and self-sacrifice unequaled in the history of the world. This book has been prepared to present this noble record in simple language, which can be readily understood by the young. It will be found invaluable as a medium for the foundation of a love for historical study and as a basis for inculcating the precepts of patriotism. Illustrated; 176 pages. Price 30 cents net.

LESSONS ON MANNERS. By EDITH E. WIGGIN. Price 30 cents net. Twelve practical, suggestive lessons looking toward good manners and good morals.

EVERY-DAY BUSINESS. Notes on its practical details arranged for young people. By M. S. EMERY. Price 30 cents net.

CHIPS FROM A TEACHER'S WORKSHOP. By L. R. KLEMM, Ph. D. Price \$1.20 net. A collection of articles of great practical value.

"Chips to kindle the fire of enthusiasm in teaching."

ADVANCED READINGS AND RECITATIONS. By AUSTIN B. FLETCHER, A. M. Price \$1.20. Containing choice selections from over a hundred prominent authors.

JUST OUT:

METHODS OF INSTRUCTION AND ORGANIZATION IN THE GERMAN SCHOOLS.

By JOHN T. PRINCE, Ph. D., Mass. Board of Education. Price \$1.00 net.

COMPAYRE'S ELEMENTS OF PSYCHOLOGY.

By W. H. PAYNE, Ph. D., LL.D. Price \$1.00 net.

Complete List of our Educational Publications will be forwarded on application.

LEE & SHEPARD, Publishers,  
10 MILK STREET, BOSTON.

1. Examine **Document 3a**. What school is in this image?

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2. Write three observations about the school in **Document 3a**. What is it built of? What do you see around the school?

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3. **Document 3b** is a textbook list from the same time as **Document 3a**. What books would students have used at this school? List three book titles:

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4. Examine **Document 3b** closely. How much did a textbook cost?

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5. Do you think it would have been easy for a student to pay these textbook prices? Why or why not?

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**Document 4:** "The First Kindergarten in the City Is Still Active," *The New York Times*. 1 October 1972.

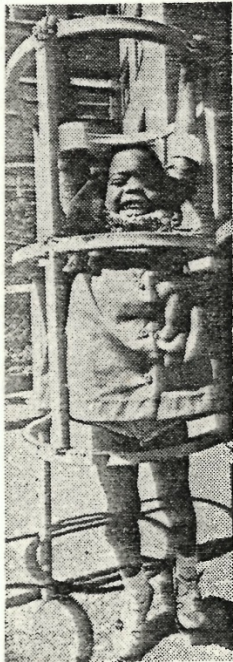
THE NEW YORK TIMES, SUNDAY, OCTOBER 1, 1972

## The First Kindergarten In the City Is Still Active

By IRA D. GUBERMAN *P78.4*

In 1890, when the Brooklyn Kindergarten Society was founded, there were no kindergartens in the city's public school system. Children played in the streets until they were old enough to go to school.

The first kindergarten was started in order to develop some sort of early education among pre-school children and as a training ground for new teachers. During World War II, many kindergartens



A young gymnast hanging on the monkey bars at the center, run by the Brooklyn Kindergarten Society.

sprang up so that the parents could work in the booming wartime factories.

After the war, kindergartens were introduced into the public school system, and the Brooklyn Kindergarten Society turned its attention to the children living in the ghetto areas. Shifting from their original purpose, the society's five centers in Bedford-Stuyvesant, Williamsburg and Red Hook became places where pre-school children could receive supervised care while poverty-stricken parents tried to find jobs.

Today, the society, which has its headquarters at 25 Eighth Avenue, near Grand Army Plaza, is the largest day-care organization in Brooklyn, with about 300 children enrolled. It receives its funds from the Agency for Child Development and its centers are provided by the New York Housing Authority.

The cost to families participating is minimal. It ranges from no fee for families on public assistance to minimums of \$2 for those who can afford to make some payment.

The society's staff, which includes para-professionals and fully licensed teachers, provides what Mrs. Jane Hamburger, the coordinating director, calls "first and foremost a social service."

"We are a family service, one that is concerned with every member of the family," Mrs. Hamburger said in a recent interview.

### Relating to Other People

"We try to make a child's day at our center as home-like as possible," observed Mrs. Olivette Robinson, director of the Summer Children's Center at 860 Park Avenue. "We teach a child to value himself and his ability, and to relate to other people. He learns to develop confidence in himself, and we help him to explore, to discover, by building concepts that he needs."

Mrs. Robinson said that the full range of perceptual learning and development was provided by the centers, where the children learn to work with numbers, letters and puzzles and are taught the simple basics of the arts and sciences.

The centers, which are open from 8 A.M. to 6 P.M. five days a week, also provide a full medical program for the children. Their health records are maintained by the society, and a nurse visits each center three times a month.

### Adaptation

The New York Times, Sunday, October 1, 1972

## The First Kindergarten in the City is Still Active

By Ira D. Guberman

In 1890, when the Brooklyn Kindergarten Society was founded, there were no kindergartens in the city's public school system. Children played in the streets until they were old enough to go to school.

The first kindergarten was started in order to develop some sort of early education among pre-school children and as a training ground for new teachers. During World War II, many kindergartens sprang up so that the parents could work in wartime factories.

After the war, kindergartens were introduced into the public school system, and the Brooklyn Kindergarten Society turned its attention to the children living in the ghetto areas. Shifting from their original purpose, the society's five centers in Bedford-Stuyvesant, Williamsburg and Red Hook became places where pre-school children could receive supervised care while poverty-stricken parents tried to find jobs.

Today, the society is the largest day-care organization in Brooklyn, with about 300 children enrolled. It receives its funds from the Agency for Child Development and its centers are provided by the New York Housing Authority.

The cost to families participating is minimal. It ranges from no fee for families on public assistance to minimums of \$2 for those who can afford to make some payment.

"We are a family service, one that is concerned with every member of the family," Mrs. Hamburger said in a recent interview.

1. Read the adaptation of **Document 4**. When was the Brooklyn Kindergarten Society founded?

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2. List two reasons that kindergartens were started *before* WW!:

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3. After the war, how did kindergartens help parents?

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4. After the war, what neighborhoods did the Brooklyn Kindergarten Society work in?

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**Document 5a:** Parsons Brinckerhoff. Historic American Buildings Survey: Documentation for Public School 133. Submitted to New York City School Construction Authority. November 10, 2009. Brooklyn Collection, Brooklyn Public Library.

### **Architect Charles B.J. Snyder**

Charles B.J. Snyder was born in 1860, grew up in Saratoga, and was educated at Cooper Union in New York City. He was selected as the Chief of the Building Bureau of the Board of Education, replacing Debevoise in 1891. His job required him to be an architect or engineer, and Snyder was both.

Recognizing that New York schools should set an international standard, the Board of Education's president sent Snyder to Europe in 1896 so he could observe European design. Snyder later wrote that he was most influenced by the Hotel de Cluny in Paris and subsequently adopted its H-shaped plan, which admitted both light and air into the building, as his model for school buildings.

Snyder was widely praised for both his architectural and business smarts. In 1908, he wrote a four-part series on the public school buildings in New York City for *The American Architect and Building News*. In this series, Snyder described the many challenges he faced and shared the design and construction details for his best-known buildings.

### **Snyder's Design Philosophy and Style Influences**

Snyder used a somewhat consistent and constrained style. His buildings displayed Collegiate Tudor and Gothic and Dutch Renaissance Revival stylistic influences. By selecting these styles and basing his designs on buildings at Yale University and Columbia University, he conveyed the seriousness of his mission: to provide students with facilities that were conducive to good health and optimum learning. In many early-twentieth century neighborhoods, his schools were prominent reminders of the importance of education.

Snyder's schools consistently featured two decorative details: the seal of the City of New York and the seal of the Board of Education.

Snyder believed that his school buildings conveyed the City of New York's commitment to educating children. He wanted to provide a building that would be a respite from the cramped and dark living conditions that many of the less fortunate children endured at home and that would provide the best possible setting within which students could excel. In addition to pleasing design, Snyder was concerned with lighting and ventilation in school buildings. He also realized that the high land values in New York City required him to build tall buildings on relatively small footprints.

Snyder studied school design standards worldwide, including traveling to Europe. While Snyder was most influenced by the French Hotel de Cluny's form, he incorporated German lighting techniques for his schools. The German approach allowed for effective natural light on the innermost row of desks. Based on German standards, Snyder's classrooms were 30 feet long, 22-24 feet wide, and 14 feet, 3 inches high.

**Document 5b:** PS 142.1906. Brooklyn Daily Eagle photographs, Brooklyn Public Library, Brooklyn Collection.



**Document 5c:** PS 140. 1902. Brooklyn Daily Eagle photographs, Brooklyn Public Library, Brooklyn Collection.



1. Read **Document 5a**. What job did Charles B.J. Snyder have?

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2. According to the second paragraph of **Document 5a**, where did Snyder go to study design examples? What building influenced his design of school buildings?

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3. What problems did Snyder believe he could fix, with his school designs?

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4. Look at **Document 5b** and **5b**. These schools were both designed by Snyder. What do you see that is the same? What is different?

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**Document 6a:** *Public School 44*. 1916. Class Photograph Collection, Brooklyn Public Library – Brooklyn Collection.



**Document 6b:** PS 175. 1960. Class Photograph Collection, Brooklyn Public Library – Brooklyn Collection.



1. **Document 6a** is a class photograph. What year is it from? What school is it from?

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2. List three observations you have about the class in **Document 6a**.

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3. **Document 6b** is also a class photograph. What year is it from, and what school is it from?

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4. Compare **Document 6a** and **6b**. List two things that are the same, and two things that are different:

<i>Similarities:</i>	<i>Differences:</i>
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**Document 7a:** *Full-size house built inside a school.* 1952. Brooklyn Daily Eagle photographs, Brooklyn Public Library, Brooklyn Collection



Caption:  
Full-size house built inside a school--Swarming architecture and building students at Brooklyn Technical High School [located at 29 Fort Greene Place] ... complete full-size one-family house in workroom of the school. Instructor Max Leider ... [looks at] project from second floor.

**Document 7b:** *Watchmaking class at Westinghouse Vocational High School. 1950.*  
Brooklyn Daily Eagle photographs, Brooklyn Public Library, Brooklyn Collection.



1. Examine **Document 7a**. What are students learning in this photo?

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2. What skills do you learn today that are similar to the students in **Document 7a**?

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3. Examine **Document 7b**. What are students learning in this photo?

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4. What skills do you learn today that are similar to the students in **Document 7b**?

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**Document 8:** Buder, Leonard. "City to Abolish its Junior Highs, Shift Teachers," *New York Times*. 23 April 1965.

# **CITY TO ABOLISH ITS JUNIOR HIGHS, SHIFT TEACHERS**

By **LEONARD BUDER**

The Board of Education said yesterday that it would abolish its 138 junior high schools by 1973 and take other steps to provide "excellence of education" for the city's one million public school pupils.

To replace the junior high schools, a new type of "intermediate" school will be established to achieve racial and economic integration. The new schools will start with the fifth or sixth grade and run through the eighth, in contrast to the junior high schools, which cover the seventh, eighth and ninth grades.

The creation of the intermediate schools will be part of a total reorganization of the school system that will dramatically alter the present pattern of education here. The elementary schools will lose some grades to the intermediate schools and the high schools will take over the ninth grade from the present junior high schools.

The changes thus will ultimately affect every child who attends public school.

1. **Document 8** is about a plan to **abolish** junior high schools. How many schools would be abolished?

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2. **Document 8** says that the junior high schools will be replaced by intermediate schools. What reason does it give, in the second paragraph?

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3. According to the third paragraph (at the top of the right column), which schools will lose some grades? What will happen to ninth grade students?

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4. What do you think was the impact on students of the changes described in **Document 8**?

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# Seven New Schools Proposed For Boro

Construction of seven new schools and a new wing for Sheepshead Bay High School are among projects to be considered in today's public hearing at the Board of Estimates in City Hall.

The seven proposed new schools will be:

PS 45, at Evergreen Ave. and Decatur St., to relieve overcrowding at PS 151. Estimated cost, including site, \$2,660,373;

PS 306, at Cozine and New Jersey Aves., estimated cost, \$2.7 million including site;

PS 338, at Nevins and Pacific Sts., to replace obsolete PS 47. Total estimated cost, \$2.5 million;

PS 23, Myrtle and Thompkins Aves., estimated total cost, \$2.5 million;

PS 307, York St. and Hudson Ave., to replace PS 7 and relieve overcrowding in PS 12, 46 and 287. Total estimated cost, \$2.4 million;

PS 40, Ralph Ave. and Marion St., estimated total cost, \$2.6 million;

PS 615, Fourth Ave. and 36th St., estimated total cost, \$1.7 million. This proposed new "600" school will provide additional facilities for problem children who cannot be accommodated in regular district schools, and also provide office space for the Board of Education's bureau of child guidance.

The proposed new wing for Sheepshead Bay High School will cost \$2 million.

Document 9a: "Seven New Schools Proposed For Boro," *Brooklyn Daily Eagle*, 7 March 1963.

# *School Names Honor 5 Noted Americans*

The names of five figures prominent on the American historical scene have been conferred by the Board of Education upon proposed new public school buildings.

Three of those so honored were Negroes. The others were prominent in the world of music.

Those honored were George Washington Carver, famed Negro scientist; Carter G. Woodson, Negro educator; Daniel Hale Williams, Negro physician; George Frederick Bristow, violinist, organist and opera composer; and Arturo Toscanini, the conductor.

The name of George Washington Carver was conferred upon proposed new JHS 148, the Bronx, to be built at E. 169 St. and Third Ave.

PS 23, Brooklyn, to be constructed in the vicinity of Tompkins and Myrtle Avenues in the Bedford-Stuyvesant area will be called the Carter G. Woodson School.

The Daniel Hale Williams School will be known numeri-

cally as PS 307, Brooklyn, to be constructed at York St. and Hudson Ave.

PS 134, the Bronx, to be built in the vicinity of Freeman St. and Hoe Ave., will be called the George Frederick Bristow School.

The name of Arturo Toscanini, famed conductor, will be conferred upon JHS 145, the Bronx, to be constructed at E. 165 St. and Park Ave.

The board also decided that new PS 49, the Bronx, to be built at Third Ave. and E. 139 St., will be named the Willis Ave. School because it will be part of the Willis Ave. section of the Bronx.

In another action, the board decided that the Brooklyn High School of Automotive Trades, 50 Bedford Ave. near Nassau St., will henceforth be known as the Automotive High School. The new name more fully represents the school's role as a central school for the automotive trades which accepts students without reference to locality or borough lines, officials explained.

Document 9b: "School Names Honor 5 Noted Americans," *Brooklyn Daily Eagle*, 30 April 1963,

1. Look at **Document 9a**. According to the headline, what is it about?

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2. Read **Document 9a** to find a paragraph about PS 307. According to this article, what was the cost of building the school?

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3. What year are **Document 9a** and **Document 9b** from? Why do you think PS 307 needed to be built at this time?

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4. Read **Document 9b**. Who is PS 307 named after, and why is he important?

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Part one:

New PS 307 in the Navy Yard section of Brooklyn will join the city's reverse open enrollment program next month according to the Board of Education.

This calls for white pupils to attend a now predominantly Negro or Puerto Rican school which has a stepped-up program with specially trained teachers.

A board spokesman said, "Progress is less rapid and class sizes are kept to a maximum of 22. There are four teachers assigned to every three classes, so that daily preparation and class planning can be accomplished more productively."

Psychologists and social workers are utilized, and coordinators help to involve parents of the community in the school program.

Textbooks and audio-visual material, including the contributions of different ethnic groups, are used extensively.

The program, introduced last year and covering pre-kindergarten to sixth grade, will allow 40 pupils to transfer to PS 307, York st. and Hudson ave.

Called a More Effective School, PS 307 is part of the campus program and gets assistance from the teaching staff of Long Island University.

Dr. John B. King, executive deputy superintendent, said 72 pupils had enrolled in the

Part two:

five schools involved in the reverse open enrollment program this year.

Brooklyn schools are PS 20 and PS 138 and Queens schools are PS 37 and PS 40. The fifth school is in Manhattan.

The new enrollment for PS 307, which is now 95 per cent Negro and Puerto Rican, will be drawn from 53 other schools in the borough with more than 90 per cent white enrollment.

Parents of pre-kindergarten children must file forms by Dec. 15, and 40 youngsters will be chosen on a first-come, first-served basis.

Schedules for sessions will be 8:30 to noon, 11:30 to 3 and 8:30 to 3. These classes will be limited to 15 pupils each.

Transportation will be on a cooperative basis, since it cannot be provided by the Board of Education.

The extra space in PS 307 was discovered after the needs of the district were taken care of in this, its first term.

Additional information may be obtained from Principal Irving L. Carlin. The program is being conducted under the supervision of Assistant Superintendent Jacob Landers, who is in charge of the school system's overall integration plans.

The 21 More Effective Schools in the city are under the direction of Assistant Superintendent Elizabeth C. O'Daly.

**Document 10:** Untitled newspaper clipping. 1 Dec 1965. Brooklyn Archival Files, Brooklyn Public Library, Brooklyn Collection.

1. Examine **Document 10**. What year is it from?

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2. **Document 10** describes a “reverse enrollment program” that PS 307 was participating in. According to the second paragraph of **Document 10**, what did this mean?

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3. According to part two of **Document 10**, what was the existing percentage of students of color at PS 307?

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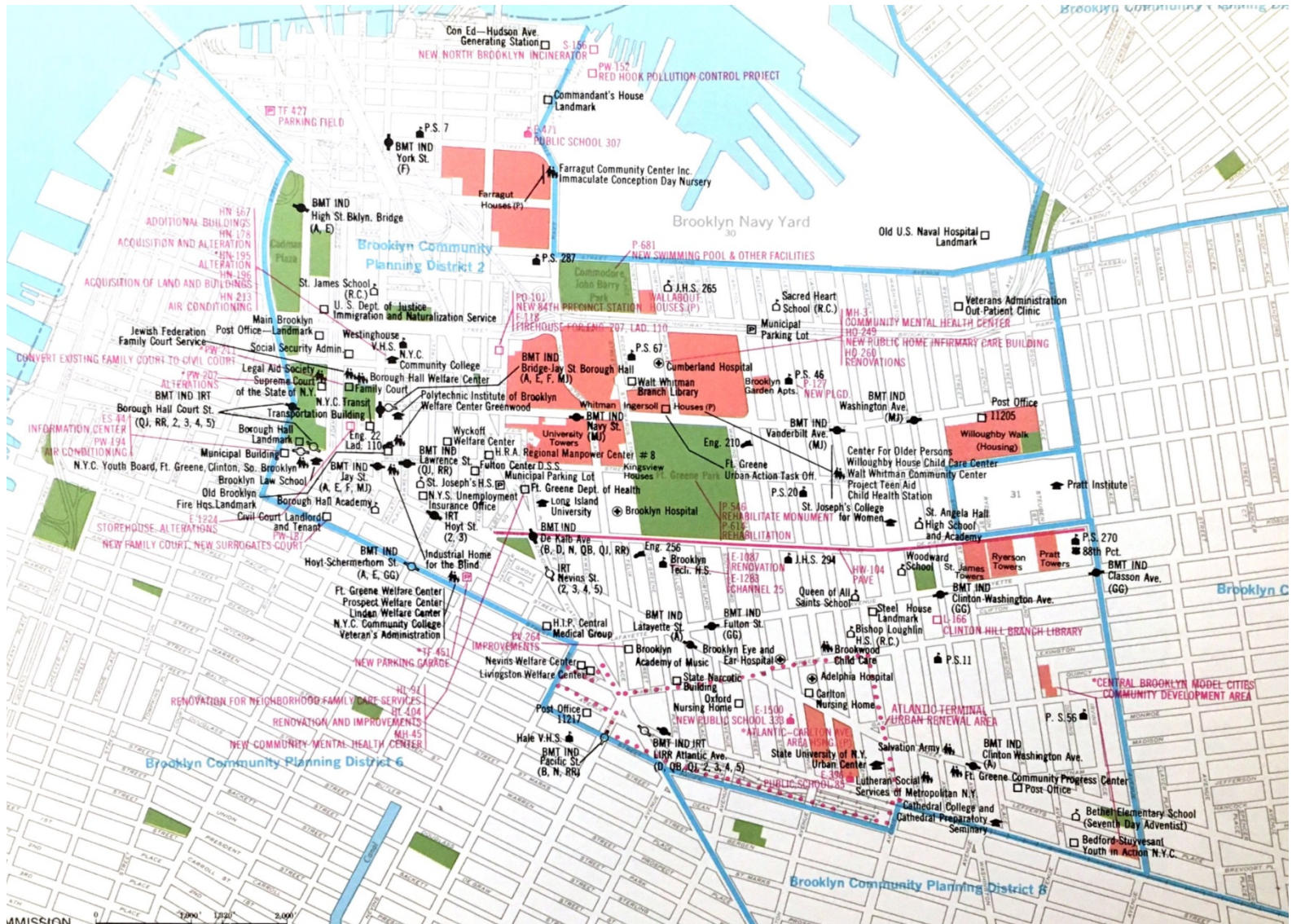
4. Why do you think that the city decided to create a “reverse enrollment program”? In your opinion, was it a good idea?

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**Detail: School Utilization and Enrollment 1967 - 1968**

PRIMARY SCHOOLS	CONSTRUCTION- DATES AND TYPE <sup>a</sup>	GRADES	AVERAGE YRS OVER OR UNDER GRADE	SPECIAL PROGRAMS	ENROLLMENT						CAPACITY					
					TOTAL	WHITE NO	%	NEGRO NO	%	PUERTO RICAN NO	%	TOTAL	AVAIL- SHORT+	% OF OTHER UTIL ROOMS		
PS 7 <sup>1</sup>	1882-B,03	K,5-6	*	SS	(287)							(204)				
PS 11	1958	K-6	-1.2	SS	963	33	3.4	796	82.6	134	13.9	1088	- 125	88.5		
PS 20	1951	K-6	- .7	SS	1379	213	15.4	881	63.8	285	20.6	1339	+ 40	102.9	5 PORTABLES	
PS 46	1960	K-6	-1.0	SS	1028	42	4.0	553	53.7	433	42.1	1109	- 81	92.6		
PS 56	1966	K-5	-1.2	SS	1126	10	.8	1054	93.6	62	5.5	1268	- 142	88.8		
PS 67	1923,40,62	K-6	-1.3	SS	1293	30	2.3	987	76.3	276	21.3	1864	- 571	69.3		
PS 270	1959	K-5	- .6	SS	928	44	4.7	646	69.6	238	25.6	1016	- 88	91.3		
PS 287	1953	K-6	-1.2	SS	712	29	4.0	469	65.8	214	30.0	885	- 173	80.4		
PS 307	1965	K-6	- .8	SS,MES	805	114	14.1	427	53.0	264	32.7	920	- 115	87.5		
<b>TOTAL PRIMARY SCHOOLS=</b>					<b>9</b>	<b>8234</b>	<b>515</b>	<b>6.2</b>	<b>5813</b>	<b>70.5</b>	<b>1906</b>	<b>23.1</b>	<b>9489</b>	<b>+ 40</b>	<b>86.7</b>	
													<b>- 1295</b>			
<b>MIDDLE SCHOOLS</b>																
JS 265	1958	7-9	-2.4	SS	1085	47	4.3	675	62.2	363	33.4	1218	- 133	89.0		
JS 294	1962	7-9	-2.0	SS	1545	230	14.8	968	62.6	347	22.4	1494	+ 51	103.4		
<b>TOTAL MIDDLE SCHOOLS=</b>					<b>2</b>	<b>2630</b>	<b>277</b>	<b>10.5</b>	<b>1643</b>	<b>62.4</b>	<b>710</b>	<b>26.9</b>	<b>2712</b>	<b>+ 51</b>	<b>96.9</b>	
													<b>- 133</b>			
<b>HIGH SCHOOLS</b>																
BROOKLYN TECH	1933	9-12	*		5505	4848	88.0	503	9.1	154	2.7	5786	- 281	95.1		
WESTINGHOUSE V	1908,62,63	9-12	-2.3		1979	682	34.4	691	34.9	606	30.6	1800	+ 179	109.9		
<b>TOTAL HIGH SCHOOLS=</b>					<b>2</b>	<b>7484</b>	<b>5530</b>	<b>73.8</b>	<b>1194</b>	<b>15.9</b>	<b>760</b>	<b>10.1</b>	<b>7586</b>	<b>+ 179</b>	<b>98.6</b>	
													<b>- 281</b>			

NOTES

- 1 PS 7 IS PAIRED WITH PS 8  
CAPACITY AND ENROLLMENT AT PS 7 REPORTED WITH  
PS 8 (SEE CORRESPONDING TABLE FOR BROOKLYN  
PLANNING DISTRICT 6)  
a EXCEPT AS NOTED, ALL SCHOOLS ARE OF  
FIREPROOF CONSTRUCTION  
b PARTIALLY FIREPROOF  
\* NOT AVAILABLE

CODE

- SS: SPECIAL SERVICE SCHOOL  
MES: MORE EFFECTIVE SCHOOL

1. Examine **Document 11a**. This map shows schools. Find and circle PS 307.

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2. Do you see many other schools on this map near PS 307? Explain what you think the reason for this is.

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3. **Document 11b** lists all the schools in this area of Brooklyn in 1969. According to this chart, how many students were at PS 307?

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4. Compare the number of students at PS 307 with other schools on this list. Was it greater than or less than other schools on this list?

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5. Learn about your school now. How many students attend PS 307? Is this number greater than or less than the number in 1969? Why do you think this is?

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**Document 12:** Buder, Leonard. "New York Schools Plan Grade Shift in Economy Move," *New York Times*. 21 April, 1976.

# NEW YORK SCHOOLS PLAN GRADE SHIFT IN ECONOMY MOVE

## 5th and 6th Would Return to Elementary System, Ending 'Middle' Setup

By **LEONARD BUDER**

The Board of Education is considering a major change in the organization of the school system that would return all fifth-grade and sixth-grade classes to the elementary schools, possibly saving the hard-pressed system nearly \$8.2 million a year.

The change would put a halt to 10 years of movement toward the development here of a new type of middle school—now known as the intermediate school—that was intended to cover the fifth through the eighth grade of instruction and replace the traditional junior high school.

The return of fifth-grade and sixth-grade classes to elementary-school jurisdiction would mean the "bumping"—and probable layoff—of 1,300 and 1,700 teachers now serving in the intermediate and junior high schools, according to the board's calculations.

It would also require the elementary schools to add 950 to 1,250 teachers to their staffs to accommodate the returned pupils.

1. Look at **Document 12**. What grades are going to experience changes in upcoming school changes?

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2. Read the first paragraph of **Document 12**. How much money did the Board of Education plan to save with school changes?

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3. According to the second paragraph of **Document 12**, what impact would this have on intermediate schools?

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4. What impact do you imagine these changes would have on students?

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# CHARTER SCHOOLS GAINING SUPPORT

## Black and Hispanic Parents Are Backing Pataki Plan

By **RAYMOND HERNANDEZ**

ALBANY, Feb. 27 — As one of his key proposals for improving public education last year, Gov. George E. Pataki championed parent-run schools with freedom from many state rules and practices only to see the proposal blocked largely by his Democratic rivals in the Legislature amid opposition from school administrators and the powerful teachers' union.

But this year, the opposition bloc is weakening as black and Hispanic lawmakers come under pressure from their constituents, inner-city residents frustrated with the failures of public education.

"Many black and Hispanic groups have lost faith in the traditional education system and are building these new alliances," said Joe Nathan, the director for the Center for School Change at the University of Minnesota's Humphrey Institute of Public Affairs. "They believe that charter schools will make a difference for their youngsters."

Supporters of charter schools, here and elsewhere, cite recent studies concluding that competition in public education does not create a system of haves and have-nots but rather improves performance for students in both the alternative and

By far the most outspoken opponents of charter schools have been school administrators who argue that they divert attention and resources from existing schools.



1. Look at the headline for **Document 13**. What kind of schools is this article about?

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2. Read the first paragraph of **Document 13**. What words are used to describe this kind of school?

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3. According to **Document 13**, what kind of parents are supporting these types of schools?

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4. Read the last paragraph of **Document 13**. Who is opposed to this type of school? What reason is given?

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**Document 14:** “Introduction,” *Creating Successful Magnet School Programs*. US Department of Education, Office of Innovation and Improvement: 2004.

Magnet schools gained prominence in education in the 1970s as a tool for achieving voluntary desegregation instead of forced **busing**. An early study of magnet schools sponsored by the U.S. Department of Education found that magnet schools were developed first in large urban school districts seeking to reduce racial **isolation** in their schools through **voluntary** means rather than with **mandatory** student assignment. The educational programs at these magnet schools were modeled on well-established specialty schools that offered advanced programs to selected students, such as Bronx School of Science, Boston Latin School, and Lane Tech in Chicago. Early magnet school programs mirrored specialty school themes such as mathematics, science, and the performing arts. But magnet school programs were designed to be different in one very important way—magnet school enrollment was driven by student choice based on interest rather than selection of students by testing.

Some 30 years later, many districts continue to utilize magnet schools to reduce minority group isolation; however, in the intervening years, the purposes of magnet schools have continued to evolve and expand. When the federal Magnet Schools Assistance Program was first authorized in 1985 its intent was to reduce, eliminate, or prevent minority group isolation and provide instruction that would strengthen students’ knowledge and skills. Expectations for magnet schools have broadened. Today, school districts are using them to accomplish a range of important and related purposes: enhancing student learning and narrowing the achievement gap, giving public school parents more choice in their child’s education experience, and incubating innovative educational methods and practices that can raise the bar for all schools.

1. Read **Document 14**. According to the first paragraph, when were magnet schools first created?

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2. According to **Document 14**, what problem were magnet schools created to solve?

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3. According to the last sentence in paragraph one, how are magnet schools different from other schools?

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4. According to the last paragraph of **Document 14**, what can magnet schools accomplish?

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# BROOKLYN NEWS



Fifth-grade teacher Matthew DiCarlo with students at PS 307, which has seen math scores go up nearly 46%. Photo by Nicholas Fevelo

# That's just grade!

## Better math scores lead to boost in enrollment at PS 307

BY MARK MORALES  
NEW YORK DAILY NEWS

SOARING math scores at a Vinegar Hill public school has meant more than just pride for its teachers and students: More than 100 new kids have enrolled this year because of the test success.

Parents have been flocking to Public School 307 on York St. since the end of last year when math scores shot up nearly 46%.

"That hasn't happened since I've been here," said longtime principal Roberta Davenport.

Since last spring, 106 new students have been enrolled at the school, with 56 registering kids on the first two days of the school year.

Only 275 students attended PS 307 last June, which most coming from the nearby Farragut Houses. Now, the school has become so popular students are coming from as far as Bedford-Stuyvesant, East Flatbush, Midwood and Prospect Heights. There's even a preKindergarten waitlist of 14 students, a first for the school.

Only 22% of the school's fourth-graders were proficient in math in 2011 at the C-rated school, but after Davenport and her staff put an emphasis on using technology to teach difficult math concepts, scores shot up and 68% met the state standard.

But even though math scores rose, reading levels were still low.

Last year, only 27% of fourth-graders could read at their grade level.

Davenport, who admitted the reading scores were "awful," said the school plans to use technology to boost the reading scores like they did the math scores. And she wants 80% of students proficient in math and 70% proficient in reading.

"If we don't do this for our community, we will lose our children. This school has to work," said Davenport.

The school has also been teaching children Mandarin as well as providing them with music classes and afterschool programs to keep them busy.

"This isn't just a test-taking

factory; we want to develop the curriculum," Davenport said.

New parents at the school said they were thrilled with PS 307 so far.

"I'm happy with the school. I'm comfortable with it and my kids are learning," said mom Pamela Robinson, 46, of Bedford-Stuyvesant.

Fort Greene dad Elijah Walker, 35, enrolled his son, Elijah Jr., at the school after he felt the boy's previous school - PS 287 - didn't offer more than just reading, writing and math.

"I felt like at (PS 307) there were far more opportunities," said Walker. "They offer so many different activities. I can see him graduating from there."

mmorales@nydailynews.com

Document 15: "That's just grade!" *Daily News* 20 May 2014. Brooklyn Archival Files, Brooklyn Public Library, Brooklyn Collection

1. Look at the headline for **Document 16**. What caused an increase in enrollment at PS 307?

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2. Read the first paragraph of **Document 16**. How many new students enrolled at PS 307, after math scores went up?

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3. According to **Document 16**, what did PS 307 do to improve math scores?

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4. In your opinion, how do you think PS 307 changed after more students enrolled? Why do you think that?

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## GLOSSARY

**Abolish** – to end something

**Bribery** -- persuading someone to do something dishonest or illegal by giving money or some other kind of gift

**Busing** – a practice of transporting children from their own neighborhood to school in a different neighborhood, in order to create racially integrated schools

**Corporate stock** – a type of ownership of part of a company, by an investor

**Deficiency** – not having enough of something

**Dilapidated** -- something that is run down and falling apart

**Huguenots** – a religious group from France that faced persecution in the 16<sup>th</sup> and 17<sup>th</sup> century and moved to other countries, including the United States, as refugees

**Isolation** – to place a person or thing alone or apart from other things

**Mandatory** – something that is required

**Voluntary** – something that a person chooses to do