

MP-1458

United States Department of the Interior
National Park Service



National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Quincy Grammar School
other names/site number _____

2. Location

street & number 88-90 Tyler Street not for publication
city or town Boston [Chinatown] vicinity
state Massachusetts code MA county Suffolk code 025 zip code 02111

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.
In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

Brana Simon SHPO for 6/28/2017
Signature of certifying official/Title Date

State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register determined eligible for the National Register
- determined not eligible for the National Register removed from the National Register

other (explain: _____)

Patrick Anderson 8/1/2017
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property
 (Check as many boxes as apply.)

- private
- public - Local
- public - State
- public - Federal

Category of Property
 (Check only **one** box.)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property
 (Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

Name of related multiple property listing
 (Enter "N/A" if property is not part of a multiple property listing)

Historic Resources Associated with Chinese Immigrants
 and Chinese Americans in the City Of Boston

**Number of contributing resources previously
 listed in the National Register**

0

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

EDUCATION/school

Current Functions
 (Enter categories from instructions.)

SOCIAL/meeting hall, civic

7. Description

Architectural Classification
 (Enter categories from instructions.)

MID-19TH CENTURY, Greek Revival

Materials
 (Enter categories from instructions.)

foundation: STONE, granite
 walls: BRICK

 roof: SYNTHETICS
 other: STONE, Marble

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Narrative Description

Summary Paragraph

The Quincy Grammar School is located at 88-90 Tyler Street in Boston's Chinatown. The approximately 17,000-square-foot lot fronts on Tyler Street and backs up on Hudson Street, south of Harvard Street. The building is sited close to the sidewalk line on the Tyler Street side. A paved driveway on the south side of the building leads from Tyler Street to a paved parking lot on the east side of the building. An iron fence borders the east, Hudson Street, side of the parcel. The brick building was completed in 1859, built in the same manner on the foundation of a four-story, gable-roofed edifice that was erected in 1848 and destroyed by fire ten years later. In 1938, the gable roof of the main building collapsed during a hurricane, after which the roof and fourth floor were removed and the existing flat roof created. Stairtowers engaged to the north and south walls also were lowered from four to three stories; they are distinguished by entrances front and rear with trabeated granite architraves reflecting the Greek Revival style of Boston architect Gridley J.F. Bryant's original design. The brick exterior is further defined by a granite basement, a granite beltcourse above the first-story windows, and marble window lintels and sills. The interior classroom plan represented the first "single-head" (one-teacher) teaching model introduced in Boston; soon after it would have common acceptance. There are four squarish rooms on each of the three stories, two on either side of a lateral hallway connecting to stairtowers engaged to the north and south walls. On the first floor, two rooms have been combined as one. Wood wainscot, doors, window and door trim, and blackboards remain largely intact from 1859. A two-story, flat-roof annex was added to the north side of the building in 1913 during a period of introducing technical training into Boston's grammar schools. Designed by architect Harrison H. Atwood, it has a concrete basement, brick first story, and stuccoed second story. After the 1938 renovations, when basement bathrooms probably were added, the Quincy Grammar School remained unchanged until its closing in 1976, when it was replaced by the Josiah Quincy Elementary School on Washington Street. The Chinese Consolidated Benevolent Association of New England acquired the school from the city in 1983 and repurposed the building to serve a variety of Chinese-American cultural groups and activities. The Association has made some alterations since acquiring the building, including replacing old windows, adding dropped ceilings to conceal new HVAC equipment and utilities, and adding new glass-front doors and an updated brick entrance plaza featuring a statue of Confucius.

Narrative Description

Truncated to three stories after a hurricane damaged its roof, the Quincy Grammar School achieved its existing external appearance in 1938 (Photo 1, Figs.4 & 5). Apparently, the two classrooms and assembly hall on the fourth floor were expendable, in light of declining enrollments. As designed by Gridley J.F. Bryant in 1848, the building was scaled in classical proportions with three vertical stages (Fig.1). A granite beltcourse running along the top of the first-story windows defines the first story as the base in the same way as was done in Renaissance palazzos or Georgian buildings, although suggestively and economically by avoiding the use of stone. The upper three stories are framed by broad brick pilasters built out at the corners and a tall brick frieze at the top, and contain windows trimmed with marble lintels and sills. Windows are grouped in pairs, expressing the plan of classrooms in the corners, and leaving a broad wall area in the center of the front and rear façades. The historic view of the original school depicts a fifth window in the center of the second story of the front façade embellished with a trabeated surround, probably of granite, to echo the trabeated architraves on the entrances in the stairtowers recessed on the sides. Lacking an entrance element, the second-story window served as an enlivening focal point on the street façade. The gable-end pediment with its robust brick entablature and tripartite window group is the ornament that completes the vertical organization. The cross-gable wings containing the entrances and the internal fire stairs were designed in the same hierarchy of vertical stages and brick embellishments. Entrances front and rear are conspicuous by their granite Greek surrounds. The current principal entrance, inset on the front of the south tower, has been carved with gilded Chinese characters representing the name of the Chinese Consolidated Benevolent Association. The building's glass-front entrance is approached by two flights of granite steps with pipe railings that converge on an entrance landing—one flight leads directly from the sidewalk and the other from the side of the entry—where there is also a long handicap-access ramp with switchback. Brick retaining walls and planters elaborate the entrance. Prominently sited on the landing between the intersection of the two flights of stairs is a large,

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modern bronze statue of Confucius, the fifth-century Chinese teacher and philosopher. The statue sits on a tall marble plinth with bronze plaques on which are written quotations from the sage in Chinese and English, and calligraphy by Sun Yat Sen, the founding father of the Republic of China. The plinth is in deteriorated condition and in need of repair (photo 12).

The building was faithfully recreated after the 1859 fire, which reportedly reduced the original to its foundation. It is difficult to discern differences in a comparison of a ca. 1850 watercolor view and ca. 1900/1902 historic photographs (Figs.4 & 5). One significant change was the omission of the ornamental window in the center of the second story on the street façade; economy would have been even more of a factor in the reconstruction. Trusting the three windows pictured in the front pediment in the ca. 1850 watercolor view were accurate, they were replaced with two small attic windows in 1859. Oculi were preserved in the gables of the side towers. The type and placement of ventilator heads were changed in the roof, and while the photographs of the 1859 building show a large central cupola, it is absent in the watercolor rendering of the original building.

Other than the loss of the roof and the fourth story, few changes on the exterior can be associated with the 1938 repairs. No effort was made to decorate the top of the shortened wall, other than with capstones (Photos 1 & 4). A sign naming the school and its presumed construction date was mounted in the center of the front façade between the second and third floors at an undetermined time after 1938 (Fig.6). It has been removed and the area it covered painted over (Photo 1). Also, the first-story windows on the street front were enlarged, reducing the size of the space between them. This work may have been done in the 1938 renovations or as early as 1913 when two new wings were planned, but only one was built on the north side of the building. Intended to provide new classroom space for technical training, the two-story annex, as designed by architect Harrison H. Atwood, was a product of its time. Elevated on a cast-concrete basement, the first story was constructed of brick with arched windows and a corbelled entablature at the base of a stuccoed second story (Photos 2 & 3). Although built before the 1938 disaster, the annex has a flat roof now matching the main building. The brick wall on the south side of the annex, exposed in front of the stairtower, contains three small windows located high on the wall to provide wall space in the classroom inside. The mix of materials and extant, original multipane windows evinces an Arts & Crafts style consistent with the period and the manual arts program it fulfilled.

The repetitive plans of the three stories of the school have been preserved since the construction of the building in 1859, as well as most of the interior finishes. The classroom plan was a groundbreaking innovation in the history of education reform, and was immediately published as a model of public-school design (Fig.2). With a total of twelve classrooms—four on each of the three lower stories—classes could be graded based on age and ability and headed by a single teacher. (This was a radical revision to the conventional ungraded system managed by two teachers dividing up disciplines.) The first of its type, the “single-head” plan, introduced at the Quincy Grammar School, was enhanced by individual desks and chairs for students, and was quickly adopted in other schools in Boston, in Massachusetts, and in other parts of the country, although not necessarily in the four-story, four-room-plan format. Movement through the multiroom, multistory plan was facilitated by a central lateral hallway, with two classrooms on each side and stairtowers at the ends. The design addressed fire safety as well as ease of movement, but students spent the entire day in one classroom. Progressive school design was also attentive to ventilation systems that kept fresh air circulating through classrooms (Fig.3). Telltale outlets on the roof indicate the presence of a ventilation system in the Quincy Grammar School. The school also had a central-heating system fired by a furnace in the basement. No particular documentation has been found, but the fire that destroyed the first school building in December 1858 could have been caused by the furnace.

The hallways and classrooms are finished with plaster walls and ceilings above beaded-board wainscot (Photos 5 & 6). Drop ceilings have been added throughout the building. Original blackboards are extant; doors and windows are trimmed with robust curvilinear mouldings consistent with millwork popular at the time of the 1859 rebuild. While windows and exterior doors were replaced in recent years, most of the tall, hefty, six-panel doors installed in 1859 are intact in their openings, although on some, the tall center panels have been replaced with glass at some later time. On the east side of the hall, classroom entrances are recessed in alcoves that also contain doorways into a small closet on one side and long, narrow cloakrooms (Fig.2, Photo 7). On the west side of the hall, doorways enter directly into classrooms, and cloakrooms bump out into the stairtowers. Some of these have been converted into bathrooms by the current owner. The partition between the two first-floor classrooms on the east side of the hall was removed to create one large room. This is the only

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instance where original classroom dimensions have been altered, but in some of them, small enclosures have been constructed. The stairtowers are intact with wainscot and plaster walls and wood stairs with turned balustrades stabilized in the center by iron shafts.

The 1913 annex connects to the main building through doorways cut into the outside wall of the north stairtower at three levels. The main floor contains one large classroom and an anteroom in the rear, perhaps intended to be an office (Photo 10). As in the school itself, the rooms are intact except for the addition of a dropped ceiling and the installation of replacement sash. On the second story, there is a smaller classroom in the front, and an altered area in the rear with built-in cabinetry (Photo 10).

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

ETHNIC HISTORY, Asian

SOCIAL HISTORY

Period of Significance

1848 - 1976

Significant Dates

1848 (school opened), 1859 (rebuilt after fire)

1891-1896 first Chinese students enroll

1913 (annex built)

1938 (fourth floor removed after hurricane)

1976 (closure of Quincy Grammar School)

Significant Person

(Complete only if Criterion B is marked above.)

none

Cultural Affiliation

N/A

Architect/Builder

Gridley J.F. Bryant (1847)

Harrison H. Atwood (1913)

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Period of Significance (justification)

The period of significance begins in 1848, when the Quincy Grammar School was completed and became the first graded school in Boston with twelve "single-head" classrooms, setting a model for the city's educational reform movement of the 19th century. By the late 19th century, the school was educating a diverse group of immigrant children, including Chinese, a trend that continued into the 20th century. With the arrival from China of large numbers of women and children soon after WWII, Chinatown's population increased enormously, and the Quincy School became the principal neighborhood public school serving Chinese immigrant and Chinese-American children. The period extends to 1976, the year the school was closed by the city of Boston and the elementary school moved to the newly completed Josiah Quincy Elementary School nearby. For the next seven years, the building sat vacant until its acquisition by the Chinese Consolidated Benevolent Association in 1983. Since that time, the CCBA has run the building as an invaluable cultural center.

Criteria Considerations (explanation, if necessary) N/A

Statement of Significance Summary Paragraph

The Quincy Grammar School, Boston, is nominated to the National Register of Historic Places under the historic context "Historic Resources Associated with Chinese Immigrants and Chinese Americans in the City of Boston," and meets the Registration Requirements for the associated property type "Institutional Buildings" as a very rare building in Chinatown, a public school closely associated with the Chinese and Chinese-American community. The Quincy School retains integrity of location, design, setting, materials, workmanship, feeling, and association and is significant at the local level. It is significant under Criterion A for its associations with education, ethnic history, and social history and under Criterion C as a distinctive example of mid 19th-century progressive school architecture that served as a model of educational reforms introduced by Horace Mann and other educators in Boston and beyond. The Quincy School has served Chinatown continuously since Chinese children became part of this neighborhood around the turn of the 20th century. It was built by the city of Boston in the area known as South Cove in 1848, rebuilt in 1859 after a fire, and was already a grammar school educating a diverse population of both native-born and immigrant children when it enrolled its first Chinese student in 1891. By the mid 20th century, the school had become of exceptional importance to the Chinatown community, being the primary place for grammar-school education of Chinese and Chinese-American children in the city. This function continued until the school was closed by the city in 1976 and replaced by a new educational facility, making the school significant under Criterion Consideration G. Under the ownership of the Chinese Consolidated Benevolent Association of New England since 1983 after having been threatened with demolition and also after prolonged negotiation between the city and the CCBA, the Quincy School became the base of a variety of vital social service and cultural activities in the community, a function that continues to the present day.

As noted in the historic context's discussion of the Institutional Buildings Associated Property Type, the Quincy School is one of the very few institutional buildings in Chinatown: only one school, two churches, and a convent stand in Chinatown, and all are located in an area of South Cove south of Kneeland Street, a neighborhood into which Chinese families began moving in the 1940s. North of Kneeland Street, no public schools had been provided because children were not a part of the population there until the early 20th century. At that time, Chinese and Chinese-American children began attending the ethnically diverse Quincy School on Tyler Street, south of Kneeland, and gradually represented the majority of students there. Thus, the Quincy School is a rare and highly significant example of the property type defined in the context.

Under Criterion A, the history of the school is closely associated with the story of immigrants in Boston, with the majority of students born outside of the United States from its opening well into the 20th century. The first Chinese students arrived in the 1890s. The school's population remained a mix of nationalities, but changed significantly in the 1940s, when the growing number of Chinese families in Chinatown spread south across Kneeland Street and their children enrolled in the Quincy School. By the time it closed in 1976, more than 90% of the school's population was Chinese American. The Quincy School played a pivotal role in the education of Boston's largest Chinese enclave, as well as teaching English as a second language and other acculturation skills during a period when large numbers of new Chinese families were arriving in Chinatown. And even though the old school closed in 1976, with students transferring to the new Josiah Quincy

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Elementary School only a few blocks away, it found renewed life in 1983 when the city conveyed it to the Chinese Consolidated Benevolent Association of New England, a vitally important community organization, composed of numerous smaller charitable and cultural Chinese groups, that operates a multifaceted program in the building. This significant era of preserving and presenting Chinese culture for the benefit of Boston's Chinese-American community has continued strongly into the present. The school is also significant under Criterion A as the first "graded" grammar school in Massachusetts and possibly in the United States. First built in 1848 during a wave of reform in schoolhouse architecture and construction and rebuilt in 1856, the Quincy Grammar School was the first to embody the educational model promoted by Horace Mann, the first secretary of the Massachusetts Board of Education, which was based in the Prussian practice of dividing and classifying scholars according to ages and achievement. This innovation made the traditional methods of teaching obsolete, replacing classrooms where large groups of students of mixed ages and abilities were lectured by two instructors, with one where classes were grouped by age and ability and headed by a single teacher. The Quincy School was also home to one of the first classes in the United States developed according to the educational theories of Maria Montessori, and taught by one of her early pupils in 1913.

Under Criterion C, the building is significant as an early, distinctive example of progressive public-school design and planning in the mid-19th century, associated with models developed by major educational figures, such as Horace Mann, and published in the progressive literature of the day. As designed by Boston architect Gridley J.F. Bryant, the economical but distinguished Greek Revival-style school building contained twelve classrooms—four on three floors, and an assembly room on the fourth—permitting the reorganization of students in graded classes based on age and ability. Gridley J.F. Bryant (1816-1899) was emerging as Boston's premier architect at the time he was commissioned to design the Quincy Grammar School. According to architectural historian Walter H. Kilham, Gridley J.F. Bryant enjoyed the largest and most lucrative architectural practice in the city. The original school burned in 1858, and although it was quickly rebuilt to the same plans and specifications, reopening less than a year later, Bryant's direct role in its rebuilding is not known. In 1913 an annex was built when technical training was added to the city's school curriculum. School architect (and former Boston City Architect) Harrison H. Atwood designed the addition in an Arts & Crafts style that was consonant with that movement's belief in the value of manual instruction. Another tragedy beset the school in 1938 when a hurricane caused the school's roof to collapse. During repairs, using WPA funds, the building was reduced to three stories and a flat roof added. Mechanical systems were updated, but the historic interior plan and finishes installed in 1859 were maintained intact. Despite the loss of its upper story and roof, the building retains its character-defining exterior and interior features sufficient to evince its original design program, and its association with model progressive-school architecture, as well as its continued use for educational purposes. The Quincy School has continued to function as an important educational and community institution in Chinatown.

Developmental history/additional historic context information

The Quincy Grammar School at 88-90 Tyler Street in what is now part of Boston's Chinatown was the first "graded" grammar school in Massachusetts and possibly in the United States. Built in 1848 during a wave of reform in schoolhouse architecture and construction, the Quincy Grammar School was the first to embody the conviction of Horace Mann, the first secretary of the Massachusetts Board of Education, that the Prussian practice of "dividing and classifying scholars . . . according to ages and attainments" was the model all schools in the commonwealth should follow.¹ Part of Boston's public-school system for 128 years, the school served an ethnically diverse student population since its founding, has served Chinatown continuously since Chinese children became part of this neighborhood around the turn of the 20th century, and offered one of the only outdoor recreational spaces in the South Cove section of Boston. It also was home to one of the first classes in the United States developed according to the educational theories of Maria Montessori and taught by one of her early pupils. Quincy School was the oldest active classroom building in Boston at the time the city closed the school in 1976. After sitting vacant for seven years and being the subject of numerous plans for its reuse, it

¹ "Mr. Mann's Seventh Annual Report: Education in Europe," *Common School Journal* 6, 7 (April 1, 1844), 115-16, Google Books.

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was acquired by the Chinese Consolidated Benevolent Association in 1983. Its educational uses persist into the current day.

The Quincy School and Horace Mann

One of six schools built by the Boston School Committee in 1847, Quincy Grammar School was constructed on a lot 90 by 130 feet donated by Josiah Quincy Jr. (1802-82), then the mayor of Boston and the son of longtime Harvard University president Josiah Quincy III (1772-1864), who had been mayor of the city from 1823 to 1828 and for whom the school was named. The lot included a schoolyard east of the building and fronting on Hudson Street. Like other schools built in Boston in the 1840s, it was constructed of brick, but while most other schools built since Mann became the state's first secretary of education were three stories, the Quincy School was four. Brimmer Grammar School, built on Common Street three years earlier, had two classrooms on its first floor and large classrooms on its second and third floors with desks at which two students sat together; each of the upper floors had "recitation rooms" that featured "benches on all sides for the pupils," — here one group of students recited, while another worked at the desks. By contrast, Quincy School had four classrooms on each of its first three floors, an assembly hall on the top floor, and a desk and seat for each student. Other Boston schools had desks for single students: by 1848 both the Quincy School and the Bowdoin School, built on Myrtle Street in that year, used hundreds of the Wales Company's Bowdoin School Chair and Desk, and the Wales company had built a single desk and chair of slightly different design for the Hancock School, built the same year as Quincy School. It is possible that Quincy School was the first to incorporate a single desk and chair for each student, though Hancock School had opened and been dedicated slightly earlier.² Still, the school's chief physical distinction was its size, its twelve graded classrooms, and other features that its first master, John D. Philbrick, described nearly 40 years later.

The building was the first grammar school house of its kind in the United States; it constituted a new type, the main characteristics of which were an assembly hall and a separate school-room for each teacher where the pupils remained permanently. This type of grammar school house has since been adopted with some modifications in the details, in every part of the country from the Atlantic to the Pacific coast. . . . It was the first attempt to carry on a large boys' school chiefly through the agency of female teachers, each of whom had the responsibility of the immediate discipline, control and instruction of a class in a separate room. . . . In the early days of the Quincy School it was particularly distinguished for the large percentage of boys sent at the proper age to the High and Latin schools. . . . It was largely experimental and creative; it was the working out and development of a new system.—I do not mean a new system of instruction, but of organization, classification & management. At the outset, it had a good many enemies. Its chief champion and defender was Dr. T. M. Brewer, the chairman of its first committee and at that time Editor of the Boston Atlas.³

One of twenty grammar schools in the city at that time, the Quincy School was one of seven that educated only boys between the ages of eight and fourteen. In Boston of that day, students attended grammar school only if they had received a certificate of recommendation from the city's primary-school committee and had been "examined by the grammar master" of the school they hoped to attend.⁴ At the time it was dedicated, Quincy School was one of four in the city to put in place a new method of organization: a single headmaster was in charge of the "whole course of education," and each classroom had a submaster, an usher, and three female assistants. Philbrick asserted that Quincy School "in its organization . . . was the first substantial and permanent departure from the old Boston 'double-headed' system." Traditionally, Boston grammar schools were run by a grammar master and a writing master with equal authority; the grammar master taught spelling, reading, English grammar, geography, and history, while the writing master instructed

² Henry Barnard, *School Architecture; or Contributions to the Improvement of School-Houses in the United States*, 2d ed. (New York: A. S. Barnes and Co., and Cincinnati: H. W. Derby and Co., 1848), 201-5, 211. Barnard cites a Newburyport school that also had single desks and chairs.

³ John D. Philbrick, letter to preliminary meeting of the Quincy School Association, November 17, 1885, vol. 4, *Minutes of Meetings, 1885-1908*, Quincy School Association Records, Ms. qAM 176, Boston Public Library Rare Books and Special Collections.

⁴ Barnard, *School Architecture*, 168.

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students in writing, arithmetic, algebra, natural philosophy, and drawing. In Boston in 1848, eleven grammar schools remained organized in this way, and in architectural terms the system was manifest in the presence of two large halls, one of them the grammar department and the other the writing school. Brimmer Grammar School on Common Street, built in 1843, featured second-floor schoolrooms with small recitation rooms at one end; the second-floor classroom was 37 by 70 feet and featured 118 desks and 236 chairs. Students were placed in two groups, one attending the grammar department and the other the writing school in the morning, and they switched rooms in the afternoon. In Boston's eight coeducational grammar schools, the students were divided into groups by gender.⁵ The "double-headed system" had been in effect in Boston schools since the 1740s. But the divided authority for the school as a whole had grown problematic, and the "single-headed" system was implemented in 1847 with the grammar master as the "paramount authority."⁶

Quincy School, by contrast, had been designed to implement the theories of Horace Mann, who was named secretary of the Massachusetts Board of Education when it was created in 1837. Mann traveled widely, both in the United States and Europe, to determine whether schools elsewhere were in any way better than those in Massachusetts, "and, if anything were found in them worthy of adoption, of transferring it for our improvement." At his own expense he toured schools in England, Ireland, Scotland, German, Saxony, and Prussia (the last two became German states in 1871 and 1918 respectively). Prussian schools had long been viewed as superior, but they had lately come under fire for, as Mann put it in his annual report, "producing a spirit of blind acquiescence to arbitrary power, in things spiritual as well as temporal,—and being, in fine, a system of education, adapted to enslave and not to enfranchise the human mind."⁷ But Mann argued that American educators should selectively emulate the Prussian model.

If the Prussian schoolmaster has better methods of teaching reading, writing, grammar, geography, arithmetic, &c., so that, in half the time, he produced greater and better results, surely, we may copy his modes of teaching these elements, without adopting his notions of passive obedience to government, or of blind adherence to the articles of the church. . . . If Prussia can pervert the benign influences of education to the support of arbitrary power, we surely can employ them for the support and perpetuation of republican institutions.⁸

Mann pointed out that in Prussia and Saxony, most students sat on backless benches or seats; he did not encounter a single public school in Germany "in which each scholar, or each two scholars had a desk to themselves. A few private schools only had adopted this great improvement." But "one most valuable feature" of the larger schools in Prussia, to his mind, was that "they are uniformly divided into class rooms; and an entire room is appropriated to each class, so that there is no interruption of one class by another." Students were separated "by ages and attainments" into classes, and one teacher had charge of only one class, "or as small a number of classes as possible" and thus was not constantly distracted by the activities of other students while one group was reciting. The ungraded classroom, Mann argued, was responsible for "the idleness and the disorder that reign in so many of our schools." He stated further, "There is no obstacle whatever, save prescription, and that *vis inertia* of mind which continued in the beaten track because it has not vigor enough to turn aside from it,—to the introduction, at once, of this mode of dividing and classifying scholars, in all our large towns."⁹

Mann was committed to the notion that state-supported education was the only means by which to achieve civic intelligence and social justice. As he put it in his tenth annual report to the state, one of the fundamental principles of the state's common-school system was to pledge the property of the commonwealth "for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civic duties."¹⁰ Without a public-school system, he averred, "the majority will be left without any adequate means of instruction, and thence the mass will grow up in ignorance. Here the foundation of the greatest social inequalities is laid.

⁵ Barnard, *School Architecture*, 168-69, 198-99. A third method of organization, in place in five Boston grammar schools, had two distinct writing and grammar departments under two masters of equal authority, each assisted by three women.

⁶ The Finance Commission of the City of Boston, *Report on the Boston School System* (Boston: City of Boston Printing Dept., 1911), 10.

⁷ "Mr. Mann's Seventh Annual Report: Education in Europe," *Common School Journal* (Boston) 6, 5 (March 1, 1944): 72.

⁸ "Seventh Annual Report," 72.

⁹ "Seventh Annual Report," 91, 116.

¹⁰ *The Massachusetts System of Common Schools; Being an Enlarged and Revision Edition of the Tenth Annual Report of the First Secretary of the Massachusetts Board of Education* (Boston: Dutton and Wentworth, 1849), 32.

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Wherever this social inequality is once established, its tendency is to go on increasing and redoubling from generation to generation." Of the countries he visited, England was "conspicuous" in having no system of public schools, Mann observed, "and it is the country where, incomparably beyond any other, the greatest and most appalling social contrasts exist" and where what passed for education only separated social classes more widely.¹¹

In some measure Mann's ideas were shared by Josiah Quincy, Jr., according to one paraphrased account of his address at the dedication of Quincy Grammar School on June 26, 1848.

Here, unlike other countries, every restraint to individual elevation is thrown off. All have the most perfect liberty that can be enjoyed, without infringing upon the rights of others. How important then, that each child should be educated to understand his rights, and the principals and habits of self-government.

We are all, said he, in a partnership, and if one of these little partners suffers in his character, the whole community suffers in consequence.

He believed that nearly half of the 400 boys in that school were not Americans. Many of their parents were not fitted for the duties of a Republic. But these children, educated side by side with our own, would learn self-government, and be trained to become worthy citizens of this free country.

It seemed, he said, the design of Providence to mix races; and this influx of foreigners might constitute the very elements necessary to give to American character its highest excellence. Standing on such a moral elevation, as Boston did, they felt it a duty to provide for the education of all, and thus present to the whole country, *models* of popular education.¹²

Mann's *Common School Journal* for 1848 offered a "correct report" of Quincy's remarks at the dedication that seemed to express a good deal more trepidation about, if not prejudice against, immigrants, and a good deal less optimism:

It is the great duty of a Republic not only to provide that every child in it may be educated, but also to take care, as far as possible, that every child in it shall be educated. In this point of view, it is unquestionable that the duties and rights of society are paramount to the duties and rights of the parents. If, therefore, in a community calling itself a Republic, children, at an age at which they may and ought to be at school, are found idle and vagrant in our streets, loitering about public places and wharves, giving evident marks, by both language and conduct, of general, if not total ignorance, the society in which such sources are permitted, though a Republic in name, is, in fact, neglectful of its most imperious duty; and the time cannot be distant when its reality, with its name will be obliterated.

It is in the nature of things impossible that the healthy influence of our institutions, and the elements of the prosperity, which experience shows they include, should long continue, if the current of vice, the ignorance and recklessness, which the old world is daily pouring in upon us, and which, there is reason to believe, instead of decreasing will be enlarged, unless the present possessors of the country have the sense and spirit to meet the sacrifices and exertions the exigency requires, and above all, if they do not take care that the vice, the ignorance and indifference to education, which characterize so large a portion of our emigrant population, shall not be transmitted and perpetuated in their children.¹³

Horace Mann did not attend the Quincy School dedication because he had been appointed that spring to fill out the US House of Representatives term of John Quincy Adams, who died on February 23, 1848. Mann had been present at the April 19, 1848, dedication of Hancock Grammar School—he left for Washington the next day—and apparently felt he could not return to Boston for another such event. In a June 1848 letter to Dr. T. M. Brewer, chair of the school committee's subcommittee on Quincy School, Mann expressed his regrets even as he declared that he might "earnestly desire to see another of those admirable models of school-house architecture, which are at once an honor to your city and an example to the world. I had a pleasure to be present at the late Dedication of the Hancock Schoolhouse, and I

¹¹ "Seventh Annual Report," 83, 84-85.

¹² Quincy's address in paraphrase (judging by the use of third-person) appears in Barnard, *School Architecture*, 172.

¹³ Horace Mann, ed., *The Common School Journal for the Year 1848* 10, 15 (August 1, 1848): 232-34.

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understand that the plan of the Quincy is substantially the same. If I am correct in this supposition, then I would add that these two school-houses come nearer to my idea of a perfect school edifice, for a large city, than any other I have ever seen in this country. I mean the plan of a large building, with small apartments." Mann added, "Why should not the house for the public school,—where the great mass of those children are to be educated, who will hereafter constitute the public itself,—be as noble a structure, as amply furnished, and as beautifully finished, as the private school-house, which is erected only for the accommodation of here and there a family? I can see no reason."¹⁴

Gridley J.F. Bryant (1816-1899) was emerging as Boston's premier architect when he was commissioned by the City School Committee to design the Quincy Grammar School. He designed two of the eleven grammar schools built in Boston during the reform years 1840-1848. (The Bowdoin Grammar School on Myrtle Street, not extant, was the other.). Bryant was actively engaged in the design and construction of progressive institutional buildings during the antebellum period in the city. His experience with large-scale granite projects, learned from his father, the engineer and builder Gridley Bryant, and his apprenticeship under Alexander Parris, who succeeded Charles Bulfinch as Boston's master architect, put him in the forefront of notable commissions for civic and commercial projects in the city and the region. According to architectural historian Walter H. Kilham, Gridley J.F. Bryant enjoyed the largest and most lucrative architectural practice in the city:

Bryant's first achievement was the Broadway Savings Bank Building in South Boston and a few years later he built what is said to have been the first fireproof building in Boston, the old Registry of Deeds building on Tremont Street. Many of the buildings along Franklin Street and in Winthrop Square were his. He built jails, custom houses, and all sorts of buildings throughout Massachusetts, Maine, Rhode Island and Connecticut, and in Philadelphia he remodeled the buildings in which for many years the post office and federal courts were located. He remodeled the New Hampshire State House and built the State Industrial School at Manchester.¹⁵

Bryant's role was to accommodate the School Committee's plan in an 80-foot-by-60-foot, four-story brick shell: three floors and twelve classrooms, leaving the top floor open for assemblies. Twelve-foot-by-36-foot stairtowers, centered on the sides at the ends of the interior halls, contained the entrances and doubled as fire escapes. A stone beltcourse above the first-story windows defined a base that diminished the effect of the building's height, and the ends of the gable roof, front and rear, were enveloped by Greek pediments. Architectural historian Roger Reed interprets the conservative Classical style of this and other "charitable" buildings Bryant designed in this period as conveying a dignity to their purpose while providing an economy of cost.¹⁶ In this way the design of the Quincy Grammar School was fundamentally compatible with the mid 19th-century rowhouse neighborhood in which it was inserted. Among the design novelties were ventilation and central-heating systems, the latter driven by a furnace in the basement.

Quincy Grammar School cost \$60,210.18 to build and was regarded as a model for other schools at its completion. At its first annual examination of Quincy School, the Boston School Committee found the facility "in a most excellent condition":

In this commodious school house more than 500 boys are in daily attendance. We saw them collected together in the large hall, in the upper story, receiving their semi weekly lesson in music. It was a most encouraging and gratifying exhibition. By far the greater part of the children appeared well clad and respectable, and there was a general air of happiness, contentment, and earnestness throughout. . . . The School house is superior in its construction and arrangement to any other School for boys in the City, and has a larger number of pupils than any other. Yet from the admirable precision of the arrangement of the classes, the pupils are collected and dismissed, and move out in the discharge of their duties, without

¹⁴ *Annual Report of the School Committee of the City of Boston 1857* (Boston: Geo. C. Rand and Avery, 1858), 60; Horace Mann, ed., *The Common School Journal for the Year 1848* 10, 14 (July 15, 1848): 211-12. Many Massachusetts newspapers carried the news of Mann's departure for Washington, including *Gloucester Telegraph*, April 15, 1848, 2.

¹⁵ Walter H. Kilham, *Boston After Bulfinch* (Cambridge: Harvard University Press, 1946), 65-66.

¹⁶ Roger Reed, *Building Victorian Boston: The Architecture of Gridley J.F. Bryant* (University of Massachusetts Press, 2007), 51-52

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confusion or disorder. Whoever examines the condition of this School must be convinced that the large amount of money expended upon it has been judiciously appropriated.¹⁷

In his 1851 *Sketches of Boston*, J. Smith Homan wrote that the Quincy School “contains most of the modern improvements. . . is four stories high, and contains twelve school rooms, each of which accommodate 50 scholars, and a hall furnished with settees, which will seat 700 pupils. It has also six small recitations rooms. Its greatest improvements consist in having a separate room for each teacher and a separate desk for each scholar.”¹⁸ By 1854 Quincy Grammar School had the second-highest average attendance of any of the city’s grammar schools, at 696 students over the first six months of that year. It also had the second-highest number of seats for students, at 734. Its official enrollment was 616 boys, of whom 604 were between the ages of five and fifteen and 12 were older than fifteen. As Quincy School’s enrollment was limited to boys between the ages of eight and fourteen, why there were children younger than eight and older than fifteen at the grammar school is not stated in that year’s report.¹⁹

On December 17, 1858, Gridley J.F. Bryant’s Quincy Grammar School was, by all accounts, destroyed by fire.²⁰ Nothing is reported, but the innovative heating system may have been the cause. The school was rebuilt on the original foundation and with the same plan; it was dedicated a year later on December 28, 1859.²¹ (By this time, all new schools in Boston followed the “single-head” plan.) According to the 1860 School Committee Report, “The chief difference consists in appropriating a part of the fourth story to two school-rooms, instead of devoting the whole of it to the hall. Some minor improvements have been introduced, and it is in all respects a first-class school-house, with fourteen schoolrooms, and the requisite ante-rooms and clothes-rooms.”²² By a comparison of images, the 1859 replica had a larger ventilator and a cupola on the roof. In the final accounting, the rebuild cost \$31,157, with masonry (\$11,514.50) and carpentry (\$10,364.75) being the major expenses, which was only half of the original building costs, suggesting that more of the building was left than the foundation. Presumably the trabeated granite architraves on the stairtower entrances survive from the 1848 Bryant design, although all interior trim reflects the more ornate, curvilinear profiles being produced in 1859. The accounting included items, such as new desks and seats, chairs and settees, furnaces, window shades, and upper-story cornices that indicate the extent of the damages. Architectural fees were not a major factor; plans cost \$350.

The Quincy School and the Development of South Cove

Quincy School enrollment books exist from the school’s first year through 1910, but the earliest volumes do not tend to support Josiah Quincy’s alleged contention that fully half of the students at Quincy Grammar School were “not Americans.” The first student register, which lists more than 600 students who attended the school between 1847 and 1852, lists whence the student had come—from a primary school, another grammar school, a private school, “out of town,” the “country,” or another country.²³ Of all the students listed, only 26 were shown as having come directly from Ireland, three from the Canadian Maritime Provinces, two from England, and one from Germany. By the time the next volume was compiled, however, hundreds of Irish immigrants lived in the neighborhood surrounding the school, and ethnic diversity increased markedly from the 1850s forward. Quincy School was built scarcely a decade after much of Boston’s South Cove had been filled to make land for railroad facilities, industries, and housing. The neighborhood bordered the city’s downtown commercial district, its leather and garment districts, and the depot and yards of the Boston & Worcester and Old Colony Railroads (Fig.11). Before the railroads arrived in the mid 1840s, developers and lot owners built single-family houses in the area, many of them facing South Cove. But the increasing presence and noise of trains depressed residential property values, and the fill used to create the district—mostly tidal-flat mud and household ashes—

¹⁷ *The Report of the Annual Examination of the Public Schools of the City of Boston, 1849* (Boston: J. H. Eastburn, 1849), 48-49.

¹⁸ J. Smith Homan, *Sketches of Boston* (Boston: Phillips Sampson and Co., 1851), 230.

¹⁹ *The Report of the Annual Examination of the Public Schools of the City of Boston, 1854*, City Document No. 74 (Boston: J. H. Eastburn, 1854).

²⁰ *Report of the Joint Special Committee on Auditor’s Estimates for 1859-60*, 51. Other reports suggest the date of the fire was in March 1859. Frederick Dean McClusky, “Introduction of Grading into New England, Part II,” *The Elementary School Journal*, Vol 21 No 2 (October 1920), 132-145, reiterates the December 17, 1858 date.

²¹ *Report of the Joint Special Committee on Auditor’s Estimates for 1859-60*, 51.

²² *Ibid.*

²³ Quincy School Enrollment Books, 1847-1910 (in five volumes), Josiah Quincy School, 885 Washington Street, Boston. Thanks to Quincy School vice principal P. K. Chan for locating these volumes.

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was believed to have produced what one 1849 report termed “disagreeable and unwholesome effluvia” along Harrison Avenue because it had not been permitted to settle properly before houses and sewers were built upon it.²⁴

The railroad and relatively low land values combined to keep down rents in the district and to attract both industry and housing for working-class and, increasingly, foreign-born tenants. One 1899 demographic study found that foreign-born Bostonians had become more a feature of the city’s North End and part of its South End populations, “where they displaced Americans. . . . In the South Cove and in the adjacent district of the South End the foreign born more than doubled their number between 1845 and 1850.” By 1855 more than 58,000 of Boston’s 80,570 foreign-born had come from Ireland; the years of greatest growth in the Ireland-born population of the city were between 1845, when an estimated 24,000 were living in the city, and 1855.²⁵ Social settlement worker Robert Woods noted, also in 1899, that the native-born population had tended to move out of the South Cove and South End (the latter defined as beginning on the north at Kneeland Street and thus encompassing the Quincy School) as commercial and industrial activity increased and residential property values declined. While the North and West Ends of Boston were at the city’s “outer edges,” Woods observed, the South End was “at the city’s centre of population.” He added, “The South End has no less than eight great thoroughfares crossing one another and connecting distant parts of the metropolitan area. With these go an important manufacturing region, thronged centres of amusement, and a complex population, racially and industrially,—such as do not exist in the other quarters.”²⁶ “The greater part” of residents in the South Cove and South End lived in tenements and lodging houses, Woods noted, a statement the 1880 and 1900 censuses confirm.

By 1858, Quincy School records showed a “preponderance” of Irish surnames, according to geographer Rhoads Murphey.²⁷ With increasing affluence and the development of horse-drawn and, later, electric streetcars, Irish Americans left the South Cove, and though still forming the largest group of foreign-born students in Quincy School, they became a somewhat lesser share of the total. By the late 1870s, enrollment books began to list children of Italian, Eastern European Jewish, and German descent; by the late 1880s, Quincy School educated Italian, Jewish, Armenian, Greek, Syrian, Spanish, and Scandinavian students, though Irish students were still a notable part of the population. By 1895, Woods stated, 32 percent of Quincy School students had been born in the United States, 31 percent had been born in Ireland, and nineteen percent were classified as Jewish, probably from Eastern Europe and Russia. Another eighteen percent were born in other foreign countries. According to Murphey, Jewish and Italian surnames began to appear in Quincy School enrollment books beginning in 1885, and were virtually absent by 1900 as these families moved further south and west in Boston’s South End. Woods stated that “some 300 Armenians” lived on and near Beach and Kneeland streets in what became Chinatown, and a small number of Syrians and Lebanese lived around Oliver Place. (Among the Oliver Place residents was Lebanese-born Kahlil Gibran, who lived at 9 Oliver Place and enrolled in the Quincy School September 30, 1895, at age twelve, shortly after he arrived in the United States. He attended the school only briefly.) Woods further described the area’s school population in 1899:

In the Franklin School every European country except Greece is represented; and in the Quincy School even this deficiency is made up. In this wide variety, however, a comparatively small number of nationalities makes up the greater part of the population. The Irish, Jews, British Americans, Americans, and Negroes are its chief constituents; but the English, Germans, Scotch, French, Swedes, Norwegians, Italians, Greeks, Armenians, Austrians, and a few other nationalities are represented, although in considerably smaller numbers. And if we add to these Chinatown and the Syrian settlement in Oliver

²⁴ On filling to create the South Cove land, see Nancy S. Seasholes, *Gaining Ground: A History of Landmaking in Boston* (Cambridge, MA, and London: MIT Press, 2003), 17, 237-38; Robert A. Woods, ed., *The City Wilderness: A Settlement Study by Residents and Associates of the South End House* (Boston and New York: Houghton, Mifflin and Co., 1899), 20-21; Arthur Krim, “Chinatown-South Cove Comprehensive Survey Project: Final Survey Report,” 10 (Boston: Boston Landmarks Commission, July 11, 1997), 10-11 [BOS_CHI_1997.pdf].

²⁵ Frederick A. Bushee, “The Growth of the Population of Boston,” *American Statistical Association* 46 (June 1899): 259-60.

²⁶ Robert A. Woods, ed., *The City Wilderness: A Settlement Study by Residents and Associates of the South End House* (Boston and New York: Houghton, Mifflin and Co., 1899), 4-5.

²⁷ Rhoads Murphey, “Boston’s Chinatown,” *Economic Geography* 28, 3 (July 1952): 245; Susan Wilson, “The Old Quincy School,” *CHSNE Newsletter* 12, 1 (Fall 2006): 23-25.

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Place, both on the outskirts of the district, we supply an appropriate finishing touch to the group,—a population as complicated as it is inharmonious.²⁸

In late 1885, as the neighborhood around the school was becoming more ethnically heterogeneous, former students and teachers at the Quincy School formed the Quincy School Association of Boston in order to “revive the memories of our early school days, to perpetuate the associations and renew and strengthen in manhood the friendships of youth, and to promote whenever practicable the interests of the Quincy School.” The group’s elected officers were all Massachusetts natives, and some had become affluent: Spencer W. Richardson, one of the first graduates of Quincy School, owned the banking firm Richardson Hill and Company, was treasurer of Saco Water Power Machine Shop, and lived on Marlborough Street in Boston’s fashionable Back Bay with his family and several domestic servants; Ellis L. Motte, a charter member, was an attorney living on Beacon Street in much the same circumstances. Benjamin W. Putnam, one of the first vice presidents and for years an active member of the school association, taught drawing at the city’s first mechanical and industrial drawing school in 1870 and then taught at Massachusetts Normal Art School, now the Massachusetts College of Art and Design, in the 1870s and 1880s. Charles Felton Pidgin, another of the first vice presidents, was secretary of the Massachusetts Bureau of Statistics of Labor and later the author of the popular novel *Quincy Adams Sawyer*. Other members worked in humbler professions; Charles H. Dolbeare began his working life as a caulker and was a police officer by the time the association was founded. No Irish-born men were among the early officers, but Irish-born alumni of the school were among the first members, as were some few Italian-born and eastern European Jewish alumni. Within years of its founding, however, men of Irish descent were represented steadily among association officers.²⁹

Records of the Quincy School Association’s meetings show them to have been a convivial bunch as well as staunch, if nostalgic, advocates of both the Quincy School and the South Cove. At the second annual meeting and dinner at the United States Hotel on Beach Street in 1887, member John C. Crowley “expressed his pleasure at every effort to continue through life the unity for which the public school is noted, and personally testified to the beneficial effect upon youth, of the blending of all classes and conditions of society through the years of public school association.” Member and later officer William Lloyd Garrison Jr., son of the famed abolitionist, frequently wrote poems about the school and its neighborhood, and in 1893 he expressed his doubt about “whether the boy today has a good a chance to secure an education as 40 years ago. There is too much of caste, birth and family governing the education of today. The very purpose of the public school is being vitiated by the private school.” And in 1901, after a municipal court judge publicly criticized the South Cove, surveyor David P. Harrigan, who identified himself as “an old Quincy School Boy,” countered that the district had produced as many notable men as any other in the city, and added:

The depots, pouring thousands into the district every day, have, no doubt, furnished more or less crime. Crime in the district has invariably been committed by strangers, as the police records will show upon investigation. The old Quincy School has stood for generations, a monument against vice, ignorance and crime. Let us not forget that men possessed of the finest qualities that adorn the human soul were born and reared in the South Cove district and attended the old Quincy School.³⁰

The Quincy School and its First Chinese Students

The first Chinese student at the Quincy School was William A. Peng, who was admitted on May 7, 1891, at the age of ten years, six months. By February 29, 1892, he had been discharged from the school, although he later returned. Another Chinese student listed in the Quincy School enrollment books was nine-year-old Chin Yen, who was admitted to the school on September 11, 1894. By this time, Quincy School had an ungraded class to which students who had been in the

²⁸ Murphey, “Boston’s Chinatown,” 246-247; Woods, *City Wilderness*, 36-37, 48, 219.

²⁹ Vol. 1, Constitution and List of Members, 1886-87; Vol. 2, Record of Members, 1886-99; Vol. 4, Minutes of Meetings, 1885-1908, Quincy School Association Records, BPL.

³⁰ Minutes of Meetings, 1885-1908; see in particular “Criticism of Methods,” undated clipping from unidentified newspaper, which quoted Garrison, and “Defends South Cove District,” letter to the editor, *Boston Post*, n.d. (dated from context).

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United States for only a few months and who could speak no English were assigned. It was probably what a May 1910 *Boston Herald* article described as Quincy School's "steamer class," a term the newspaper explained by quoting its teacher to state, "We get fresh arrivals with every steamer, of course, so some of the boys have been here only two days." Most if not all of the boys who entered the ungraded class came from "O.S.," according to the registers, which probably stands for "overseas." The *Herald* article was accompanied by a line drawing showing the boys in the ungraded class seated on long benches without desks, much as Boston students had been taught for decades before Quincy School was built.

By May 1910, the *Herald* reported, boys of 23 nationalities were students at Quincy School, which it and other newspapers often described as the most "polyglot" and "cosmopolitan" school in the city. "Regardless of age," the newspaper stated, "they must stay in this [steamer] class until they can make themselves understood in Bostonese."³¹ By 1903, according to a *Boston Journal* article, the neighborhood surrounding the school—that is, south of Beach Street and along Tyler and Hudson streets—was heavily populated by Greek immigrants, while a "diminutive Italian section" existed to the east on Albany Street.³² The 1900 census does not document a pronounced Greek presence, however, and Turkish immigrants are the prevalent ethnic group on much of Albany Street. By 1910 the federal census shows the Quincy School area as ethnically diverse and mixed, not an enclave of any given national group; first- and second-generation Irish American and immigrants from Italy, Greece, Turkey, Syria, and Portugal lived in tenements along Tyler, Harvard, Hudson, and Kneeland Streets, while Chinese Americans continued to live, as they had since the first years of their settlement in the South Cove, north of Beach Street along the northernmost sections of Harrison Avenue, on Oxford Street (a mix of Syrian and Chinese immigrants in 1900) and Oxford Place, and with some few individuals and families living among Irish, Italian, Russian Jewish, German, and native-born people on Beach Street and along the west, odd-numbered side of the first block of Tyler Street.

In 1896 two more Chinese students enrolled at Quincy School, both from overseas. Both Chin Yen and Joo Foo, who was admitted in late October 1896, were shown as sons of cigarmaker Chin Goon, who lived at 11 Oxford Street in Chinatown, which over the next two decades became one of the most heavily Chinese-American streets in the district. Estimates of the population of Chinese descent in Boston vary greatly. Federal censuses almost certainly undercounted the number of persons of Chinese birth and descent in Boston as elsewhere, but one analysis showed it increasing from only 39 persons in 1875 to 805 by 1895. A 2014 census study by the University of Massachusetts Boston's Institute for Asian American Studies determined that about half of the 239 Chinese Americans living in Massachusetts in 1880 were in Boston, with perhaps twenty living in what came to be designated as Chinatown by the 1890s. In his survey of the 1880 census, David Chang found 89 Chinese persons living in 45 households in the city as a whole. By 1900, roughly 1,100 of 2,932 China-born persons living in Massachusetts were living in Boston; only 24 of them were female, and only 36 were younger than fifteen years old.³³ As in other Chinese enclaves in the United States, the overwhelming majority of them were male, either unmarried men or married men whose wives lived in China; the 1882 Chinese Exclusion Act banned from entry into the United States all Chinese women except the wives and daughters of those merchants who had already become US citizens. One study identified only fifteen Chinese women in Boston's Chinatown in 1903, and the district was 70 percent male as late as 1960.³⁴ Media profiles of early Chinese families in Boston note that one merchant sent his American-born daughters to "a kindergarten school" in 1903; in 1910 merchants Lee Kim and Chin Nung sent their children to "American schools"; the eldest son of Lee Kim attended both American school during the day and Chinese school in the evening. Merchant Chin Suie (later usually identified as Chin K. Shue and Charles K. Shue), however, sent his sons to a school for Chinese children taught by a Chinese university student, though by 1908, his son Russell Bates

³¹ Ren-ying Gao, "A Social Survey of Chinatown, Boston, Massachusetts" (M.A. thesis, Boston University, 1941), 87, 95-96;

"Citizens in the Making—A Polyglot School of Boston," *Boston Herald*, May 22, 1910, 44.

³² "With Pen and Camera Through the Streets of Boston," *Boston Journal*, March 1, 1903, 4:2.

³³ On 1875 see Bushee, "Growth of the Population," 259-260; two years earlier, the 1897 report of the City Missionary Society also put the number of Chinese in Boston in 1875 as thirty-nine. For later population see David Chang, "Chinese in the City of Boston, Suffolk County, to 1900—A Snap Shot Based on US Census Data" (Paper, March 2011), Chinese Historical Society of New England (hereafter cited as CHSNE) Archives, Boston; Michael Liu and Shauna Lo, "Insights into Early Chinese American Community Development in Massachusetts through the U.S. Census" (Boston: Institute for Asian American Studies, University of Massachusetts Boston, March 2014), 2-5.

³⁴ Shauna Lo, "Challenging Exclusion: Chinese Entering the Northeast," *CHSNE Newsletter* 9, 1 (Fall 2003): 6-7, 9; Shauna Lo, "Chinese Women Entering New England: Chinese Exclusion Act Case Files, Boston, 1911-1925," *New England Quarterly* 81, 3 (September 2008): 385; Herbert Haywood, "China in New England," *New England Magazine* 28 (June 1903): 473-483.

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Shue was enrolled at Quincy School. The *Boston Globe* described the Chinese school as being “across the way” from where the family lived at 18 Harrison Avenue, though little else has so far been discovered about it.³⁵

Chinese children were relatively scarce in Chinatown, but between September 1897 and September 1904 at least fourteen boys between the ages of nine and fifteen enrolled there. Eight of the fourteen were the sons of grocers, storekeepers, and bookkeepers, one the son of a salesman, two the sons of laundrymen, and one the son of cigarmaker Chin Goon. Eight of the fourteen lived on the first block of Harrison Avenue between Boylston and Beach streets, four lived at two Oxford Street addresses, one on Oxford Place between Harrison Avenue and Oxford Street, and one outside Chinatown. Between September 1904 and 1910 another fourteen boys of Chinese descent were Quincy School students. Among them were the sons of two of Chinatown’s most prominent merchants. Edward Moy Orne, who entered the ungraded class in May 1906, was the eldest of six children of Moy J. Orne, the president of laundry supply firm Charles E. Holske at 61 Beach Street. Moy J. Orne had emigrated from Canton, China, about 1895, and was president of the Chinese Empire Reform Association in 1911. He died by 1920, and around that year Edward took over the laundry supply business; by that time Edward had written and published a “talking act” for the Ling Fong brothers, probably a theatrical production. His younger brothers George Moy Orne and Arthur Moy Orne, probably also attended Quincy School, though enrollment books for the years they might have studied there have not been located; both were engineering students at the Massachusetts Institute of Technology in the early 1930s.³⁶

Thirteen-year-old William Moy Ding entered Quincy School in September 1909. His father, Moy Ni Ding, was the proprietor of a restaurant at 19 Essex Street, which by 1910 was Hankow Chinese Restaurant. Like many other of Boston’s Chinese Americans, Moy Ni Ding had come from Toishan in Quandong Province, and after a short time in Philadelphia he came to Boston. He was one of the founders of the city’s Chinese Merchants Association, a prominent Chinese Freemason, and leader of the Chinese Boy Scouts Troop 34, founded in 1912; his son William was a member of the troop. William went from Quincy School to English High School, where he was president of his 1916 graduating class, and then went to MIT; he may have been the first Chinese American to have attended MIT, where he joined the university’s Reserve Officers Training Corps and played on the school’s Chinese soccer team, founded in 1918. William Moy Ding worked as an engineer and for an iron manufacturer until 1925, when he went to China and joined the nationalist forces of Chiang Kai-Shek, instructed Chinese troops and taught at Whampoa Military Academy, and was appointed chief engineer of the Engineers Training Corps after the Chinese Nationalist government was formed in 1927. Moy Ding returned to Boston at the end of that year, but returned to China in 1932 after the Japanese invasion of Shanghai to serve as lieutenant colonel in the Chinese Army. By 1935 he had returned to Chinatown and become, like his father, head of the Chinese Merchants Association. He died in 1938 at his longtime 18 Harrison Avenue home.³⁷

One undated newspaper article on the Quincy School, probably published about 1905, described the school’s enrollment history to that point:

The Quincy school, years ago, numbered at one time over 700 pupils. This dropped down for a while, but for 20 years has averaged about the same, and now stands in the neighborhood of 570, all the rooms but one being well filled. There is a marked decrease from the north side of the district, caused by the encroachments of business, but this has been greatly offset, especially in the southern portion, by the advent of tenement houses, which have taken the place of single dwellings, with their gardens and grounds.

³⁵ Herbert Haywood, “China in New England,” *New England Magazine* 28 (June 1903): 476; Sui Sin Far, “Sunny Side of Boston’s Chinatown,” *Boston Daily [Globe?]*, April 3, 1910, SM4. Kwong Kow, the Chinese language school that later occupied Quincy School, was founded in 1916 on Oxford Street, according to its website, though some form of it may have existed earlier.

³⁶ Tse, “Chinese in New England,” 1931.

³⁷ Moy Ni Ding Dies in Chinatown Here,” *Boston Globe*, June 6, 1931; “Old China Burial Rites for Col. Moy,” *Boston Globe* August 15, 1938; “Col William Moy,” *Boston Globe*, August 14, 1938, cited on Early Chinese MIT website, <https://earlychinesemit.mit.edu/1916-first-chinese-american-student>.

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The racial constituency of the school has greatly changed. Formerly it was largely of Irish descent, but now it is composed more generally of Germans, Russians and Syrians, with a few each of Chinese and Italian, while the percentage of those of American birth is small.³⁸

Still, the building was clearly over capacity, and its condition was increasingly poor. In 1912, when Charles K. Shue sought to represent his district in the state legislature, he both pledged to "work for wage-earners," the *Boston Herald* reported, and "attacked conditions at the Quincy school and said they should be improved 100 per cent."³⁹ Coincidentally, on September 10, 1912, the Board of Education acquired two parcels of land adjoining the Quincy School, containing 1,781 square feet of land, paying their owners \$8,670. Architect Harrison H. Atwood developed plans for two-story wings to be constructed on both sides of the building, containing three rooms each.⁴⁰ When construction bids were received, the costs exceeded the appropriation, so the Board awarded a contract to build only one wing. Work on the Arts and Crafts-style building was completed in time for the beginning of the fall school term in 1913. In a separate contract, an administration office was created and the schoolyard expanded, presumably to incorporate the space comprising the two acquired properties.⁴¹ The addition to the Quincy School, as well as those to many schools in the city, was made in response to the state legislature's 1898 mandate making manual training compulsory in schools in all towns and cities with more than 20,000 people. Beginning in 1913, the school was home to one of the nation's first public-school Montessori classrooms (see p. 20).

Between 1919 and 1928 Quincy School's enrollment fell from 1,183 students to 980 students, mirroring declining school enrollments in the city as a whole.⁴² That the building had not been measurably improved by 1930 is attested to by its identification in a 1930 survey as one of the school buildings in Boston "which will become obsolete within the next ten years." At that time, one of the twelve classrooms was vacant, and the school taught 348 students:

There are also two other rooms, formerly used as classrooms, one of which is now used as a museum, and one as a print shop. There is an assembly hall—seating 350 pupils—on the top floor, which the Board considers is not a desirable location for an assembly hall in a second-class building. There are two fire escapes.

Besides the main building there is an addition, built about 20 years ago, containing machine shop, carpenter shop, master's offices and nurse's room. The machine shop is now vacant.

This building, generally speaking, is in very poor condition. The entire outside of the building needs pointing, and the front wall is out of plumb; and the present view of the Board—to be conformed later by an expert investigation, however, is that this front wall should be rebuilt in the summer up to the second floor. Inside a general painting job should be done. To make this building satisfactory for school purposes probably \$25,000 would be required.

³⁸ B. P. Palmer, "Has a History. Mission of Quincy School Stamped with Success," unidentified newspaper, n.d., in Minutes of Meetings, 1885-1908.

³⁹ "Shue Pledges Self to Work for Wage-Earners," *Boston Herald*, October 28, 1912, 3.

⁴⁰ Harrison H. Atwood (1863-1954) was born in the home of his grandmother in Londonderry, Vermont. Son of Peter C. Atwood and Helen M. Aldrich, he was enumerated with his parents and three brothers in Charlestown in 1870 where his father was employed as a teamster. Ten years later, they were living at 25 Poplar Street in Boston. At that time, Harrison, age 16 years, worked in a lawyer's office. He was educated in public schools in Boston and upon completion, Atwood apprenticed with the architect Samuel J. F. Thayer for three to four years followed by one for a year or more with former city architect George Clough. Atwood had formed his own practice by 1886, when he was first listed under the Architects heading in the Boston City Directory. One of his first recorded commissions was the Roxbury High School, completed in 1885. The scale and complexity of the massive Romanesque edifice indicates the extent of his training. Atwood went on to design the Henry L. Pierce and Emily Fifield schools in Dorchester, the Prince and Saint Botolph Street schools in Back Bay, and the Bowditch School for Girls in Jamaica Plain. During this time, Harrison H. Atwood became involved in state and local politics and was elected to the Massachusetts House of Representatives in 1887. After one term, he accepted an appointment as Boston's City Architect, a title previously held by his mentor, George Clough, a position he held until 1890. Both inside the city and outside it, he designed a number of schools, firehouses, police stations, and other public buildings. He was elected to the 54th United States Congress in 1895 but did not get re-nominated for the next term. Later, he returned to the state house, serving in the House of Representatives for a number of terms in the 1910s and 1920s while continuing to work as an architect. Harrison H. Atwood married Clara A. Stein in 1889 and they lived with their two sons in a house he had designed at 61 Albans Street in Dorchester. For a much more extensive and thorough biography of Harrison H. Atwood, see the National Register Nomination Form for the Bowditch School, 80-82 Green Street, Jamaica Plain, Suffolk County, Massachusetts.

⁴¹ Annual Report of the Schoolhouse Department, City of Boston, 1912-1913, 12.

⁴² "Membership by Schools and Districts, 1919-1928" (table) in Survey Committee of the Boston Public Schools. *Report on Certain Phases of the Boston School System* (Boston: City of Boston Printing Department, 1930), 76.

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As the school population is shifting very rapidly in this general section, resulting in a falling off constantly, this Board believes that the Board of Survey should take up the matter with the School Committee and possibly arrive at some solution, other than extensive repairs, which might result in the vacating of the building entirely, in conjunction with a rearrangement of the Abraham Lincoln School classes.⁴³

Eight years later, the unanticipated Hurricane of 1938 tore the roof from Quincy School, and in 1939 the city spent \$64,000 to remove the fourth-floor assembly hall and install a new roof.⁴⁴ Other needed improvements probably were made with the funding coming from the Works Progress Administration.

The Quincy School and the Growth of Chinatown

While Quincy School served an increasingly large number of students of Syrian descent through the early 1940s, when they formed the largest ethnic population in the school, this began to change as emigration from China opened after the war and as Syrian families began to move to the suburbs. During the 1939-1940 school year, 90 of the 331 students enrolled at the Quincy School, by then coeducational, were of Chinese descent. Seven were in kindergarten, twelve were in first grade, none were in second grade, sixteen were in third grade, ten were in fourth grade, 28 were in fifth grade, and eighteen were in sixth grade. A 1942 photo of a Quincy School third-grade class (Figure 7) shows an ethnically diverse group of children. The school at the time was largely Syrian, with about 20 percent Chinese students. The greatest number of parents of Quincy School children of Chinese descent were laundry workers, followed by restaurant workers, store proprietors, and merchants; fully two thirds of all Chinese-American parents were in these occupations, and smaller numbers of others were factory owners, managers, cooks, noodlemakers, social workers, chauffeurs, students, cashiers, and interpreters, or unemployed. By 1939, the school's teaching staff included one American-born woman of Chinese descent who had a certificate from an unidentified teachers' college.⁴⁵ By 1940, according to one Boston public-school survey, one third of the student population at Quincy School was "of Chinese extraction"; at that time most of Boston's 1,383 Chinese Americans lived in Chinatown. Chinese Americans were nearly 83 percent of city residents classed in the census's "other" category (as opposed to native-born white, "foreign-born white," and "Negro"), and the number of children between the ages of five and fourteen had increased in that category from 193 in 1930 to 222 in 1940.⁴⁶

During and after World War II, federal legislation began to have an effect on the number of Chinese-American children in Chinatown. On December 17, 1943, Franklin Delano Roosevelt signed into law the Magnuson Act, or the "Act to Repeal the Chinese Exclusion Acts, to Establish Quotas, and for Other Purposes," which nullified all earlier legislation on emigration from China, but still allowed only 105 Chinese to enter the United States each year. The Act also permitted Chinese aliens to apply for American citizenship. Far more significant were the ensuing War Brides Act of 1945 and the Chinese Alien Wives of American Citizens Act of 1946. According to Shauna Lo, most Chinese women who entered the country after World War II came under the War Brides Act, and between 1945 and 1950, almost 8,000 Chinese women, along with some children, came to the United States.⁴⁷ Regionally, according to the Chinese Overseas Literary Association of Boston, "the influx of war brides and immigrants" had produced "a remarkable growth of Chinese population in New England since the war ended," enough to impel the group to produce a handbook "dealing with the activities and the organizations of New England Chinese communities."⁴⁸

⁴³ Survey Committee of the Boston Public Schools, *Report on Certain Phases of the Boston School System* (Boston: City of Boston Printing Department, 1930), 60-61.

⁴⁴ Susan Wilson, *Boston Sites and Insights* (Boston: Beacon Press, 2004), unpaginated copy of book section from author. This source states that a 1944 Boston School Committee report and the two reports on Boston's schools prepared by Cyril Sargent of the Harvard University Graduate School for Education in 1953 and 1964 recommended demolishing the Quincy School. Copies of these reports have not yet been located, but newspaper accounts of the 1953 Sargent report mention only the possibility of closing the Quincy Street School, not the Tyler Street Quincy Grammar School.

⁴⁵ Gao, "Social Survey of Chinatown," 87, 95-96.

⁴⁶ George D. Strayer, *Report of a Survey of the Public Schools of Boston, Massachusetts Conducted under the Auspices of the Finance Commission of the City of Boston* (Boston: City of Boston Printing Department, 1944), 4: 416.

⁴⁷ Shauna Lo, "Transition and Change: Chinese Immigration to the U.S., 1943-1965," *CHSNE Chronicle* 18, 1 (Fall 2012): 11-13; Lo, e-mail to authors, March 9, 2016.

⁴⁸ *The New England Chinese Community Handbook* (Boston: Overseas Literary Association, 1949), 3, CHSNE.

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Estimates vary, but in 1940 Chinatown was from 83 to 95 percent male; by 1960 it was 70 percent male.⁴⁹ The Displaced Persons Act 1948 allowed an estimated 2,600 more Chinese admissions and allowed almost 3,500 Chinese people already in the United States to change their status to permanent residents. After the Communist takeover of mainland China in 1949, a succession of Refugee Relief Acts (1949-1957) permitted more than 14,000 Chinese to enter the country. According to Lo, at the emergence of Communist China, about 5,000 Chinese citizens were living in the United States, more than half of them students; the China Area Aid Act of 1950 allowed these students to seek employment here, and the 1952 McCarran-Walter Act permitted the entry of skilled workers of any race or nationality to be up to 50 percent of the overall ceiling on entry. Thus, even as the 1924 quota system was still in effect, more Chinese were admitted in the 1950s than at any time since the early 1880s.⁵⁰ Between 1940 and 1952, Rhoads Murphey found, the population of Boston's Chinatown increased about 60 percent, mostly through the entry of women.⁵¹ In 1965 the Immigration and Nationality Act abolished all national origin quotas, permitted 170,000 immigrant visas to be issued each year (no more than 20,000 from any given country per year), and allowed husbands, wives, parents, and unmarried children to enter the United States in unlimited numbers. The effect of the act was to triple the Chinese population of Boston between 1960 and 1980. Estimates of population growth in Chinatown itself between 1960 and 1970 vary widely, from 19 percent of a total population of 1,000 to as much as 66 percent of a total population of 1,900 in 1970.

The Quincy School in the Mid 20th Century

By 1965 the student population at Quincy School was 97 percent Chinese, and half of all students of Asian descent were foreign-born.⁵² By that year, the school's future was clouded not only by its aged facility but by the beginning of efforts to desegregate Boston's schools and by transportation and urban renewal projects. In May 1963 the Boston chapter of the National Association for the Advancement of Colored People and the Congress of Racial Equality charged that the city school system was segregated and that students in predominantly nonwhite schools were below city averages in expenses per capita and test scores. In April 1965 the Kiernan Report, prepared by an advisory committee of the state's commissioner and board of education to examine school segregation, determined among other things that 45 of Boston's schools were more than 50 percent nonwhite and therefore imbalanced. The report further advised closing the Quincy School and transferring its students to the Abraham Lincoln School on Arlington Street in the Back Bay. In August 1965, on the basis of the Kiernan Report, the state legislature and Governor John Volpe signed the Racial Imbalance Law, which banned racial segregation in the Massachusetts public schools.⁵³ Spokespersons for the Chinese-American community in Chinatown, however, voiced opposition to the idea of closing Quincy School, which according to the *Boston Traveler* was more than 90 percent Chinese. Chinatown activist Dr. Stanley F. L. Chin told the newspaper, "We're in favor of replacing the old school only because it is antiquated, but not for any other reason. It has done a wonderful job of educating young Chinese. We never considered we had a racial problem." Community leader Neil Chin was quoted in the *Traveler*, "We're not concerned with racial imbalance. We're satisfied with the school, except that it is old. It's the oldest public school in use in Boston, but none has a better record. We only need a new building, but we don't want the children moved out."⁵⁴

The construction of the Central Artery, the extension of the Massachusetts Turnpike, and the expansion of Tufts-New England Medical Center had all combined to reduce the physical area of Chinatown significantly in the 1950s and early 1960s, and had, accordingly, affected Quincy School enrollments. The construction of the Central Artery through downtown Boston in the 1950s displaced as many as 250 persons and 58 families from Chinatown's eastern edge beginning at Hudson Street. Between 1963 and 1965, the extension of the Massachusetts Turnpike into the city to connect with the artery forced the removal of another 950 persons. The expansion of Tufts-New England Medical Center on and

⁴⁹ Sullivan and Hatch, "Chinese in Boston," 7; Huang, "Sociological Study," 17; Gao, "Social Survey," 14-16. Gao counted 824 men and 171 women in the two census tracts embracing Chinatown in the 1940 census. She counted them all as Chinese but added that Chinese residents of Chinatown put the district's Chinese population at 550 persons in 1940.

⁵⁰ Sullivan and Hatch, "Chinese in Boston," 6-7; Lo, "Transition and Change," 12.

⁵¹ Murphey, "Boston's Chinatown," 254-255.

⁵² Sullivan and Hatch, "Chinese in Boston," 53.

⁵³ Jeremy Wolff, "A Timeline of Boston School Desegregation, 1961-1985" (Paper, Civil Rights and Restorative Justice Project, Northeastern University School of Law for Union of Minority Neighborhoods, n.d.), <http://www.racialequitytools.org/resourcefiles/Boston%20Desegregation%20Timeline.pdf>.

⁵⁴ Dick Solito, "Some Parents Like Imbalance," *Boston Traveler*, August 20, 1965, 2.

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around Harrison Avenue and Tyler Street from the 1950s forward displaced an untold number of Chinese-American businesses and residents. Quincy School enrollment had suffered as a consequence: in 1965, even as they were 97 percent of the Quincy School population, there were only 138 students of Chinese descent and fewer than 145 students in the whole school. In 1968, when the Boston school department began to assemble data on minority enrollment, it found 390 "Oriental" children in the Quincy-Lincoln district, which included the Abraham Lincoln Middle School.⁵⁵ By 1963, the Boston school committee had announced plans to raze Quincy Grammar School as part of its South Cove urban renewal project, and designated the staff at Tufts-NEMC to develop plans for a new school for children of Chinatown, Bay Village, and Castle Square. Residents of these areas and other neighborhoods designated to send students to the new school formed the Community Advisory Council of South Cove to press Tufts-NEMC and the city to involve the affected communities in the planning of a new school.

The Quincy School and Montessori Education

The Quincy School is notable not only for its long history of educating immigrants and their children but also for its use as an evening school and, however briefly, a Montessori school. A school for teaching the English language and citizenship existed at Quincy School from at least 1900 through the 1920s. In 1922 Fanny Goldstein, librarian of the Tyler Street branch of the Boston Public Library, visited the evening school to register Syrian, Jewish, Chinese, Italian, and French students in English classes for library cards.⁵⁶ Quincy School also was the home of the first public-school Montessori classroom in Boston, and one of the earliest in the United States, begun by teacher Edith C. Johnson in 1913. A kindergarten teacher at Quincy School, Johnson had grown interested in Montessori's work with children between the ages of three and six, all from slum areas of Florence, Italy, and was granted a sabbatical to study under Dr. Maria Montessori (1870-1952) in Rome. When she returned to the Quincy School, principal Frederick W. Swan permitted her to establish a Montessori class, and Johnson's was the first to be opened by one of Montessori's students in the United States. How long it survived is currently not known.⁵⁷

The Quincy Schoolyard

Quincy School is also significant for its schoolyard, for decades the only playground in Chinatown (Figs.9 & 10). Many Chinese Americans who grew up around the school remember playing baseball and stickball in the Quincy schoolyard, though an iron fence separated the infield and outfield for many years. "Quincy School was a good place where Chinese and Syrian kids went to school together," Reggie Wong noted in 1995. "The Quincy School yard was a good place where we played sports with each other too. Handball court and even sometimes played softball. We would use the brick wall of the building as the handball wall."⁵⁸ By the 1950s, both the school and its outdoor space were in poor condition. One *Boston Traveler* reporter described the schoolyard as "dingy and grimy, but functional." It featured three teeter-totters, four swings, and what he described as "an iron contraption which is intended as a play apparatus, but looks like a mediaeval instrument of torture." The school's "dismal" yard had a tar pavement and an iron fence and looked, in *The Traveler's* view, "more like a jail yard than a place for play."⁵⁹ Today, the schoolyard is used as a parking lot.

The Chinese Consolidated Benevolent Association and the Quincy School

In 1976, the new Josiah Quincy School was completed at 885 Washington Street, and the old Quincy Grammar School was closed. It would sit empty for the next seven years, during which time the Chinese Consolidated Benevolent Association (CCBA) and the greater community explored various uses for the building. The CCBA petitioned to acquire

⁵⁵ Sullivan and Hatch, "Chinese in Boston," 26, 36.

⁵⁶ Stephanie Fan, "The Boston Chinatown Library 1896-1938 and 1951-1956," *CHSNE Newsletter* 12, 1 (Fall 2006): 14-16. See also "Boston's Evening Schools," *Boston Herald*, September 23, 1900, 34; "Evening Schools to Reopen," *Boston Herald*, January 5, 1902, 27; "Free Evening Schools," *Boston Journal*, September 20, 1903; "Free After-Hours for Everybody Who Wants It," *Boston Herald*, November 13, 1910, 33.

⁵⁷ "Montessori Class in Boston Gives Pleasure to Founder of System," *Boston Herald*, December 14, 1913, 9.

⁵⁸ Cynthia Yee, "If Hudson Street Could Talk," *CHSNE Newsletter* 9, 1 (Fall 2003): 2. "Life on Hudson Street," *CHSNE Newsletter* 2, 1 (Spring 1996): 8-9; May Lee Tom and Chien Chi Huang, "Chinese Historical Society of New England; Remembering Hudson Street: Preserving Our History: Oral History Interview with Reggie Wong" (September 18, 1995, Boston), CHSNE Archives.

⁵⁹ George F. Weston Jr., "Tyler St. Rose from the Sea: Hub's Oriental Flavor," *Boston Traveler*, March 16, 1956, 43.

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the property so that they could consolidate and expand their programs. After prolonged negotiation, the City of Boston conveyed the school to the CCBA in March 1983. Under the auspices of the CCBA, the Quincy Grammar School quickly found new life as a vibrant cultural center.

One of the oldest Chinatown organizations, the CCBA of New England was created in 1884 and registered with the Ching government in Peking (as a branch of New York's CCBA) in 1890. It served as an umbrella organization for Chinatown family associations and advocated for Chinese-American issues with outside groups and the city government. Today, there are 34 member organizations. The CCBA's current mission is to promote unity amongst its membership, to preserve Chinese culture and tradition, safeguard equal rights for its members, seek affordable-housing opportunities, and to enhance the general welfare of the Chinese-American community. Formerly located in an old townhouse amid the family and business associations and restaurants at 14 Oxford Street, the acquisition of the Quincy School permitted the expansion of CCBA's community services. The repurposed school building serves as a multiuse facility, providing much-needed space for programs for adults and children in traditional Chinese arts and crafts, resident associations, and a credit union, among other activities. A conference room is available for meetings of member organizations, such as the Chinatown Neighborhood Council, Neighborhood Crime Watch, Hong Lock elderly residents, and other community groups. The CCBA leased classrooms to Kwong Kow School, which the Chinese Merchants Association of Boston had founded in 1916 to sustain Chinese language and culture in the city. Kwong Kow continued its classes at the Quincy School until 2007, when it moved to new quarters across from the school at 87 Tyler Street. The Quincy School also houses the offices of the CCBA, the Boston Chinese Neighborhood Council's Acorn Child Care Center, and the Chung Wah Academy of New England, which offers cultural programs and classes in Mandarin Chinese. It also offers classes for adults in English as a Second Language, summer school and day care, a summer lunch program, a ping pong club, a choir, and tax assistance for area residents. Fully active throughout the day and into the evening, the Quincy Grammar School under the ownership of the CCBA is a thriving community resource.

Reflecting the importance of learning and wisdom, a statue of the Chinese teacher and scholar Confucius sits at the entrance to the building. The modern bronze statue, the work of an unknown Taiwanese artist, was a gift to the CCBA by the government of Taiwan in 1990-1991.

The Chinese Consolidated Benevolent Association has stabilized and rehabilitated the old, failing building with structural and roof repairs. It replaced the old heating system, upgraded plumbing and electric service, adding dropped ceilings to conceal wiring and pipes. Deteriorated original windows were replaced with double-glazed units to conserve energy. However, the plan of classrooms has been kept largely intact, along with interior finishes such as plaster walls, wainscoting, doors, and other woodwork. Other than the deteriorated statue base, there are no outstanding, immediate preservation needs nor future plans to alter the spaces or functions of the building.

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Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67 has been requested)
 previously listed in the National Register
 previously determined eligible by the National Register
 designated a National Historic Landmark
 recorded by Historic American Buildings Survey # _____
 recorded by Historic American Engineering Record # _____
 recorded by Historic American Landscape Survey # _____

Primary location of additional data:

State Historic Preservation Office
 Other State agency
 Federal agency
 Local government
 University
 Other
Name of repository: _____

Historic Resources Survey Number (if assigned):

BOS.2229

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10. Geographical Data

Acreage of Property less than one acre
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>19</u> Zone	<u>324512</u> Easting	<u>4689129</u> Northing	3	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing
2	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing	4	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing

Verbal Boundary Description

The property is bounded by Tyler Street on the west, Hudson Street on the east, 78 Tyler Street and 79 Hudson Street on the north, and 94 Tyler Street and 89 Hudson Street on the south See attached parcel map for a more precise description..

Boundary Justification

The nominated boundaries represent the full extent of the property historically associated with the school building.

11. Form Prepared By

name/title Neil Larson & Kathryn Grover, Larson Fisher Associates, with Betsy Friedberg, NR Director, MHC
organization Massachusetts Historical Commission date June 2017
street & number 220 Morrissey Boulevard telephone 617-727-8470
city or town Boston state MA zip code 02125
e-mail Betsy.friedberg@sec.state.ma.us

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Quincy Grammar School
Name of Property

Suffolk, Massachusetts
County and State



Boundary Map. Parcel outlined with heavy black line. Source: City of Boston Tax Parcel Viewer.



USGS Topographical Map, Boston South Quadrangle. Location of Quincy Grammar School indicated with an X.

Quincy Grammar School
Name of Property

Suffolk, Massachusetts
County and State

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Quincy School
City or Vicinity: Boston
County: Suffolk State: MA
Photographer: Neil Larson
Date Photographed: 2016

Description of Photograph(s) and number:

- 1 of 11: View from SW.
- 2 of 11: View of school and annex from SW.
- 3 of 11: View of school and annex from NW.
- 4 of 11: View from SE.
- 5 of 11: Double loaded hall with two classrooms on either side, view from south stair tower. First set of fire doors roughly in center, north stair tower and annex beyond second set of fire doors.
- 6 of 11: Detail of surviving wainscot and blackboard in room in SE corner first floor. Doorway on left enters hall, doorway on right enters cloak room.
- 7 of 11: Entry from hall into first-floor classroom with alcove containing storage closet on right and cloak room on left.
- 8 of 11: Replaced windows and door, original trim and dropped ceiling in NW classroom (now library) on first floor.
- 9 of 11: View of classroom on first floor of annex.
- 10 of 11: Office area on second floor of annex.
- 11 of 11: Staircase, second floor in north tower.
- 12 of 12. Confucius statue.

Property Owner:

(Complete this item at the request of the SHPO or FPO.)

name Chinese Consolidated Benevolent Association of New England
street & number 90 Tyler Street telephone _____
city or town Boston state MA zip code 02111

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



國民會館

315 No. 2

315 No. 2









紐英裔中華公所
辦公廳
CHINESE CONSOLIDATED BENEVOLENT
ASSOCIATION OF NEW ENGLAND

EXIT



< EXIT

通知

Information

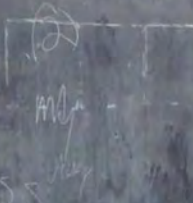
八月八日, 八月十日 (星期-星期三)

Ferway 跳舞停止开放

感谢 希相互转告 为盼!

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SQRS
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EXIT

圖書館





NOTICE
NOTICE
NOTICE
NOTICE

REAR



新英崙中華公所



萬世師表孔子



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination Shortened Comment Period (3 days)

Property Name: Quincy Grammar School

Multiple Name: Chinese Immigrants and Chinese Americans in the City of Boston MPS

State & County: MASSACHUSETTS, Suffolk

Date Received: 6/30/2017 Date of Pending List: 7/27/2017 Date of 16th Day: 7/31/2017 Date of 45th Day: 8/14/2017 Date of Weekly List:

Reference number: MP100001458

Nominator: State

Reason For Review:

Accept Return Reject 8/1/2017 Date

Abstract/Summary
Comments:

Recommendation/ Criteria Accept, National Register Criteria A and C.

Reviewer Patrick Andrus *Patrick Andrus* Discipline Historian

Telephone (202)354-2218 Date 8/1/2017

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



CITY OF BOSTON

THE ENVIRONMENT DEPARTMENT

Boston City Hall, Room 709 • Boston, MA 02201 • 617/635-3850 • FAX: 617/635-3435

May 24, 2017

Ms. Brona Simon
State Historic Preservation Officer
Massachusetts Historical Commission
220 Morrissey Boulevard
Boston, MA 02125

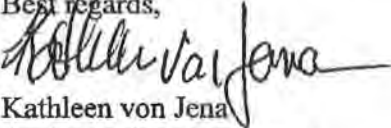
RE: Old Quincy Grammar School, 88 -90 Tyler Street, Boston
National Register of Historic Places Nomination

Dear Ms. Simon,

The Boston Landmarks Commission (BLC) is very pleased to support the listing of the Old Quincy Grammar School, 88 -90 Tyler Street on the National Register of Historic Places. The BLC unanimously voted in support of this listing at the May 23, 2017 public hearing.

Thank you for providing BLC the opportunity to support this worthy nomination.

Best regards,


Kathleen von Jena
Assistant Survey Director
Boston Landmarks Commission

Cc: Betsy Friedburg, National Register Director, Massachusetts Historical Commission

VOTE TO SUPPORT THE LISTING OF THE COLUMBIA ROAD-BELLEVUE HISTORIC
DISTRICT ON THE NATIONAL REGISTER OF HISTORIC PLACES.

MOTION: C. Hart **SECOND:** D. Parcon

IN FAVOR: F. Jacques, J. Freeman, B. Walker, K. Hoffman, R. Yeager, L. Smiledge, D. Berarducci,
S. Goganian, C. Hart, D. Parcon **OPPOSED:** None



紐英崙中華公所

Chinese Consolidated Benevolent Association of New England

90 Tyler Street, Boston, MA 02111 Telephone: 617-542-2574 Fax: 617-542-0926

May 31, 2017

Ms. Betsy Friedberg
Massachusetts Historic Commission
220 Morrissey Boulevard
Boston, Massachusetts 02125

Re: Old Josiah Quincy School Pending National Historic Register Nomination

Dear Ms. Friedberg,

I am glad to report to you that our Board of Directors voted unanimously last night to support the nomination of the former Josiah Quincy School at 90 Tyler Street to the National Registry of Historic Places. As owner of the building and as the umbrella organization of the Chinese community, the Chinese Consolidated Benevolent Association of New England appreciates the opportunity and honor to put the history of Boston's Chinese community in the National Registry. We certainly appreciate your help in getting us there.

Please let us know what other steps we have to take to complete this process.

Thank you again.

Sincerely,

Paul K. Chan
President

Cc: Charlie Tracy NPC
Michael Steinitz MHC
Sherry Dong CHSNE

CCBA Board Members:

Gee How Oak Tin Association of New England
Goon Shee Family Association
Fung Luen Association of New England
Loong Kong Tien Yee Assoc. of New England
Chinese Merchants Association of New England
Chinese Women's Association of New England
Hoy Kew Association
Friends of Hong Kong and Macau
World Kwong Tung Association

Wong Family Benevolent Association
Moy Shee Family Association
Gee Tuck Sam Tuck Association
Chew Lun Association of New England
Hip Sing Association of Boston
American Legion Chinatown Post 328
Ni Lun Welfare Association
Rong Kuang Association
Chinese Business Association

Yee Fung Toy Association of New England
Gee Poy Kuo Association
Soo Yuen Benevolent Association
Sam Yick Association of New England
Kuo Min Tang of Boston
Que Shing Chinese Music & Opera Group
Chinese Economic Development Council
Tai Tung Village Tenants Association
Tai Shan Community Association

Lee Family Association
Ng Family Association
Leung Family Association
Gln Family Association of Boston
Chee Kong Tong
Boston Wang YMCA
Eastern Kung Fu Federation
Kwong Tung Assn. of New England

BOSTON PRESERVATION ALLIANCE

June 12, 2017

RECEIVED

JUN 14 2017

MASS. HIST. COMM

Board of Directors

Leigh Freudenheim
Chair

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Miguel Gómez-Ibáñez

Carl Jay

Michael LeBlanc AIA

David Nagahiro AIA

Regan Shields Ives AIA

Catharine Sullivan

Anthony Ursillo

Peter Vanderwarker

Ms. Brona Simon
Massachusetts Historical Commission
200 Morrissey Boulevard
Boston, MA 02125

Dear Ms. Simon,

The Boston Preservation Alliance is Boston's primary, non-profit advocacy organization that protects and promotes the use of historic buildings and landscapes in all of the city's neighborhoods. With 40 Organizational Members, 98 Corporate Members, and a reach of 35,000 friends and supporters we represent a diverse constituency advocating for the thoughtful evolution of the city and celebration of its unique character. We appreciate the opportunity to offer comments on projects that impact the historic character of the city.

The Boston Preservation Alliance supports the nomination of the Quincy Grammar School to the National Register of Historic Places. The school was completed in 1848 and became the first graded school in Boston with twelve "single-head" classrooms, setting a model for the city's educational reform movement. It also served as the principal public school for Chinese immigrant and Chinese American children during Chinatown's rapid family growth. It has been an integral part of Chinatown's historic fabric and neighborhood narrative.

As Chinatown evolves and faces increased threats from insensitive development, it becomes even more important to recognize the neighborhood's historic resources. This designation will aid in the ability to advocate on behalf of this resource and others in Chinatown.

Thank you for your consideration.

Sincerely,



Greg Galer
Executive Director

Executive Director

Gregory J. Galer, Ph.D.

The Otis House
141 Cambridge Street
Boston, MA 02114
617.367.2458
bostonpreservation.org



The Commonwealth of Massachusetts
William Francis Galvin, Secretary of the Commonwealth
Massachusetts Historical Commission

June 28, 2017

Mr. J. Paul Loether
National Register of Historic Places
Department of the Interior
National Park Service
1849 C Street, NW stop 7228
Washington, DC 20240

Dear Mr. Loether:

Enclosed please find the following nomination form:

Quincy Grammar School, 88-90 Tyler St., Boston (Chinatown) (Suffolk), MA
[Historic Resources Associated with Chinese Immigrants and Chinese Americans
In the City of Boston MPS]

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. The owners of the property in the Certified Local Government community of Boston were notified of pending State Review Board consideration 60 to 90 days before the meeting and were afforded the opportunity to comment.

Four letters of support have been received.

The Massachusetts Historical Commission requests a waiver of the Federal comment period in order to assist with the preservation of this property.

Sincerely,

Brona Simon
State Historic Preservation Officer
Executive Director
Massachusetts Historical Commission

enclosure

cc: Neil Larson, Kathryn Grover, consultants
Lynn Smiledge, Kathleen Von Jena, Boston CLG coordinator, BLC
Greg Galer, Boston Preservation Alliance
Martin Walsh, Mayor, City of Boston
Paul Chan, President, Chinese Consolidated Benevolent Association of New England
Kathy Kottaridis, Historic Boston Inc.



The Commonwealth of Massachusetts
William Francis Galvin, Secretary of the Commonwealth
Massachusetts Historical Commission

July 28, 2017

Mr. J. Paul Loether
National Register of Historic Places
Department of the Interior
National Park Service
1849 C Street, NW stop 7228
Washington, DC 20240

Dear Mr. Loether:

As discussed with Patrick Andrus, please substitute the enclosed pages for the similar pages in the previously submitted nomination for the Quincy Grammar School, 88-90 Tyler St., Boston (Chinatown) (Suffolk), MA [Historic Resources Associated with Chinese Immigrants and Chinese Americans In the City of Boston MPS].

Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Betsy Friedberg".

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure