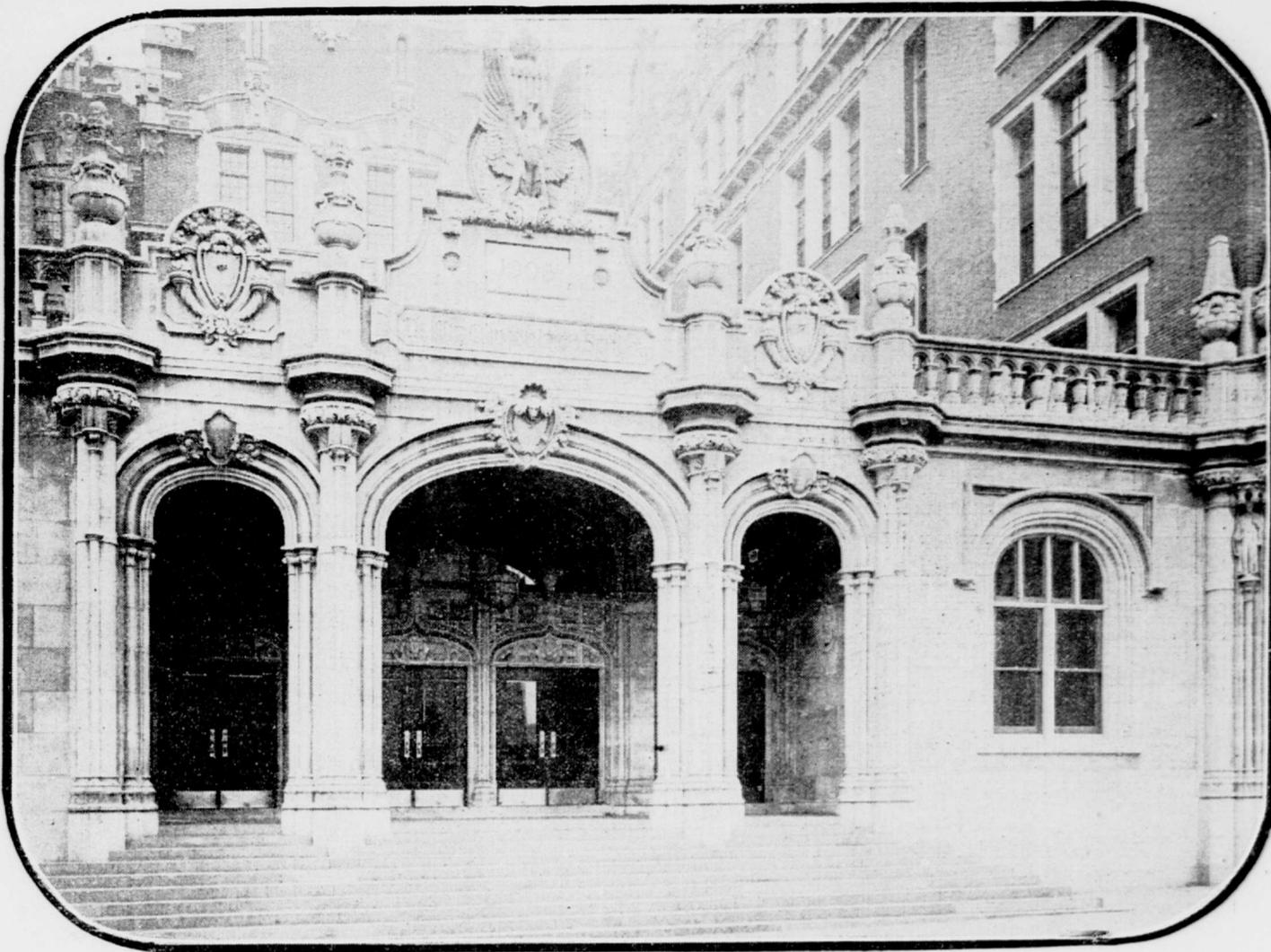
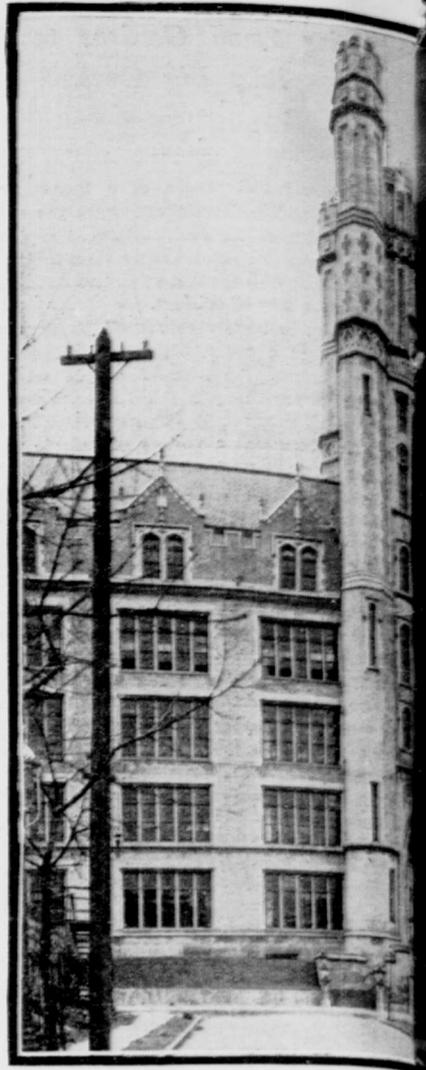


NEW YORK PUBLIC SCHOOLS, WHERE HUNDREDS OF THOUSANDS OF PUPILS WILL RESUME THEIR STUDY



THE ORNATE ENTRANCE TO THE DE WITT CLINTON HIGH SCHOOL BUILDING.

The decoration of the entrances is one of the ways in which distinctive architectural characteristics are given to New York school buildings.



A BUILDING CHANGED FROM A BRICK BUILDING WITH A TOWER BY THE ADDITION OF TERRA COTTA DECORATION.

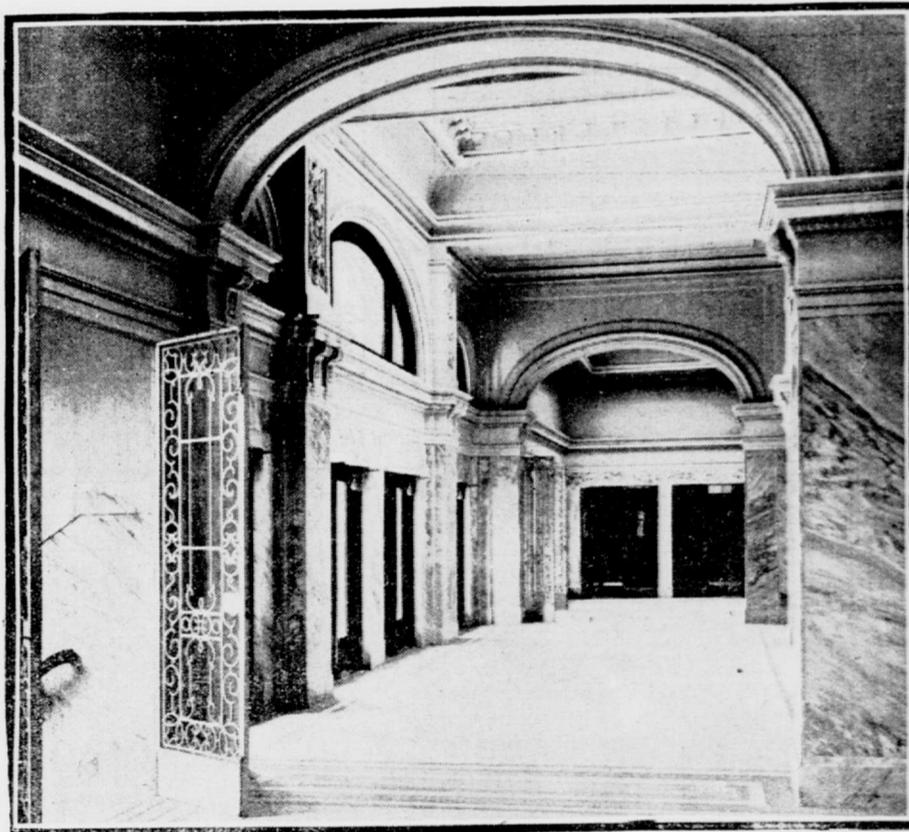
STRIDES IN EDUCATION.

New York's First Public School Had One Teacher and 500 Pupils.

Last week children were thronging to the New York public school houses in a polyglot stream to register. To-morrow the streets will be alive with hundreds of thousands of them on their way to the first session of the school year. For the occupancy of this mighty army of future rulers of New York City the school authorities have put in condition approximately 520 school buildings and completed, in addition, an even score of new ones. The buildings and the equipment which will be used by these children, exclusive of the new buildings added within the last year, represent a capital investment of \$98,975,332 22.

Notwithstanding the great number of schoolhouses and the immense investment in educational plant, which has been ungrudgingly given, there are children in New York City who can attend public schools for only part of the time. Before long the committee on elementary schools and the Board of Superintendents are to make a report which, if adopted, may inaugurate a new school policy, which will make for smaller classes, for full time for all the pupils, for a modified course of study, for more teachers, for increased salaries, and for a businesslike and economical management, all of which can be accomplished on approved educational lines and with a decreased budget.

It is a far cry from the two story brick school building erected less than one hundred years ago on the soil which is now being excavated at Tryon and Park rows for the new subway to the mammoth and attractive schoolhouses going up to-day throughout the city, equipped with almost every essential modern convenience that imagination has pictured. With what pride the "first citizens," in all the dignity of their place in the community, visited that early structure, the first free public school house, and examined the quarters. The first floor was to be occupied by a teacher who would not worry then about equalization of pay, being the only one in their employ. The "spacious" room on the second floor was to be the one in which the five hundred pupils were to learn what they could of the essentials of at least a successful defence in the struggle for supremacy in a bargain with a shrewd neighbor—in other words, the "three R's." If one of those early city fathers could rise up to-day in his body of flesh and see the changes which have been wrought in education and its temples in this city, he would undoubtedly be inclined to ask a number of questions. One can hardly imagine what the "distinguished citizen" of a century ago would say if he were set down in the centre of Seward Park before the French Renaissance front of Public School 62, almost palatial in its expansiveness, and among dignified, gray bearded patriarchs of the Jewish faith sunning themselves on the park benches, or selling "silk" candy from an ancient baby carriage to the bright eyed school children. He certainly would not recognize the schoolhouse. One can imagine him endeavoring to do



THE FOYER OF THE DE WITT CLINTON HIGH SCHOOL.

A decorative stone wainscoting is not without its value as a support to neighborhood morality.

justice to the wonders exhibited, in such ejaculations as "Wonderful!" and "Incomprehensible!"

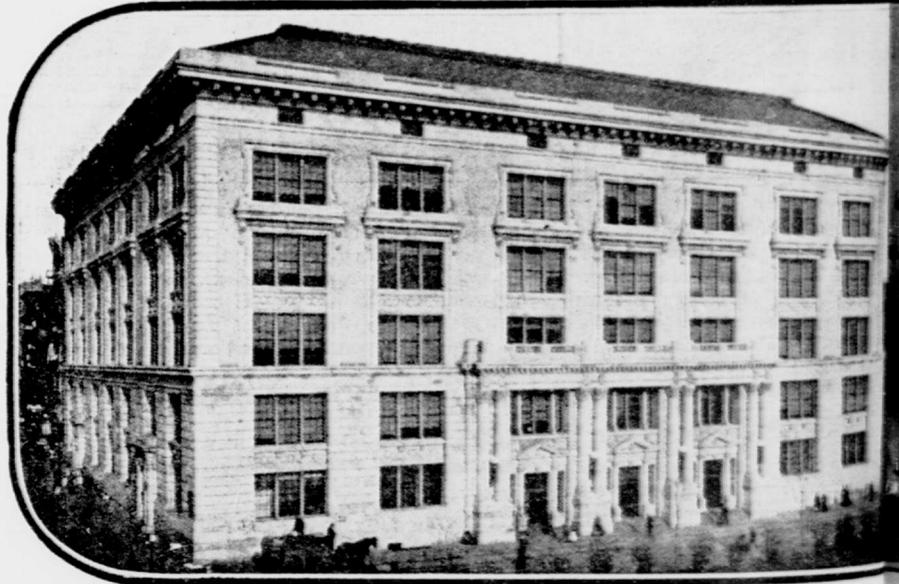
There could be no better barometer of the change of conditions than this great school set beside the first free public school of 1809. This last building and its site cost approximately \$1,300,000, or about one hundred times the amount spent on the first structure, a sum which would have paid the annual expenses of the government of the city a century ago.

Where one teacher, rod in hand, ruled over half a thousand children in the single room of the old structure, in the new one more than four score instructors by moral suasion guide nine times that number, seated in one hundred classrooms, into realms of knowledge never dreamed of in the old days as possible for the multitude. Instead of the big iron stove, around which the children in the old schoolhouse gathered on a cold morning, and the series of "gymnasty-sticks" through which they were sometimes put for the sake of warmth, the rooms of the modern building are heated by a current of air drawn directly from the exterior of the building through a box filled with steam pipes and fanned into the classrooms. No one to-day has an excuse for making a cold day a half holiday because the rooms cannot be kept warm.

Instead of the flight of wooden steps up which

the children tramped are fireproof stairways and elevators. Electric lights have taken the place of the sputtering oil lamps. The sand trays around which the children used to take turns standing while they practised forming letters in the sand with sticks, have been replaced by blackboards. In this modern schoolhouse some things of whose invention the good Knickerbocker could never have dreamed, they are not even modern improvements on old devices. Such is the telephone connection of all the schoolrooms. Why there should be gymnasiums, cooking rooms, workshops and bathrooms in this building he would have been dumb in understanding. And what would be his feelings on viewing the children of the nation of the earth, not only learning the "three R's" but studying geography, history, physics, chemistry, science, music, nature, drawing, cord and work, sewing, cooking and carpentry? If he were the work of the first school "redeemed" the child from "the power and domination of ignorance," as De Witt Clinton, its first president, put it, present schools must indeed be the temples of Minerva, from whose shades come forth the men.

It is hardly necessary to tell a New Yorker that the schoolhouses being built to-day are totally unlike those which the city erected a century ago. Looking down the front block containing one of the old red brick schoolhouses, one can hardly locate it because of its close resemblance in color to the houses on either side. Not so the new buildings. One may not know a French Renaissance front for a Tudor tower, but one can pick out one of the new schoolhouses as far as one can see it.



NO. 62, AN EAST SIDE SCHOOLHOUSE.

It represents an expenditure of \$1,300,000, and accommodates 4,500 children.