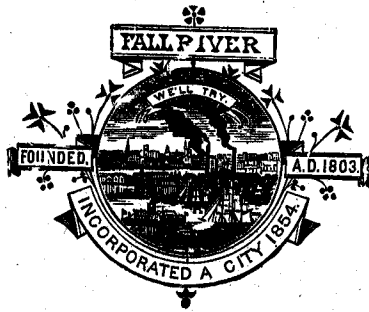




B. M. C. DURFEE  
HIGH SCHOOL BUILDING,  
FALL RIVER, MASS.



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FALL RIVER, MASS.  
PRESS OF ALMY & MILNE, NEWS BUILDING.  
1889.



CITY OF FALL RIVER.

IN BOARD OF ALDERMEN,

June 20, 1887.

*Ordered*, That the city clerk be and is hereby authorized and directed to cause to be collected and printed all of the preliminary papers relating to the founding of the BRADFORD MATTHEW CHALONER DURFEE HIGH SCHOOL; act of Legislature, chapter 233, 1883; description of building; dedicatory services; copy of deed given; and such other papers and facts as may be of public interest, relating to the said High School Building.

June 20, 1887,—Adopted and sent for concurrence.

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IN COMMON COUNCIL,

July 11, 1887.

Concurred in.

GEO. A. BALLARD,

CITY CLERK.



IN accordance with an order of the city council, elsewhere given, this memorial volume has been prepared.

It gives a full account of the B. M. C. DURFEE HIGH SCHOOL BUILDING, from its inception to its completion.

The erection of such a building marks an important epoch in the history of our city, and its higher educational interests. Future generations will point to the stately edifice as a worthy and becoming memorial to the son whose name it bears, and the mother by whose thoughtful munificence it was erected.

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*“Seldom has so princely a benefaction been bestowed upon a community.”*



# THE B. M. C. DURFEE HIGH SCHOOL BUILDING

WAS ERECTED IN MEMORY OF

## BRADFORD MATTHEW CHALONER DURFEE,

And given to the city of Fall River by his mother, MRS. MARY B. YOUNG. MR. DURFEE during his lifetime had been much interested in educational matters, and before his death, which took place in 1872, had expressed the wish that more adequate provision might be made for the advanced education of the youth of his native city. In conformity to this wish his mother, MRS. YOUNG, on February 5th, 1883, sent a communication to the city council, in which she offered to erect and furnish at her own expense, a building suitable for the purposes of a high school; to provide philosophical, mechanical and chemical apparatus, and to give to the city in trust, fifty thousand dollars, the income of which was to be devoted to the maintenance of the scientific and industrial department. The gift was made upon the condition that the selection and continuance of teachers should be subject to the approval of a self-perpetuating board of trustees, the original members of which board were to be named by MRS. YOUNG.\*

The proposition was received in the city council and referred to a special committee which immediately reported in favor of accepting the offer. The mayor was authorized to petition the Legislature for the passage of such acts as would make the contemplated action valid, and resolutions expressing the grateful acknowledgment of the gift were passed.†

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\*The board of trustees is constituted as follows : John S. Brayton, chairman, William W. Adams, James M. Morton, Hezekiah A. Brayton, Robert Henry, Leontine Lincoln and Sarah S. Brayton.

†For the letters, orders, resolutions and act referred to above, see appendixes.



Nothing could have been more timely than this grand memorial gift of Mrs. Young. Nothing could have been more gratifying to the friends of popular education, and nothing more worthy of, and entitled to, the lasting gratitude of the people. Consider, for a moment, the condition of things. In order to accommodate the scholars in the High School, two buildings were used, far apart, and these had become so crowded that more room was needed and called for. At this juncture came the magnificent gift of Mrs. Young, relieving the city from all anxiety as to its future wants for High School room; a gift for which the people, their children and their children's children should be thankfully proud to the latest generation. It is the rarity of such a gift that makes *this* all the more praiseworthy.

The site selected by Mrs. Young was the entire square bounded by Rock, Locust, High and Cherry streets. The situation, because of its eminence and central location, is the best in the city for the purposes of a High School.

Ground was broken on the thirteenth day of August, 1883, and during the fall the foundation was laid. Mr. George A. Clough of Boston, who has built more than eighty schoolhouses in various parts of the country, and who has spent much time abroad in the study of such structures, was chosen architect.

On the twenty-fourth day of June, 1884, everything was in readiness for the laying of the corner stone, and at about ten o'clock in the forenoon a few persons, relatives of Mr. Durfee, and others especially interested in the project, assembled to witness the impressive ceremony. Among those present were Mrs. Mary B. Young, the donor; Hon. John S. Brayton, an uncle of Mr. Durfee, who has had entire charge of the erection of the building, and has personally attended to all the multifarious details; and Rev. Roswell D. Hitchcock, D. D., LL. D., President of Union Theological Seminary, New York.

Everything being in readiness, the mother of him whose name the edifice was to bear, placed in a cavity prepared in the southwest corner stone of the building, a copper box containing following documents:—

I. Copies of the city newspapers printed at the time of MR. DURFEE's death, containing obituary notices of him; and newspapers with obituary notices of his uncle, DAVID A. BRAYTON.

II. Copy of "preliminary matters relating to the founding of the BRADFORD MATTHEW CHALONER DURFEE HIGH SCHOOL," containing the proposition made by MRS. YOUNG to the city council, and the action of the council thereon.

III. A brief description of the building.

IV. History of the Fall River High School.

V. Printed copies of the contracts made with Mr. William Beattie of Fall River, and Mr. Andrew McDonald of Mason, New Hampshire, for furnishing the granite for the building, and also a copy of the contract made with the Messrs. Norcross Brothers of Worcester, for constructing the edifice.

VI. Copies of the inaugural address of the mayors of the city for the years 1883 and 1884; also copies of the city document for these years, which contain the reports of the school committee, treasurer, auditor and other city officers.

VII. Copy of the "History of the Town of Fall River," by the Rev. Orin Fowler.

VIII. An entire set, consisting of nine volumes, of "Earl's Statistics of Fall River."

IX. Copies of the newspapers printed in the city, viz: The *Weekly Monitor*, the *Weekly News*, the *Weekly Herald*, the *Weekly Bulletin*, the *Weekly Advance*, the *Daily Evening News*, the *Daily Herald*, and the *Daily Globe*.

X. Copy of the map of the city.

XI. One specimen of each of the silver, nickel and copper coins now in circulation.

XII. A postal card and postal stamps.

Among other documents was one containing a brief sketch of the life of MR. DURFEE; also one giving the names of the architect, contractors and builders.

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During the next three years, work was pushed with as much rapidity as was consistent with the extreme carefulness which marked the efforts of all who had anything to do with the erection of the building. In June, 1887, everything was in readiness for the dedication.

## EXERCISES AT THE DEDICATION.

The exercises at the dedication proceeded in the following order :—

Prayer, by William Wisner Adams, D. D.

Music—Pleyel's Hymn.

Introductory Address, by The Hon. John Summerfield Brayton.

Oration, by Roswell Dwight Hitchcock, D. D., LL. D.,  
President of the Union Theological Seminary, New York.

Music.

Addresses, by His Excellency Governor Ames of Massachusetts,  
and Ex-Governor Wetmore of Rhode Island.

Music.

Presentation of the Building to the City,  
by The Hon. John Summerfield Brayton.

Acceptance of the same,  
by the Mayor, The Hon. John William Cummings.

Address, by Mr. Leontine Lincoln,  
on behalf of the School Committee.

Hymn—(Tune, St. Martin's.)

Let children hear the mighty deeds,  
Which God performed of old ;  
Which in our younger years we saw,  
And which our fathers told.

He bids us make his glories known,  
His works of power and grace ;  
And we'll convey His wonders down  
Through every rising race.

Our lips shall tell them to our sons,  
And they again to theirs,  
That generations yet unborn,  
May teach them to their heirs.

Thus shall they learn, in God alone  
Their hope securely stands ;  
That they may ne'er forget His works,  
But practice His commands.

(Doxology—Audience uniting.)

Praise God from whom all blessings flow,  
Praise Him all creatures here below.  
Praise him above, ye Heavenly host,  
Praise Father, Son and Holy Ghost.

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The day selected for the dedication of the new HIGH SCHOOL BUILDING was Wednesday, the fifteenth of June, 1887, the anniversary of the birth of him whose name the edifice bears, BRADFORD MATTHEW CHALONER DURFEE. The morning dawned clear and bright ; it was one of those lovely days when all nature seems to delight in the warm rays of the early summer's sun. As the chimes pealed sweetly forth, people came from all parts of the city towards the new building, in whose large audience hall were to be held the dedicatory exercises. In the distribution of tickets great care had been taken that all classes, sects and nationalities should be remembered ; consequently the large audience, which numbered more than fifteen hundred persons, was a truly representative one.

Messrs. David A. Brayton, jr. and Edward L. Anthony acted as chief ushers, and were assisted by the following young men selected from the pupils of the High School : Arthur P. Almy, Henry B. Boone, Nathaniel B. Borden, jr., J. Edmund Estes, O. Kingsley Hawes, William H. Jennings, George R. Mason, Robert K. Remington, William R. Robinson, Arnold B. Sanford, 2d, David C. Stewart, jr., Bernard W. Trafford, Philip E. Tripp, James H. Waring, George M. Warner, and Howard B. Wetherell.

The hall was simply but effectively decorated with palms, potted plants and cut flowers. ~~On the speakers' platform was a tasteful display of pink and white carnations and of other flowers in pleasing designs.~~ The chorus, selected from the pupils of the High School, occupied the music stand on the east side of the hall, and in front of them was seated the Pilgrim Orchestra, which played very impressively at intervals during the exercises.

A few minutes before the opening of the exercises, MRS. MARY B. YOUNG, the donor of the edifice which was about to be dedicated, accompanied by her brother, Hon. John S. Brayton, entered the hall and took her seat in the body of the auditorium. As she entered, the audience rose spontaneously to do her honor, and remained standing until she had taken her seat. At eleven o'clock, His Excellency Oliver Ames, Governor of the Commonwealth, escorted by Hon. John S. Brayton, the president of the day, came upon the platform, and were followed by the Rev. Roswell D. Hitchcock, D. D., LL. D., the orator of the occasion; the Rev. William W. Adams, D. D., the chaplain; Hon. Henry B. Peirce, Secretary of the Commonwealth; Hon. Alanson W. Beard, State Treasurer; Hon. John W. Dickinson, Secretary of the State Board of Education; members of the Honorable the Executive Council; Hon. Charles F. Choate, John M. Washburn, Royal W. Turner of Boston; His Honor John W. Cummings, mayor of the city; the superintendent of schools, members of the school committee, the trustees named in the deed, the venerable Joseph F. Lindsey, Mr. Stephen Davol, Mr. William C. Davol, Hon. William Lawton Slade, Hon. Daniel Wilbur, Mr. Azariah S. Tripp, and other eminent citizens of Fall River and vicinity.

The hour for the dedicatory services to commence having arrived, Hon. John Summerfield Brayton, president of the day, arose and said, "the large audience gathered here, on this beautiful June morning, have come for the purpose of dedicating the edifice in which we are assembled to sound learning and good morals," and he then presented, as chaplain of the occasion, Rev. William Wisner Adams, D. D., who offered an appropriate prayer.

After prayer Mr. Brayton gave the following address:

## MR. BRAYTON'S ADDRESS.

BRADFORD MATTHEW CHALONER DURFEE was born in Fall River, on the fifteenth day of June, 1843. He was the only child of BRADFORD and MARY BRAYTON DURFEE. He died on the thirteenth day of September, 1872, in the house in which he was born.

MR. DURFEE, during his life, expressed the desire that at the proper time a certain portion of his estate should be devoted to the advancement of higher education, and that the youth of his native city should have an opportunity to be specially instructed in the chemical, physical and mechanical sciences, which enter so largely into the industries of Fall River.

To carry out this expressed and long cherished desire of MR. DURFEE, a communication was, on the fifth day of February, 1883, addressed to the city council of Fall River, in which communication the writer stated, that as soon as the proper plans could be prepared, she would erect and furnish, in memory of her son, upon this site, a building suitable for the purposes of a High School, and upon its completion would convey the same to the city of Fall River. She would also furnish mechanical, philosophical and chemical apparatus, and give the same to the city of Fall River, in trust, and she would also give the sum of fifty thousand dollars, the income of which should be devoted to instruction in the branches of study illustrated by the use of said apparatus. She made the proposition upon the condition that the selection and continuance of teachers for said High School and the apparatus connected with it, should be subject to the approval of certain persons, to be named by her in said deed of gift, and their successors.

This communication was read in both branches of the city government, and was referred to a special committee, which committee subsequently reported an order accepting the proposition, and also authorizing the mayor of the city to petition the Legislature, then in session, for the passage of such act or acts as might be necessary, if any, to make valid the intended gift. This order was accompanied with commendatory resolutions, which order and resolutions were unanimously adopted by the city council.

Two days subsequent to this action of the city council, the school committee, in special meeting assembled, adopted resolutions, in which "the committee heartily recognizes the wisdom of the provision accompanying the gift, whereby a high character and reputation may inure to the school," and also pledged the cordial co-operation of the committee.

The mayor, the Hon. Henry K. Braley, by virtue of the authority given him by the city council, petitioned the General Court, and thereupon the Legislature passed an act, which was approved by the Governor on the ninth day of June, 1883, authorizing and empowering the city of Fall River to take the contemplated deed, and to hold and administer the property upon the trusts set forth in said deed; and on the second day of July the mayor reported to the aldermen the action of the Legislature, which report was accepted by the board.

After a mutual conference with the school committee and the special committee on the High School Building, Mr. George A. Clough of Boston, was unanimously selected as the architect of the new building. Mr. Clough immediately commenced his work, to which he brought the enthusiasm and taste of an artist, the culture of many years of study and observation at home and abroad, and the experience of an architect, who besides a large number of other buildings, had designed and erected eighty-three schoolhouses.

It is not my purpose at this time to give you an elaborate description of the house in which we are now assembled, as each of you can examine for himself, and also from the fact that a full account, prepared by the architect, will appear in the city newspapers this afternoon. My task is simply to deal generally with the progress of the work.

On Monday, the thirteenth day of August, 1883, ground was broken, the work carried on, and during the autumn of that year the foundations were laid by an eminent master workman, one of our own citizens, Mr. Tillinghast Records.

The plans as originally drawn, were for an edifice to be constructed of brick. Had the structure been built according to this design, much less time would have been occupied, and a much less expenditure of money involved in its construction. Granite stone was substituted for brick. The granite of the first story is from the quarry of Mr. Wm. Beattie, of this city, the stone

of the other stories was furnished by Mr. Alexander McDonald, from his quarry in Mason, N. H. This granite is dressed by a machine invented by Mr. McDonald,—the first of the kind in operation. The appearance of the two kinds of granite in the walls is just sufficiently marked to make a pleasant contrast.

A contract was made with the Messrs. Norcross Bros. of Worcester, to erect the walls, and subsequently another contract to complete the building. The Messrs. Norcross are contractors of large and varied experience, being the builders of the Boston High School Building, and a large number of other stately structures in New England, New York city, and at the West. They commenced work in the spring of the year 1884, and on the twenty-fourth day of June the corner stone was laid. The ceremonies on that occasion, which were brief, were fully reported in the newspapers of that day. Work progressed during the season of the year 1884, as fast as the material of which the building was being constructed could be obtained. The following year the external portions of the building, with the exception of the towers, were completed. More than eighteen months, with a large force of skillful mechanics, has been devoted to the inside work, and now, upon this, the natal day of him whose name it bears, we dedicate the B. M. C. DURFEE HIGH SCHOOL BUILDING of Fall River.

We regret that the building is not completed at this time. Much work yet remains to be done. During the present summer, and prior to the commencement of the autumn term of the school, the edifice will be finished, and will be furnished with the apparatus as originally contemplated.

The edifice stands upon a lot which contains about two hundred and forty square rods of land. The lot is in the form of a parallelogram, and is bounded on all sides by streets. It is distant one-half mile in a direct line from tide-water, the threshold of the front door is one hundred and eighty-five feet and three inches above high water mark, the top of the finial of the clock tower is one hundred and ninety-nine feet and six inches above the sill of the building, making the extreme height of three hundred and eighty-four feet and nine inches above the waters of Mount Hope Bay.

The observatory tower is surmounted with a dome, the frame of which is made of iron and steel and is covered with copper.



The dome is seventeen feet in diameter, and in it has been placed an equatorial telescope.

The object glass of the telescope is of eight inches aperture, and is from the manufactory of the celebrated Alvan Clark & Sons of Cambridge. Mr. Alvan Clark formerly resided in Fall River, which was the birthplace of his son George, who is to-day the prominent man of the firm, and who in his business of making object glasses is one of the most eminent men in the scientific world. Master George for a time attended a school in this town, which school was then taught by the lady by whose invitation we are now and here assembled.

The telescope is mounted by the Messrs. Warner & Swasey of Cleveland, Ohio, and is of the same design and workmanship as that made by them for the Lick Observatory.

In the south tower there is one of the largest sizes of Howard Company's clocks. It strikes the hours upon the large bell, requiring a weight of 2,000 pounds to do the work, while the time parts are driven by a weight of 450 pounds. The pendulum beats 34 times each minute. The clock at the present time is running with a variation of less than three seconds a week.

In the clock tower there has been placed a chime of bells from the foundry of Messrs. Meneely & Co., of West Troy, N. Y. There are ten bells, their weight and tones being as follows: 3,040 lbs., E flat; 2,020 lbs., F; 1,476 lbs., G; 1,276 lbs., A flat; 910 lbs., B flat; 622 lbs. C; 551 lbs., D flat; 452 lbs., D; 384 lbs., E flat; 259 lbs., F; a total of 10,995 lbs. The largest bell bears the following inscription:—

*In Memory of*

BRADFORD MATTHEW CHALONER DURFEE,

only child of

BRADFORD AND MARY BRAYTON DURFEE,

Born in Fall River, June fifteenth, A. D. 1843,

Died here, September thirteenth, A. D. 1872.

This building was erected and this Chime of Bells placed in its Tower, and the same presented to the City of Fall River, A. D. 1887.

This school house has been erected for the special benefit of the youth of Fall River. The clock and the chime of bells are for us, for all, and it may be hoped for many generations to come.

It is a source of gratification to know that during the progress of construction no serious accident has happened to any one of the large number of persons who have been employed upon the building.

The edifice has been built by honest day's work. Its foundations are laid upon the primeval rock. Its sightly location, its imposing architecture, and its general arrangements all challenge admiration. The structure is at once a lesson and a benediction. It should stimulate the ingenuous youth of Fall River to higher aims and to nobler purposes; and it will, as long as one stone rests upon another, illustrate the better uses to which private property may be devoted.

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Mr. Brayton then introduced the orator of the occasion, Rev. Roswell D. Hitchcock, D. D., LL. D., President of Union Theological School, New York.

## DR. HITCHCOCK'S ORATION.

This occasion, of itself, suggests and determines the subject of my address. We are gathered in one of the finest buildings of its kind within the boundaries of this ancient commonwealth, whose chief magistrate, by his presence here to-day, is loyal to one of the oldest traditions of his high office; one of the oldest traditions and also one of the best. Massachusetts still knows, as she has always known, how to take care of her children. The Old Colony to-day takes special pride in saluting the Old Bay State.

You have just heard the history of this building, from the first thought of it, years ago, until to-day. It only remains for me to call attention to its meaning and its use.

✓I. This building, first of all, means education.

And what is education? The familiar classic etymology of the word should have kept its meaning more vivid, and more controlling. Education is something very much more than the opposite of ignorance; something very much more than the mere knowledge of things. Education is development. Not so much what is introduced as what is inwrought, and then educed. Not so much what is imparted, as what is obtained; not so much what is put into the understanding, as what is gotten out of it. The human mind is not a mere cistern, catching the rain that has fallen upon the roof; but a growing tree, that draws the rain up again towards the sky, translating it into life.

The conceit of mere knowledge is something to be despised and shunned. There is, and always has been, a knowledge that "puffeth up." It was condemned long ago. And for centuries Christendom is charged with having been inspired and ruled by the maxim that "ignorance is the mother of devotion." This famous epigram, so far as I know, had no proper Christian parentage. It may have been suggested by some sentences of Gregory the Great, nearly thirteen hundred years ago. But in its current form, and in its spirit, it is certainly a sarcasm, misrepresenting not only the Apostle Paul, but the whole dominating genius of our Christian history. Christianity was no sooner out of its cradle than it made straight for the famous centers of thought and culture. All through the middle ages, both art

and science were almost exclusively Christian. In the last analysis, the Mediæval culture was quite exclusively Christian, even the brilliant Saracenic civilization having sprouted from a Christian stock.

As for popular education, that surely is not only exclusively Christian, but comparatively modern, having only begun with Charlemagne in the ninth century, and rounding itself out only in the nineteenth century. Indisputably, at first the Roman Catholic nations of Europe, a little more than three hundred years ago, were somewhat dazed by the new light so suddenly flashed abroad; preferring ignorance to infidelity, as well they might. Indisputably, the Protestant nations both of Europe and America, are still ahead of the Roman Catholic nations; to some extent in the higher ranges and aspirations of culture, but, more especially, in the education of the masses. But the difference is steadily diminishing. In Italy, now at last, and in Spain, as in every other Roman Catholic country of Europe, the education of the masses is made legally obligatory. These laws are not yet everywhere properly enforced, but they are a great gain, and the beginning of the end.

If here in the United States of North America, we are still leading the march in popular education, it is partly because we have no enduring alternative. What President Lincoln called "The government of the people, by the people, for the people," simply necessitates the education of us all. For, of all tyrants, ignorant and unscrupulous popular majorities are the worst.

Education, we may well insist upon it, is a great word, and a great thing; far greater than mere encyclopedists have any idea of. It takes account of the whole constitution of man,—body, soul and spirit. It aims at rugged health, alert intelligence, well-rounded, staunch and forceful character; not a sound mind only, but a sound heart also, in a sound body. It undertakes to teach men, not only what to think, but how to think; and how to take care of themselves, for time, and for eternity. It can rest content with nothing short of sound, wise, pure manhood and womanhood; robust, self-supporting, self-respecting, self-defending. Sobered by experience and history, it still hopes, and still expects, some day to make an end of all quackeries, all demagogisms, and all fanaticisms, of every grade, and of every sort—domestic, social and religious.

## II. This building means education by the State.

It means, to be sure, by reason of a special endowment, something besides that, which will be considered farther on. But education by the State is one of its pronounced and distinctive meanings. It is, in form, a gift to the municipality of Fall River. In effect, it is a gift to the Commonwealth of Massachusetts. It becomes a part of the public school system of the State.

This brings us face to face with one of the disturbing questions of our time. We have already considered what education is, taking in the whole nature and covering the whole existence of man. We have next to consider the proper educational responsibility of the State. Does it include all this of which we have just been speaking?

Must the State, or may it, teach gratuitously the higher branches of learning? Must the State, or may it, teach religion as well as morality? Must the State, or may it, legislate for eternity as well as for time? Vital problems are here involved; especially in the matter of religion. Morality, we all admit, is essential, not merely to the prosperity, but the very existence of the State. But is religion absolutely essential to morality? If so, which of the religions shall it be? Judaism, Mohammedanism, Buddhism or Christianity? If Christianity, which one of its several forms? Of its two chief rival forms—Roman Catholicism and Protestantism, which shall have the last word? Failing to agree, shall Roman Catholics demand their share of the money raised, and establish separate schools of their own? This last is already, in some quarters, a very practical and a very burning question. If the lines are drawn, battle offered and accepted, and Roman Catholics are voted down, will they nevertheless, at their own expense, set up their own schools, all the same, putting an end, so far as they are concerned, to the public school system and all the public school traditions of the State? And then we have also Jewish fellow-citizens, whose church is that of Moses and Nehemiah, whose only scripture is the Old Testament. What shall be required of them? And what may they justly demand of us? These questions and the like of these must not be answered passionately, without discussion; must not be narrowly discussed. The twentieth century is now only just a little way ahead of us. The sixteenth century is already quite a long way behind us. There are some old battle-flags that should be hung up out of

reach ; some old battle-cries that should be heard no more. Let us reason together, all of us. Let us get at the facts. Let us settle principles. Let us distinguish the things that differ. Providence is keeping school for us, and taking care of things. Very plain people may have very good common sense, and so be really wiser than the philosophers once were.

The three institutions of human history are the Family, the Church and the State.

Of these three, only the first-named, the Family, should ever be thought of as including either of the other two. For a time, far back, near the beginning of things, the Family may easily have answered all human necessities, both spiritual and social, both eternal and temporal. The father could be priest, schoolmaster and magistrate. Such was the patriarchal stadium of history. But, by and by, as Family widened out into Race, and Tribe into Nation, the sacerdotal function and the political function would naturally become institutions, to be known as Church and State. And the spheres of the two would, of course, be entirely distinct. Neither would be expected, or allowed, to absorb the other. The Church should not absorb the State, as advocated by the fifth-monarchy men of the Cromwellian time. Nor should the State absorb the Church, as advocated by some recent philosophers like Rothe. For children, not yet let out upon the street, the family-life suffices in every essential interest, both spiritual and temporal, sacred and secular. For early childhood, parents may be sacerdotal enough to begin with, "Now I lay me down to sleep," and "Now I wake, and see the light," may be liturgy enough to begin with. Once let out upon the street, children should, of course, begin to be cared for by the Church; and must, at all events, and at any cost, be held amenable to the State.

We are in perishing need of definitions. Crude and nebulous thinking is always dangerous, like sailing in a fog. And there is a great deal of it going on. Fundamental principles, clearly discerned, rigidly adhered to, are our only security. We must steer by the stars. We must understand the great historic institutions; what they were meant to accomplish, and what they must let alone.

As for the State, its distinctive sphere is the visible and temporal. It has no business to meddle with religion as such, any more than to meddle with theories of art and science. The

plea for such meddling has always been that religion is essential to morality, and that morality is essential to social prosperity and order.

But what shall be said of the Confucian morality, which, essentially, is certainly morality without religion, or at any rate, morality with no real warmth of religion in it. And yet this passionless morality has made the Chinese civilization what it is, and what it has been for thousands of years. The Chinese are cold-blooded Mongols, to be sure, but still they are human. Religion of some more pronounced and energizing character would have given China a better morality, no doubt. And there is a great difference in religions, dictating better or poorer moralities. But the State has no business to meddle even with morality, except in its economic and social aspects and relations. In civil law, no matter how immoral a man may be, if only he keeps it to himself. The State, for example, forbids and punishes no mere solitary debauch at home; it only forbids and punishes the scandal and nuisance of a debauch letting itself loose upon the street. The solitary debauch is immoral, surely; but perpetrated inside of a bolted door, the State lets it alone. A horse-thief was once told that he was to be hanged, not because he had stolen a horse, but that horses might not be stolen. Judaism forbade and punished with death the eating of blood. But Judaism was both Church and State, in one visible organism. Not Church and State, in distinct but correlated organisms; nor a State-Church; but a Church-State,—the invisible Jehovah, its real sovereign,—the high priest, his visible representative.

The loose thinking, still so prevalent, in regard to the educational responsibility of the State, is easily explained. For nearly three hundred years the Christian Church was outlawed by the Roman State. Then Constantine made Christianity the religion of the State; but with the State supreme. Some seven hundred years later, Hildebrand began, in the interest of civilization, the struggle which issued in the supremacy of the Church. Then nearly five hundred years later still, the Protestant States of Europe, also equally in the interest of civilization, recovered the old secular supremacy, which has lasted till now. The Church of England, for example, is as much a part of the organic life of England as Parliament itself. On our side of the Atlantic we have learned, by happy experience, that in many respects, the best

government is that which governs least. Popular government like ours, call it self-government or what you will, implies consent and agreement all round. There must be no favored class, no favored denomination. Common schools, especially, must be for the common people, of all classes and conditions, and of all creeds. Religious diversities, whether of polity, of doctrine, or of worship, must be respected. Morality must, of course, be taught, since there can be no enduring prosperity without it. But how far religion may be taught as the necessary logical basis of the best morality, is one of those nice questions not everywhere and always to be answered in precisely the same way. Certainly the more Theistic our moral teaching is, the better it will be. Certainly the Bible, in the poorest translation ever made of it, is the best of all books. And lessons from it, blended with song and prayer, should be the best possible introduction to the daily routine of every school. But good teachers of arithmetic or geography, may not be good teachers of religion, or even good representatives of its simplest forms. Even the Bible may be read so carelessly, not to say so irreverently, as to do very little if any good. In this matter of religious observance and instruction, substance and reality are worth fighting for, worth dying for; but not mere names and shadows of things.

Chartered institutions of learning, and private schools, chartered or unchartered, are on a wholly different footing. These may teach just what they please—much religion, little religion, or none at all. Or, like the Theological Seminaries, they may teach nothing but religion, with its collaterals. And the religion taught may range all the way along from the most gauzy sentimentality to the hardest Alpine granite of Calvinism.

Our American doctrine of strict separation between Church and State implies no hostility between the two, no necessary estrangement even, and no disparagement of either. Least of all is the Church disparaged. In different degrees in its different branches, but more or less effectively in all its branches, it represents the most stupendous realities and interests. It articulates what all men instinctively believe and feel. Behind the visible it marshals the invisible. Underneath all law it discerns and asserts a Legislating Will. In every whisper of conscience it hears the voice of God. In every moment of time it recognizes a suggestion of eternity. In short, its office is to teach us how to live and how to die.



Suppose now, in obedience to what may be deemed a present, if not a permanent necessity, the religious teachings of the State be reduced to the simplest Theism; and the piety inculcated be only that in which Jews, Mohammedans, Buddhists and Christians can all agree. Do not therefore expect the Deluge. The Church survives—an institution of God, which has not yet, by any means, put forth all its strength. How easily there might come such a sense of spiritual stewardship, such impulse to spiritual service, as Christendom has never known since its first baptism of pentecostal fire. Already, our Christian pulpits are no longer the solitary lighthouses they used to be. Already, we have our Sunday Schools, only a little more than a century old. Already, we have our religious newspapers, less than a century old. Already, we have our Young Men's Christian Associations, only a few decades old. Already, in every department of knowledge, we have a multitude of clever and really learned books, which yet are fairly intelligible to people not technically learned, if only there be good common sense, and willingness to be taught. Religiously, the State may be as reserved and reticent as it will. Our Christian civilization is not thereby imperilled or compromised. There are no streaks of gray in its raven locks; no real symptoms of waning vitality. Sooner may you expect to see the axis of our globe heaved out of its sockets; sun, moon and stars reeling about blindly in boundless space. The Church is here by Divine ordainment; and here to stay. And the Family is here to stay. Both of them antedate the birth of States. They underlie all history. The question is not all whether religion shall be taught among us; but only where and when, by whom and how.

III. This building also means both Advanced and Industrial Education.

The Mediæval scholasticism had its seven studies in two groups, of three and of four, respectively. Its trivium was grammar, logic and rhetoric, caring chiefly for expression. Its quadrivium was music, arithmetic, geometry, and astronomy. Our American public school curriculum embraced at first but little more than the homely trivium of reading, writing and arithmetic. These, of course, were essential, and were thought to be sufficient for the common run of farmers, mechanics and tradesmen. Gradually, the range of study widened until our present high school

curriculum fairly rivals the average American college curriculum of a hundred, perhaps even of fifty years ago. I well remember, and with gratitude, the typical, endowed New England Academy, only one, perhaps, to a county, in which our boys, fifty years ago, were prepared for college. We have now, corresponding to the Eton and Winchester, of England, a few institutions of the academic grade that have a national reputation. In New Hampshire there is the old Phillips Exeter Academy, which trained the Websters and Everetts. In Massachusetts there are the Phillips Andover Academy, the Boston Public Latin School and the East Hampton Williston's Academy, and in New Jersey there is the recently established Lawrenceville Academy. Many of the old academies of considerable reputation, once attracting students from the neighboring towns, and serving whole counties, now serve only, or mainly, the towns in which they are located. I could name one of these old academy towns, of less than eleven hundred inhabitants, three of whose boys are now professors in three of our foremost Theological Seminaries. But such academies have had their day. The present high school system is, on the whole, to be preferred.

In Massachusetts the law is, that every town in the State, from Essex and Barnstable to Berkshire, may have, if it desires, a high school in which Latin shall be taught, with other such branches as geometry, surveying, natural philosophy, general history and the civil polity of the State and of the United States. And every town of five hundred families or householders, *must* have such a school. And, furthermore, in every town of four thousand or more inhabitants, the high school curriculum must include astronomy, geology, rhetoric, logic, mental and moral science, political economy, and the Greek and French languages. Under such a school system one would think there should be little, if any, undiscovered talent in any corner of the Commonwealth.

One would think there should be no failure to make the most of all the Jeremiah Masons, Daniel Websters, Edward Everetts and Rufus Choates; of all the John Collins Warrens and Charles Thomas Jacksons; of all the Eli Whitneys and Robert Fultons; of all the William Cullen Bryants and Henry Wadsworth Longfellow; and of all the Jonathan Edwardses, William Ellery

Channings and Horace Bushnells. Most of these you have a right to be proud of as Massachusetts boys. And it will not be the fault of your high school system if you fail to rear such pillars and benefactors of society in the years to come. Any Massachusetts boy, if only supported by his parents and not obliged to spend all or most of his time and strength in helping to support them, may get himself ready to enter any college in the State or in the United States. Once in college, pre-eminent ability is quickly recognized, and stands a good chance of paying its own way. Once out of college, with honor, there is no professional eminence, no dignity of office in Church or State not open equally to all.

And yet this high school system, admirable as it is, has its infelicities and drawbacks. Its too exclusive scholasticism has a direct tendency to overcrowd the so-called learned professions. Dividing society into the four classes of agricultural, mechanical, commercial and professional, it is a nice question, not yet decisively answered, what proportion these four classes should bear to one another. In France, which maintains a high average of economic condition, one-half of the population is reported as agricultural, one-quarter as industrial, and the other quarter takes in all the rest. In the United States, the agricultural class is relatively smaller, and the professional class relatively and decidedly larger. By all the laws of a sound political economy, we have too many physicians, and too many lawyers. Every physician, and every lawyer, knows it, and will tell you so. And for the political economist, there are likewise too many clergymen, required just now by the multitude and rivalry of religious denominations, but doing no more really desirable spiritual work than might be done, and better done, by a smaller number of better trained men. According to the census of 1880, there was a physician to about every seven hundred of our population; and a clergyman to about every nine hundred; with very nearly the same proportion of lawyers. This tendency of blood to the brain, is not a good symptom. We need more farmers; and might have them, if farming were more scientific. We need more and better handicraftsmen; and might have them, if we were willing to take the pains.

The original design of the edifice, which we dedicate to-day—a design still further emphasized by the special endowment associated with it, was to supply the need thus indicated. In this metropolis of mechanical industry, where so many thousands have found lucrative employment, and such handsome fortunes have been made, it was felt to be wise and proper that special opportunities should be provided for these branches of science that underlie all this mechanical industry. Seldom has so princely a benefaction been bestowed upon a community. The immediate benefactor forbids the mention of her name to-day. But another name forces its way to utterance. It is now just forty-four years since BRADFORD MATTHEW CHALONER DURFEE was born. His father, BRADFORD DURFEE, was one of the strongest of several strong men, that laid, more than half a century ago, the foundations of the remarkable prosperity of this very busy, very solid, and very beautiful city of Fall River. The son, who was born to an early orphanage, had yet every possible care, and every possible opportunity of culture, both at home and abroad. He entered Yale College in the autumn of 1863, but his constitution proved unequal to the strain, and at the end of Freshman year he was obliged to abandon all hopes of a public education. The college has since become a university, and Durfee Hall is one of the chief ornaments of its campus. We all know how generous he was. Only those of us who came more closely to him, understood how thoroughly manly, and how modest he was. At the early age of twenty-nine his course was run. For these fifteen years his memory has been cherished with a steadiness that has never wavered. And now at length we behold his monument. In the very heart of the city which he loved as his birthplace and his home, on this gentle slope of land, looking down upon Mount Hope Bay, looking out upon the western sky, stands, in solid granite, this splendid temple of science, an ornament and an honor to the city. We now commend it to the special care of a sleepless Providence, praying that it may be guarded from fire, from lightning and from every accident. We commend it to the admiration and the gratitude of the ingenuous and ardent youth of this, and we trust of many a coming generation.

After music by the orchestra Mr. Brayton introduced Governor Ames as follows: Massachusetts, the home of free schools; a synonym for sound learning; she is represented here to-day by her chief magistrate. I have the honor to present to you, His Excellency, Governor Ames.

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### GOV. AMES'S REMARKS.

*Mr. Chairman:*

Since I have been in public life I have never had a more agreeable duty to perform—than to come here to-day—as the representative of the Commonwealth to congratulate the people of Fall River. For in your city, itself one of the marvels wrought by New England civilization and industry, this building, a model structure for the purpose for which it is intended, has been erected by the generosity of one of its citizens. Such a gift is a good thing, not only for the people of the community in which it stands, and for whose use it is intended, but also for all the people of this broad land. Indeed, in such a case as this, the giver is conferring a blessing whose effects cannot be estimated. Such a donation is an exercise of pure philanthropy, than which there is none more noble or more praiseworthy.

Here the young are to be educated, and these walls, so solidly as well as so handsomely built, will for many years, perhaps for centuries to come, be a center from which will radiate all there is that is helpful in our system of mental culture, which has that approval that only the test of time and use can give.

It is incumbent upon the people of this city to so avail themselves of the facilities afforded by this gift, as to show that they properly appreciate it, and they can best show that appreciation by using the school to its full extent. It will then be an inspiration for others, who have the means, and will encourage them to follow the example set by its liberal donor, and in many places in coming years will be erected memorials of like character, which will be far more enduring, as they will be far more useful, than the proudest trophies of the sculptor's art. You are to be most

heartily congratulated upon the completion and dedication of this noble structure. It will be a constant lesson of true citizenship. It will give inspiration to labor and added animation to the spirit of progress. It is also a memorial of a good man and an exemplary life, and it stands where it should—in the midst of your city where he lived, and in which he had his most enduring ties and deepest interest. I am sure that coming generations, as they gaze upon this splendid DURFEE school building—with hearts full of gratitude—will bless this matchless tribute of a mother's undying affection.

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Mr. Brayton said he had expected Governor Wetmore, of Rhode Island, who, in 1867 was a classmate in Yale College with him to whose memory the building was erected, but on account of a sudden death in his family, Governor Wetmore was prevented from being present.

Hon. John W. Dickinson, Secretary of the State Board of Education, next addressed the assemblage. He spoke as follows:

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#### MR. DICKINSON'S REMARKS.

*Ladies and Gentlemen:*

We have assembled here this afternoon to dedicate to the service of the city and the Commonwealth this new and beautiful schoolhouse. By this public act there will be made a most important addition to our educational wealth. In our system of popular education, schoolhouses, taken with courses of studies and illustrative apparatus and natural objects and books, hold the relations of means to the great end to be accomplished by their use.

In more ancient times public school buildings were constructed without much reference to comfort, convenience or beauty. Now

it is thought to be both necessary and wise to build them with especial reference to the physical, mental and moral wants of the teachers and children. The civilization (and patriotism) of a modern Massachusetts community is expressed in no insignificant degree in the character and condition of its schoolhouses.

If they are planned in accordance with the principles of beauty, then they furnish a good expression of a cultivated taste. If they are constructed so as to admit an abundance of cheerful light and pure air, and are supplied with properly contrived furniture, then they give evidence of the existence of the humane element. If they are furnished with the most approved means of teaching, we have a right to infer that the people have an intelligent notion concerning the conditions of knowledge, and of the right training of the faculties.

Massachusetts has always been thoroughly interested in popular education. The Fathers were willing to become exiles that they might train up their children to virtuous habits and to a love of free institutions. These they knew were the products of education.

Among the first laws enacted by the colonial government were those establishing public schools. The people voluntarily subjected themselves to a burdensome tax for their support, and compelled the children to attend upon their exercises until they had acquired that learning and that discipline of mind which are necessary to the existence of both individual and social liberty.

It is natural for those who have enjoyed the advantages of learning, who have been made happy in their homes, successful in their business affairs and honored in their social relations through its moulding influences, to turn their minds back at last to those institutions from which this good has come, and to leave behind as a memorial some token of their love.

This accounts for the princely gifts so many of the educational institutions of the Commonwealth have received through the liberality of her loyal citizens.

The importance of good public schools to a people who are to be their own rulers cannot be over-estimated. This follows from the nature of education itself. It is the work of the schools to train the minds of the children to observe for facts, a knowledge of which constitutes the elements of all knowledge; to analyze the

objects of their thoughts for relations, and to reason for those general truths which furnish the rules of conduct. This is the training that produces the power to think. The ability to think furnishes the mind with truth, and a love of the truth leads to an exercise of the highest principle of action—a sense of duty.

If right training in the schools produced such results, it is a good in itself, and should be considered both by individual men and by the State to have a higher value than any other object of human pursuit. It is on this account that every civilized state is inclined to deal generously with its schools, and individual citizens, if favored by fortune, and impressed with the dignity and value of learning made familiar to them by experience, are inclined also to turn their attention to the support of educational institutions. This patriotic union of public and private effort has given to Massachusetts the most efficient system of public instruction in the world, and as a result, the most capable population to be found in any civilized state.

Some one has said that whatever we would have appear in our civil society, we must first put into the schools. It is because we have put into our schools the causes and the means of producing good citizens of a free and highly civilized state, that no amount of effort should be deemed too much for their complete support.

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Mr. Brayton then read letters of regret from the venerable Pliny Earle, of Northampton, and the Rev. Samuel Longfellow, of Cambridge, which are appended. He said that fifty-seven years ago Mr. Earle was the only school teacher in Fall River. He taught in a schoolhouse which stood about where is now the north entrance to the Borden Block.



NORTHAMPTON, June 7, 1887.

MR. JOHN S. BRAYTON :

*Dear Sir,*—The invitation to the dedication of the B. M. C. DURFEE HIGH SCHOOL BUILDING is hereby acknowledged with cordial thanks. As it fell to my lot to help dedicate the old "green" schoolhouse, by opening in it, in the summer of 1830, the first "high school" ever taught in Fall River, and as I have many pleasant memories of that school, its pupils and other residents of your city at that time, it would give me much pleasure to join you at the now prospective exercises above mentioned. Circumstances, however, I regret to say, will prevent such participation. I have heard of the perfection of the new building, and rejoice that such facilities for instruction as it will furnish are open to the grandchildren of many of those who were once my pupils.

Yours, very respectfully,

PLINY EARLE.

CAMBRIDGE, June 9, 1887.

HON. JOHN S. BRAYTON :

*Dear Sir,*—I am much obliged for the invitation to attend the dedication of the New High School Building in Fall River, on the 15th of this month. I regret that I shall be unable to be present, but I wish to send my congratulations and good wishes.

I remember well the small beginnings of the Fall River High School, when I was chairman of the school committee, in 1850, I think it was. The school was opened in a one-story wooden building belonging to Mr. Stone, who was made the principal of the school. Under his admirable headship, the school, spite of its limited accommodations, took a high position, and excellent work was done in it.

It was always a great pleasure to me to visit it, and I still remember the bright scholars, girls and boys, who made my duty a pleasure. Some of them will doubtless be with you on this occasion, and I would like to send them my cordial remembrances, and my hope that they may kindly remember me.

With such a building as the new schoolhouse doubtless is, I trust the school will enter upon a larger and deeper life than ever before; for increased advantages are only increased opportunity and increased responsibility to their right use.

With kind remembrances and earnest good wishes, I am very truly yours,

SAMUEL LONGFELLOW.

“Except the Lord build the house, they labour in vain that build it.”

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Mr. Brayton then said: There is a gentleman present who was the first teacher employed by the year in Fall River. Previous to his service, teachers were hired by the month, some to teach the winter school, and others the summer school. He declines to speak on this occasion, but the record of the long, useful and honored life of the venerable instructor, Mr. Joseph Ferdinand Lindsey, speaks in words more eloquent than any he can utter to-day.

As Mr. Lindsey bowed his acknowledgments he was greeted with a spontaneous outburst of hearty applause. Mr. Lindsey was a teacher of both the donor of the building and the president of the day.

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### THE PRESENTATION TO THE CITY.

Mr. Brayton, then turning to His Honor, Mayor John William Cummings, said:

*Mr. Mayor:—*

I am charged with an agreeable duty. I have been authorized to present to the city of Fall River, through you, its honored chief magistrate, on conditions expressed in the deed, which I am about to place in your hands, the B. M. C. DURFEE HIGH SCHOOL BUILDING, with all its appointments, including the lot of land on

which it stands. Subject to conditions also named in said deed, the sum of fifty thousand dollars is presented to the city of Fall River.

In delivering to you this deed, this check, and these keys, the title, the endowment, and the possession of the edifice pass to the city.

This gift is sacred to the memory of one who has passed beyond the reach of human praise. I am sure that it will be received with gratitude.

Long may it continue to be a blessing to this busy, growing city.

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#### THE MAYOR'S ACCEPTANCE.

Mayor Cummings, addressing the Chairman and the Governor, said :

*Mr. Chairman and Your Excellency :—*

I perform a pleasant duty in accepting in the name of the city of Fall River and for her, this deed, this check and these keys.

And here let me acknowledge for Fall River the compliment His Excellency was pleased to bestow, and to thank him for the kindly greetings he brings to her.

I shall not attempt to speak the gratitude of our citizens, for I humbly believe it passes beyond expression. From the day when the generous proposal was made to transfer this estate, with its magnificent temple so richly endowed, to this city, we have beheld the development and materialization of that splendid public spirit, with mingled feelings of gratitude and pride.

Fall River is under a lasting obligation to the benefactor, and while we look with pride upon this building, we turn with hearts overflowing with gratitude and pride to her, our citizen. It is consoling to know that the good thought, born to expression years ago, survived, and is now fulfilled in the erection of this building.

[Turning to Mr. Lincoln, of the school committee, Mayor Cummings then handed to him the keys, saying:]

The Commonwealth in her wisdom provides that the direction of her children shall in a large degree be entrusted to the school committee. I place with you these keys and the possession of this school, knowing that the sacred trust will be fulfilled, and the noble uses for which it is dedicated will be respected by you and the honorable committee you represent.

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### MR. LINCOLN'S REMARKS.

*Your Honor:—*

In behalf of the board of school committee I accept the trust you now convey—the custody of this new home for our high school, this memorial building so auspiciously dedicated to the cause of education. We shall assume our duties with a high sense of the responsibility of the trust imposed upon us, with sentiments of pride and gratitude that our city is the recipient of so generous a gift, and with the earnest purpose of promoting, with a conscientious fidelity, the high designs of the honored donor.

This gift is received at a most opportune time; at a time when the efficiency of our high school is seriously affected by its inadequate accommodations, and at a time when a conviction is forcing itself upon the minds of educators that the high school, as the highest institution in our system of free education, should enlarge its work. Such a structure as this, so thoroughly equipped, becomes not only an effective means, but a constant appeal for a higher education and a broader culture among us.

To-day the B. M. C. DURFEE HIGH SCHOOL is declared open. To-day, then, are set in motion those streams of influence—potent, beneficent, far-reaching,—which it must hereafter exert on all our interests—social, intellectual and moral.

Here for succeeding generations, the youth of Fall River are to be educated and fitted for the work of life. Here they shall form life-lasting friendships and associations. These walls shall be made rich for them with tender and joyful memories. Here shall they bring the sincere tributes of honor and gratitude from all the varied fields of human endeavor.

And this gift, the prompting of a mother's undying loyalty to the memory of a devoted son, the crowning work of a life conspicuous for good works—this gift, with its high advantages shall minister in every high, true way, to the virtue, happiness and power of this community. And to promote all the wise and liberal objects of the donor, we depend on that enlightened public spirit and that wise expenditure of the public treasure which have ever characterized our city in the care of its educational interests.

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The eloquent oration of REV. ROSWELL D. HITCHCOCK, D. D., LL. D., which appears elsewhere in this memorial, was the last public effort of this profound thinker, and eminent scholar and teacher. Of him it may be emphatically said, he died with the harness on. He was deeply interested in the cause of general education, and his last oration is replete with that profound and practical wisdom for which he was so justly distinguished.

He came here to pronounce an oration at the dedication of the edifice erected to the memory of one well known and tenderly loved, and, having done this, returned with his friends to the summer home of his love in Somerset, where he was taken seriously ill, which illness terminated fatally after a few hours.

It seems almost fitting that his last expressions on the great subject of popular education should have been spoken *when* and *where* they were.

## DESCRIPTION OF THE BUILDING.

ARCHITECT, GEORGE A. CLOUGH, BOSTON, MASS.

The building occupies a commanding position, with spacious grounds about it. The principal street in front, one hundred feet distant, is considerably below the level of the base of the building, the difference in the level at one corner being twenty-three feet. The area of the building is 20,500 feet. The exterior walls of all four elevations are built of granite, surmounted with steep slated roofs, and the whole treated in a modern renaissance style. The principal features of the architecture are brought out in a clock tower, an observatory tower, and a central pavilion with the steep roofs. The main features (the two towers and central pavilion) are arranged across the front, between heavy projecting end pavilions, and are tied together at the bottom, from one to the other, with a massive stone arcade. The clock tower at the south end is mainly of granite, terminating with a copper spire or finial.

The clock dial is 114 feet above the grade; below, and yet above the roofs, is an open belfry with a chime of bells. The north tower occupies a symmetrical position with that of the south, but is of less height, and is surmounted with an astronomical cupola; fitted with telescope, etc.

The central pavilion between these two towers comprises the monumental features of the building. It is all of stone with a broad base and massive piers, each side terminating with certain ornamental finials and a large tablet between, bearing this inscription in raised letters, "B. M. C. DURFEE HIGH SCHOOL." At the left of the tablet, at the base of one of the finials is "A. D.," and at the right "1886."

The plan of the building is somewhat irregular in outline, with a length of 253 feet, the greatest width being 90 feet and the least 60 feet, and is laid out upon the German principle of gaining the best results in introducing the light and air, obtaining free and constant circulation, and preventing one schoolroom

from contaminating another. To aid in making this principle more effective, the system of indirect steam heating is introduced. A given quantity of fresh air is admitted into the basement against a heated surface, and from there forced into the various apartments, and by means of elevated shafts centrally located, a system of exhaust is maintained, the supply and exhaust being sufficient to give twenty-five cubic feet of fresh air, heated to a proper temperature, per minute, to each person occupying the apartment. This quantity of air is admitted in a manner into the basement story, so as not to be influenced by the direction of the wind, by an arrangement of shafts facing the two sides and the ends of the building. For instance, when the wind blows from the north, an automatic valve is opened on this side, and those from the opposite become closed, and *vice versa*.

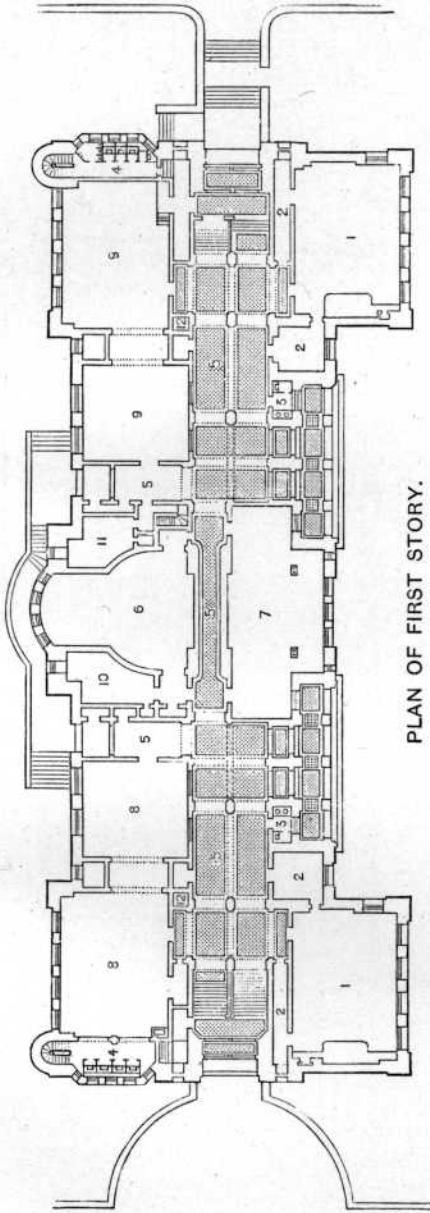
The building is equivalent to four stories in height, beside a subterranean story, which is used for a boiler room, coal storage, and a system of tunnels reaching to the extreme points of the structure, for the purpose of conducting all the pipes, steam, water and gas, and for the ducts for fresh and vitiated air. Much of this subterranean part was blasted out of the solid rock.

The following accommodations are obtained :—

	NO.	FEET.
Twelve schoolrooms, each . . . . .	38	by 28
Chemical Laboratory . . . . .	25	by 54
Chemical Lecture hall . . . . .	30	by 39
Physical Lecture hall . . . . .	35	by 39
Library . . . . .	25	by 44
Master's and Reception room . . . . .	15	by 16
Grand Exhibition hall . . . . .	53	by 116
Gymnasium . . . . .	37	by 83
Mechanical Drawing room . . . . .	37	by 83
One large room for Industrial Science . . . . .	72	by 82

The first floor may be termed the entrance story, being largely devoted to entrance purposes. Across the front there are two entrances, which divide the building into thirds, each of these entrances having two sets of double doors of six feet width.

Connecting with each entrance there are others in the rear across the main corridor. Also, at each end of the building, at the foot of the main staircase, there is an entrance fourteen feet wide,



PLAN OF FIRST STORY.

REFERENCES :

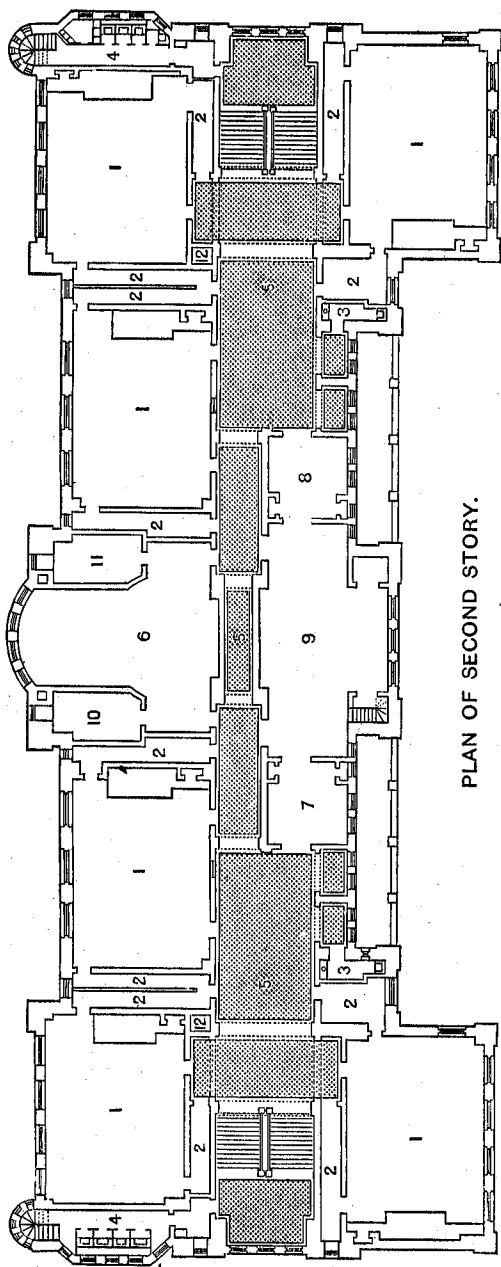
- 1 School Rooms.
- 2 Wardrobes.
- 3 Toilet Rooms.
- 4 Water Closets.
- 5 Corridors.
- 6 Chemical Lecture Hall.

REFERENCES :

- 7 Chemical Laboratory.
- 8 Play Rooms.
- 9 Industrial Work Rooms.
- 10 Cabinet.
- 11 Janitor's Room.
- 12 Ventilating Shafts.







REFERENCES:

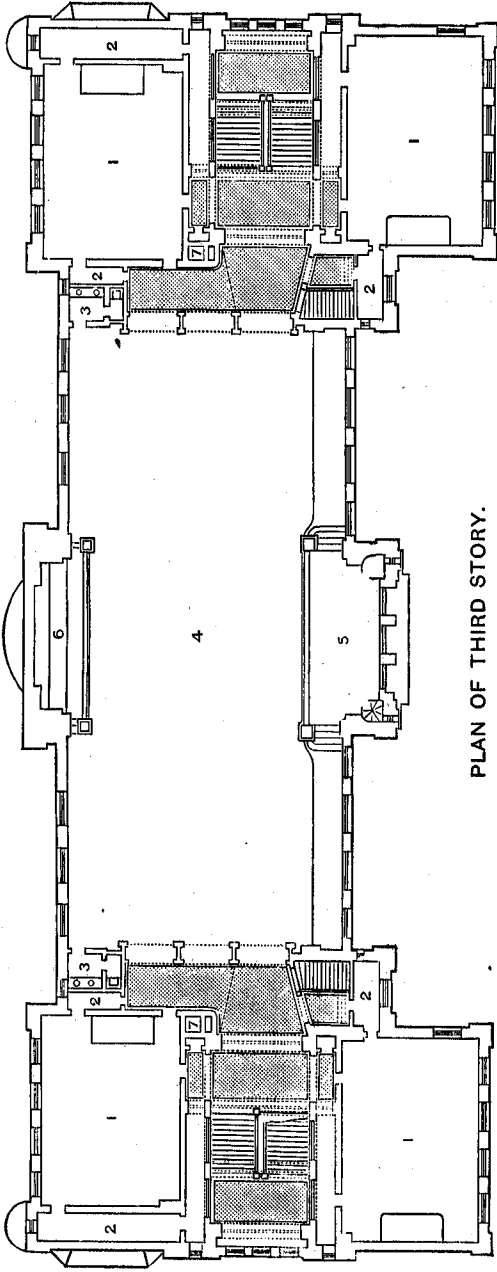
- 1 School Rooms.
- 2 Wardrobes.
- 3 Toilet Rooms.
- 4 Water Closets.
- 5 Corridors.
- 6 Physical Lecture Hall and Laboratory.

REFERENCES:

- 7 Master's Room.
- 8 Reception Room.
- 9 Library.
- 10 Cabinet.
- 11 Work Room.
- 12 Ventilating Shafts.

PLAN OF SECOND STORY.





PLAN OF THIRD STORY.

REFERENCES:

- 1 School Rooms.
- 2 Wardrobes.
- 3 Toilet Rooms.
- 4 Exhibition Hall.

REFERENCES:

- 5 Platform.
- 5 Music Gallery.
- 7 Ventilating Shafts.



with two sets of double doors opening on to the side streets. On both sides and at the two ends of the building, there are eight entrances, or sixteen single doors, in width three feet four inches, making in all more than fifty-three feet of entrance and exit room. There are two schoolrooms upon this floor, the chemical laboratory and lecture hall, the large room for industrial science, a large playroom for girls, beside several dressing rooms. Upon the second floor are six schoolrooms, the library, the master's room, reception room, lecture hall for physical science, and several dressing rooms. Upon the third floor are four schoolrooms and the grand exhibition hall; this hall is of very liberal proportions, measuring 116 feet long, by 33 feet high, and has a seating capacity of fourteen hundred. In the center of the length is the platform for declamation; opposite is a music stand; at the ends are the entrances with galleries over them. The height of this room is equal to two stories and at the level of the galleries, in a mezzanine floor, on the right of the main hall, is the gymnasium, and on the left the mechanical drawing room. These several apartments and the entrances are connected by a grand staircase at each end of the building. These staircases are constructed of iron, in the most substantial manner, the width of tread being eleven feet.

In connection with the use of iron for these staircases, it should be mentioned that the fire-proof quality of other sections of the building has not been disregarded. All of the floors of the corridors and the roofs are constructed of iron and masonry, also the other floor surface throughout the building is made fire-proof upon the principle of mill construction, using heavy sleepers seven feet apart, covered with three feet plank, splined; the underside, or the ceilings, are wire lathed and plastered, showing the construction, and the top surface or floors are deafen plastered; thus everything of the nature of an air channel, to induce the spread of fire, between partitions and back of furrings, has been effectually cut off by a composition of fire-proof material. The corridor floors are tiled in marble, the schoolroom floors and at other places are laid of the best southern pine boards, sawed so that the grain of the boards is at right angles with the plane of its surface.

The general finish of the interior is of oak. The walls are wainscotted throughout to the height of about four feet, and in the corridors, where floors are tiled, a black marble strip forms the plinth to the wainscot.

The architecture of the interior is quite simple in character, and is confined to bringing out the constructional parts in slight, simple stucco details, showing the arches of the brick masonry, the beams being covered and protected against fire by the stucco work, the same being finished with a beaded edge.

The schoolrooms, being the workshops of the building, have been arranged with great care, that all the conditions should be fulfilled, the lighting, the heating and ventilating and the seating. Each room receives the sunlight at some part of the day; the light is admitted in each case at the left of the pupil, the proportion of glass area to the floor surface being as 1 to 4; the height of the room and the glass surface are so arranged that the pupil sitting farthest from the window receives his proportion of light.

The windows are screened with inside blinds, with reversible slats, so that the light can be diverted upward, to avoid the strong rays of the sun; furthermore, each schoolroom window is fitted with top-light, hinged at the bottom, which, falling back into the socket, directs the current of air upward upon the ceiling, thus avoiding a direct draught from an open window.

Each schoolroom is provided with a separate teacher's closet, and a separate wardrobe for each of the sexes, provided with hanging hooks.

Each lecture hall is fitted with two cabinets, with cases for safe storage of chemical and philosophical apparatus.

Mr. D. W. Lloyd, of Pittsburg, Pa., did the plastering and stucco work.

Messrs. Ingalls & Kendricken, of Boston, did the steam heating.

Messrs. Moses Pond & Co., of Boston, did the ventilating.

Mr. G. E. Hoar, of Fall River, did the painting and glazing.

Messrs. Cook & Grew, of Fall River, did the plumbing.

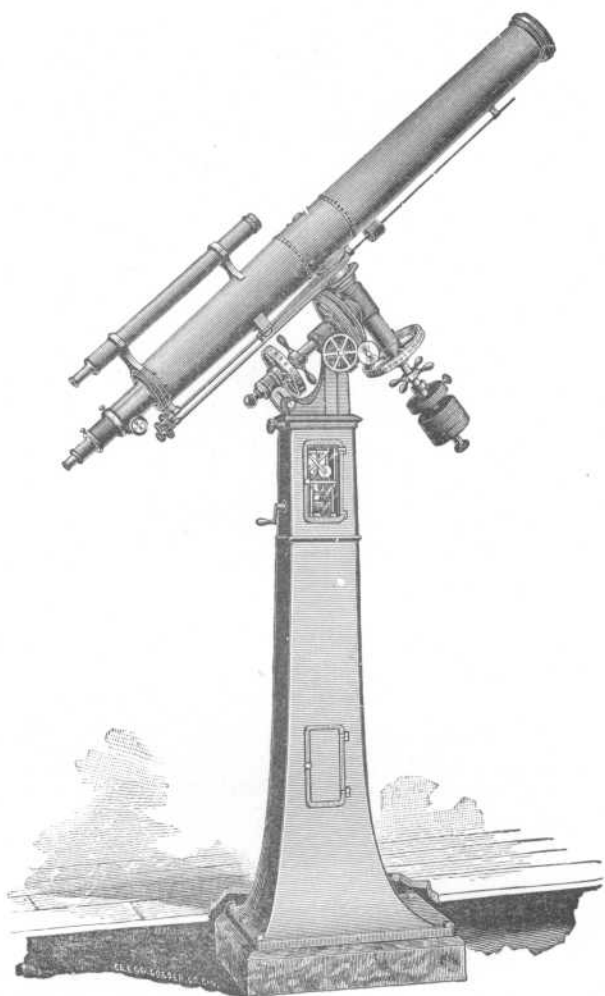
Messrs. S. W. Fuller & Holtzee furnished the electrical apparatus and speaking tubes.

Mr. A. G. Whitcomb, of Boston, provided the school desks, settees and other furniture of the building.

Messrs. Warner & Swasey, of Cleveland, Ohio, provided the astronomical apparatus, including telescope. The object glass is from the manufactory of Alvan Clark & Sons, of Cambridge.

Messrs. R. Hollings & Co., of Boston, provided the gas fixtures.

The iron work of the desks, seats and stairs, was cast at the foundry of the Fall River Machine Company.







## THE OBSERVATORY AND THE TELESCOPE.

The observatory tower is surrounded by a copper covered dome, so nicely adjusted as to revolve by the pressure of a single hand, though it weighs nearly a ton and a half. It has an opening thirty inches wide extending from the horizon to the zenith, which, by the revolution of the dome, allows the telescope to be pointed at any star in the visible heavens.

The telescope is a marvel of scientific construction. It was made, together with the dome, by Warner & Swasey, of Cleveland, Ohio, who have since made the largest telescope in the world for the Lick Observatory, California. The telescope is a duplicate of the one now in use at the Lick Observatory, which was made by the same firm, and, in general design, is similar to the large equatorial above mentioned. The object glass, of eight inches aperture, was made by the celebrated firm of Alvan Clark & Son, of Cambridge, Mass.

The mechanism is supported on a heavy rectangular iron column, near the top of which is placed the "driving clock" for making the tube follow the star which is being observed. Without the driving clock the star would move rapidly out of the field of view, while by its use it appears to remain perfectly at rest. In fact when the instrument is once pointed to a star the clock will keep it in position for hours without further attention. By means of two large circles, one on the polar axis and one on the declination axis, the observer is enabled to set the telescope on any star, taking its position from the star catalogue.

On one side of the large tube is a small telescope, exactly parallel with it. This is the "finder," which, having a low magnifying power, covers a large field of view, and readily finds the star for the large telescope, which magnifies so much that the field of view is quite small. When the star is brought to the intersection of the cross hairs in the small telescope, it will then be in the field of the large telescope. There is provided a set of five eye pieces, or magnifiers, for magnifying the object from fifty to six hundred times.

The power of the telescope is so great that it will show stars that Herschel never saw, such has been the improvement in telescopes since his time.

There are but two telescopes of larger size in Massachusetts, —one at the Harvard Observatory, Cambridge, with an object glass fifteen inches in diameter, and one at Smith College, Northampton, eleven and three-quarters inches in diameter. Owing to improvements which have been rapidly made of late, the instrument is much finer than the Harvard telescope, and while not so powerful is superior in many important respects.

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### . LABORATORIES AND LECTURE ROOMS.

In the scientific department, it is proposed to combine the so-called lecture room system of instruction with the experimental. To carry out this design, three rooms have been devoted to the study of the sciences, two for those pursuing the study of chemistry and one for those studying physics. On the east side of the lower corridor is the chemical lecture room. The seats occupied by the students are arranged in the form of an amphitheatre, so that each pupil has an equal advantage in viewing all experiments performed upon the lecture table by the instructor. Across the hall, the chemical laboratory. This is arranged after the model of the laboratory of the Massachusetts Institute of Technology in Boston. It will accommodate fifty-six pupils, giving each pupil ample desk-room to perform all experiments, and sufficient drawer-room in which to keep all apparatus and materials when not in use.

Directly over the chemical lecture room is the physical lecture room, in which the arrangement of seats and lecture table is similar to that in the room below. Here, however, are tables for the performance of experiments by the pupil.

Both departments are being furnished and supplied with apparatus and material by Messrs. James W. Queen & Co., of Philadelphia. Much of this has to be specially imported.

## INDUSTRIAL DEPARTMENT.

The study of mechanics with a view to their practical application to life's industrial relations, has not been much thought of by young men, and to turn their thoughts and ambition into other channels, where their abilities can find better and larger expression, and the public benefited as well, is, certainly, an important desideratum in the line of practical education.

Frequently during his life, MR. DURFEE expressed the desire that the youth of Fall River might have larger opportunities for studying the physical, chemical and mechanical sciences. In harmony with this desire, the industrial department in the B. M. C. DURFEE HIGH SCHOOL, with its ample accommodations, has been established. Indeed, this is one of the distinguishing features of this school. Since the dedication of the building, this department has been finished and furnished with all the necessary machinery for teaching the branches of science which underlie our mechanical industries. Probably, in no similar school in the country, are such ample facilities furnished for the study of industrial science, as are here found. Of the completeness of the equipment of this department too much cannot be said.

The department has two rooms: In the north room, more particularly designed for carpentry, are nine strong well-built benches, with patent attachments, and furnished with all the best and most improved tools.

In the south room, are four large lathes for drilling, turning and other kinds of heavy work; fourteen smaller lathes for doing all kinds of work, and one planer and one band saw. The shafting of this department is of 2-inch iron, turned and polished, and the belting is of the best material. This machinery is run by one of Sprague's Automatic Motors of 7 1-2 horse power.

Such, in brief, are the facilities furnished for giving to the mechanical industries *more* and *better* handicraftsmen; affording opportunities, as rare as they are needed, to such as desire to know more of the science of mechanics in its application to the practical in the industries of life.

This department will be under the instruction of Mr. Joseph Beals, of Westfield, graduate of the Polytechnic Institute, Worcester, of the class of 1885, Engineering Department.

## GYMNASIUM.

The gymnasium is located in the north end of the building, in the upper story. The Boston Gymnasium Supply Company has equipped it with apparatus of the latest improved designs, including chest-weights, parallel bars, vaulting and jumping bars, rowing machines, flying rings of various kinds, climbing ropes and poles, tug-of-war, dumb-bells, Indian clubs, and other contrivances usually found in a first-class gymnasium. The room is amply large for its purpose, and readily accommodates all scholars who wish to exercise there. Classes of fifty and more can be drilled in marching, dumb-bell movements or similar exercises, without inconveniencing those who wish to use the chest-weights, rowing machines and other apparatus.

APPENDIXES.

## APPENDIX I.

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LETTERS, RESOLUTIONS AND ORDERS RELATING  
TO MRS. YOUNG'S OFFER AND THE  
ACCEPTANCE BY THE CITY.

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TO THE MAYOR OF THE CITY OF FALL RIVER.

*Sir*:—You will please find enclosed herewith a written proposition of MRS. MARY B. YOUNG, which I would thank you to present to the City Council for its consideration.

Very Respectfully Yours,

JOHN S. BRAYTON.

*Fall River, Feb. 5, 1883.*

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TO THE CITY COUNCIL OF FALL RIVER.

The undersigned makes the following proposition :

As soon as the proper plans can be prepared, she will erect and furnish, at her own expense, in memory of her son,

BRADFORD MATTHEW CHALONER DURFEE,

On the lot bounded on the north by Locust Street, east by High street, south by Cherry Street, and west by Rock Street, (which lot contains about two hundred and forty square rods of land,) a building suitable for the purposes of a High School; and upon its completion, will convey the same with the lot to the City of Fall River.

She will also provide mechanical, philosophical and chemical apparatus, and give to the City of Fall River, in trust, the sum of Fifty Thousand Dollars, the income of which shall be devoted to instruction in the branches of study illustrated by the use of said apparatus.

She makes this proposition upon the condition, that the selection and continuance of the teachers for said High School, and the departments connected with it, shall be subject to the approval of certain persons to be named by her in said deed of gift, and their successors.

MARY B. YOUNG.

*Fall River, Feb. 5, 1883.*

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IN BOARD OF ALDERMEN, Feb. 5, 1883.

Received, read and referred to His Honor the Mayor, City Solicitor, Chairman of School Committee, Superintendent of Schools, and the Joint Special Committee on High School Building.

Sent for concurrence.

GEO. A. BALLARD, *City Clerk.*

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IN COMMON COUNCIL, Feb. 5, 1883.

Concurred in.

ARTHUR ANTHONY, *Clerk.*

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REPORT OF COMMITTEE.

*To the City Council:*

The Special Committee to whom was referred the proposition of MRS. MARY B. YOUNG, to give a lot of land, to erect thereon, equip, endow and present to the City of Fall River a High School Edifice, as a memorial to her son, BRADFORD MATTHEW CHALONER DURFEE, and for the benefit of the higher education of the youth of said city, would report that they recommend the adoption of the accompanying order and resolutions.

HENRY K. BRALEY,  
 JAMES F. JACKSON,  
 A. M. JACKSON,  
 WM. CONNELL,  
 THOMAS F. EDDY,  
 HUGH McKEVITT,  
 HENRY H. EARLE,  
 J. HENRY WELLS,  
 M. H. CONNELLY,

} *Committee.*



*Ordered*,—That the proposition of MRS. MARY B. YOUNG to erect and convey to the City of Fall River, in memory of her son, BRADFORD MATTHEW CHALONER DURFEE, a building for the uses and purposes of a High School, as contained in the written proposal submitted by her, bearing date February 5, A. D. 1883, be and the same is hereby accepted; and a form of deed substantially like that annexed hereto is hereby approved and adopted; and the Mayor is authorized to petition the Legislature for the passage of such act or acts as may be necessary, if any, to make valid the contemplated action.

*Resolved*,—That in its acceptance of the munificent offer of MRS. MARY B. YOUNG, to give a lot of land, unsurpassed in location for the purpose, to build thereon, equip, endow and present to the City of Fall River a High School Edifice, in memory of her son BRADFORD MATTHEW CHALONER DURFEE, and for the advanced education of the youth of the City of Fall River, the City Council desire to express and place on record its grateful acknowledgment of the gift and the spirit which prompts it. Coming at a time when the subject of a new High School Building, after repeated delays, had forced its importance upon the attention and careful consideration of the City Government for immediate action, this noble and generous proposition to honor the memory of a beloved and only son, in such a form as to adorn the city and benefit its inhabitants, and by an expenditure so far in advance of what prudence, on our part, would dictate as judicious for the city to make with due regard to other wants and necessities, excites our warm appreciation, and relieves us by its happy solution of a most important and trying question.

*Resolved*,—That these resolutions be spread upon the records of both branches of the City Council, and a copy thereof be forwarded to MRS. MARY B. YOUNG, signed by His Honor the Mayor, the President of the Council, and duly certified by the respective recording officers thereof.

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IN BOARD OF ALDERMEN, Feb. 5, 1883.—Report accepted, recommendations, order and resolutions adopted.

Sent for concurrence.      GEORGE A. BALLARD, *City Clerk*.

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IN COMMON COUNCIL, Feb. 5, 1883.—Concurred in.

ARTHUR ANTHONY, *Clerk*.

## APPENDIX II.

### COMMONWEALTH OF MASSACHUSETTS.

(CHAPTER 233, ACTS OF 1883.)

AN ACT TO AUTHORIZE THE CITY OF FALL RIVER TO TAKE A  
DEED OF CERTAIN LAND IN SAID CITY FROM MARY B. YOUNG.

*Be it enacted, etc., as follows :*

SECT. I. The City of Fall River by its city council is hereby authorized and empowered to take from MARY B. YOUNG, her heirs, executors or assigns, a deed of the land and of the building which she proposes to erect thereon for a high school, subject to a condition therein that the teachers selected, employed and continued in said high school and the departments connected therewith, shall be approved in writing by certain persons to be named in said deed, and their successors; and in default thereof said premises with the buildings and improvements thereon shall revert to the said MARY B. YOUNG, her heirs and assigns.

SECT. 2. The said city is also authorized to take, hold, transfer and administer, upon the trusts set forth in the deed or instrument of conveyance, such property, real or personal, as may be conveyed to it by said MARY B. YOUNG, or any other person or persons, in trust for any present or future uses or departments connected with the high school of said city, and adopt such ordinances as may be deemed necessary for the administration of said trusts.

SECT. 3. This act shall take effect upon its passage. (Approved June 9, 1883.)

## APPENDIX III.

INVITATION TO CITY COUNCIL TO BE PRESENT AT  
THE DEDICATION.

TO THE HONORABLE JOHN W. CUMMINGS, MAYOR.

*Sir:* My son, BRADFORD MATHEW CHALONER DURFEE, expressed at various times during his life, the intention to bestow a part of his fortune in aid of the higher education of the youth of his native city. For the purpose of carrying out his intention I communicated to the city council on the 5th day of February, 1883, my desire to erect and convey to the City of Fall River, a building for the high school, and provide it with mechanical, philosophical and chemical apparatus, and to furnish an endowment of Fifty Thousand Dollars, of which the income should be devoted to instruction in the branches illustrated by such apparatus.

The wish was acceded to by the city council and the building has since been erected and is nearly completed. It is my desire, if agreeable to the city authorities, that the building should be dedicated, transferred to, and formally accepted by the city on Wednesday the 15th day of June inst., at 11 o'clock a. m., and the members of the city government are cordially invited to attend.

Very respectfully yours,

*Fall River, June 11th, 1887.*

MARY B. YOUNG.

IN BOARD OF ALDERMEN, June 13, 1887.—Received and read and to be placed on file and invitation accepted.

Sent for concurrence.

GEORGE A. BALLARD, *City Clerk.*

IN COMMON COUNCIL, JUNE 13, 1887.—Concurred in.

CLARENCE BUFFINTON, *Clerk.*

CITY OF FALL RIVER.

IN BOARD OF ALDERMEN,  
JUNE 13th, 1887.

*Ordered*,—That his Honor the Mayor, the President of this Board and the President of the Common Council, be appointed a committee on the part of the city government to accept the transfer of the B. M. C. DURFEE HIGH SCHOOL on behalf of the city on Wednesday, June 15th, 1887.

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IN BOARD OF ALDERMEN, June 13, 1887.—Adopted and sent for concurrence.

GEORGE A. BALLARD, *City Clerk*.

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IN COMMON COUNCIL, June 13, 1887.—Concurred in.

CLARENCE BUFFINTON, *Clerk*.

## APPENDIX IV.

## THE DEED.

KNOW ALL MEN BY THESE PRESENTS, that I, MARY B. YOUNG, of Fall River, in the State of Massachusetts, in consideration of One Dollar to me paid by the City of Fall River, a municipal corporation situate in said State and for the purpose of carrying out the expressed desire of my deceased son, BRADFORD MATTHEW CHALONER DURFEE, do hereby give, grant, bargain, sell and convey, transfer and assign to said City of Fall River, Fifty Thousand Dollars, in trust for the purposes and upon the conditions hereinafter named, and a certain lot of land with the building and improvements thereon and all the furniture and fixtures in said building, with the telescope, clock, chime of bells and all the chemical, philosophical, and mechanical apparatus therein and to be placed therein by the grantor. Said lot is situated in said Fall River, and is bounded on the west by Rock street, on the north by Locust street, on the east by High street, and on the south by Cherry street, and contains two hundred and forty square rods more or less. To have and to hold said land, building and improvements with the furniture and fixtures in said building, the telescope, clock, chime of bells, and the chemical, mechanical and philosophical apparatus for the uses and purposes of a High School in memory of my son, BRADFORD MATTHEW CHALONER DURFEE, to the said City of Fall River, its successors and assigns, with all the privileges and appurtenances thereto belonging, to its and their use and behoof forever as aforesaid, but only for the uses and purposes aforesaid and upon the following express conditions:—

*First*—The selection, employment, and continuance by the School Committee, or such other person or persons as may be charged with the duty or duties of a School Committee, of the teachers for said High School and the departments connected therewith, shall be subject in all cases to the written approval of

John S. Brayton, William W. Adams, James M. Morton, Hezekiah A. Brayton, Robert Henry, Leontine Lincoln and Sarah S. Brayton, all of Fall River, aforesaid, who shall be known as the Trustees of the B. M. C. DURFEE HIGH SCHOOL, or of a majority of them, and of such persons as in case of the non-acceptance, disability, death, removal or resignation of any of them, or of their successors, shall be chosen by those then remaining and acting to fill the vacancy or vacancies so occurring, and in case any teacher in said school or any of the departments connected therewith shall be selected or employed therein, without such written approval, or shall be continued therein for three months after said trustees or a majority of them shall have signified in writing to the School Committee or the person or persons charged with the duties of a School Committee, their disapproval of said teacher, the same shall be and constitute a breach of this condition, and said land, building, improvements, fixtures, furniture, telescope, clock, chime of bells, astronomical, chemical, mechanical and philosophical apparatus shall revert to and re-vest in the grantor, her heirs and assigns; and she or they may enter and re-possess themselves thereof without any further proceedings and with the same effect as if this conveyance had never been made; and the trust as to said Fifty Thousand Dollars shall thereupon cease and determine, and the said Fifty Thousand Dollars with its accumulations, if any, shall revert and henceforth belong to and be the property of the grantor, her executors, administrators and assigns absolutely, and discharged and relieved from any claim or right on the part of said City of Fall River, its successors or assigns thereto or to the income or accumulation of the same. And the same result shall follow in all respects, and the same rights and property revert to and re-vest in the grantor, her heirs, executors, administrators and assigns in case said City of Fall River or the person or persons charged with the duties of a School Committee, shall cease for one calendar year to use said building and premises either for a High School or for instructions in the physical and natural sciences or in industrial or mechanical pursuits.

*Second*,—If at any time any part or provision of this instrument shall be adjudged unconstitutional, invalid or ineffectual by any court of competent jurisdiction, then and in such case also,

said land, building improvements, fixtures, furniture, telescope, clock, chime of bells, philosophical, astronomical, chemical and mechanical apparatus, shall revert to and re-vest in the grantor, her heirs and assigns, and she or they may enter and re-possess themselves thereof without any further proceedings, and with the same effect as if this conveyance had never been made and the trust as to said Fifty Thousand Dollars shall thereupon cease and determine and said Fifty Thousand Dollars with its accumulations, if any, shall revert to, and henceforth belong to and be the property of the grantor, her heirs, executors, administrators and assigns absolutely, and discharged and relieved from any claim or right on the part of the City of Fall River, its successors or assigns thereto, or to the income or accumulations of the same, unless and except in case the proceedings, in which such opinion or judgment shall have been given, shall have been instituted or promoted by my heirs, executors, administrators, devisees or assigns, or their heirs, executors, administrators, devisees or assigns.

*Third*.—The janitors and other persons necessary for the proper care of said lot, building, furniture, apparatus and all things pertaining to said premises and passing under this deed, shall be selected and appointed and all vacancies filled by the united and concurrent action of the school committee, and the board of trustees aforesaid: and the chime of bells shall be used and rung on such times and occasions, as the school committee or the person or persons charged with the duties of a school committee, and the board of trustees aforesaid shall direct and approve, and not otherwise. The Fifty Thousand Dollars aforesaid shall be by said city invested in some safe and profitable manner separate and apart from all other investments and funds of said City of Fall River and shall be so kept, and shall be denominated the B. M. C. DURFEE HIGH SCHOOL FUND; and only the income thereof shall be used and such income shall be applied solely and exclusively to instruction in the physical and natural sciences and in industrial and mechanical pursuits and no other; any income that may remain or not be expended at any time shall be added to the principal and be held in the same manner and on the same terms and conditions, as the original sum and investment, and the income thereof used and treated in the same manner as the income of the original sum and investment.

And I do for myself and my heirs, executors and administrators, covenant with the grantee, its successors and assigns, that I am lawfully seized in fee simple of the granted premises, that they are free from all incumbrances except the conditions aforesaid, that I have good right to sell and convey the same as aforesaid and that I will, and my heirs, executors and administrators shall warrant and defend the same to the grantee, its successors and assigns, for the uses and purposes aforesaid against the lawful claims and demands of all persons except those arising from a breach of the conditions aforesaid.

In witness whereof, I, the said MARY B. YOUNG, have hereto set my hand and seal this fifteenth day of June, A. D., eighteen hundred and eighty-seven.

MARY B. YOUNG. [L. S.]

*Signed, sealed and delivered in presence of*

JAMES M. MORTON.

E. VAN SCHOONHOVEN.

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COMMONWEALTH OF MASSACHUSETTS.

BRISTOL SS.

June 15, 1887.

Then personally appeared the above named MARY B. YOUNG and acknowledged the foregoing instrument by her executed to be her free act and deed.

Before me,

JOHN S. BRAYTON,

*Justice of the Peace.*

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JUNE 20, 1887, 9h. 40m., A. M.

Received and entered with Bristol County North District Deeds, libro 449, folios, 460, 461, 462.

Attest:—

J. E. WILBAR,

*Register.*



## APPENDIX V.

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EDITORIAL OF THE FALL RIVER DAILY NEWS,  
JUNE 15th, 1887.

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To-day the city becomes the recipient of a magnificent gift, by the formal transfer to its keeping of the B. M. C. DURFEE HIGH SCHOOL BUILDING, by the generous donor, MRS. MARY B. YOUNG. We devote many columns of this issue to a full account of the interesting proceedings which accompanied the presentation of the property, and to a complete description of the noble structure that will stand as an enduring monument to him whose name it bears. The occasion is one that will ever be regarded as one of the most interesting and important events in the history of our municipality. It links the name of BRADFORD MATTHEW CHALONER DURFEE with the annals and institutions of the city he loved, not by a dim tradition that soon fades from the memories of men, but by a record as permanent as our civic existence, and that may long outlast the granite pile reared by maternal affection, as a tribute to his noble qualities of mind and heart.

The more than princely liberality displayed by MRS. YOUNG, in building and endowing the High School, calls for and will receive the most grateful acknowledgment from her fellow citizens. It is evidence of the friendly interest she has always cherished in the cause of education, and of her earnest desire to carry out the large designs and broad views of her son, whose often declared intention it was to use a portion of his inherited fortune, that had grown out of local enterprises and industries, for the promotion of intellectual culture in this community. A man of refined tastes, generous spirit and with a mind broadened and liberalized by foreign travel, his ambition was to identify himself with his native city in its nobler and higher life as well as in its business activities. How fully his wishes have been interpreted and realized by his

devoted mother is made manifest in the palatial edifice that crowns the city, and that is destined to be thronged by many generations of ardent youths, thirsting for knowledge, animated by noble enthusiasm and lofty aims.

The progress of the work on the High School has been watched with the greatest interest by our people, and admiration of its beautiful proportions and graceful clock towers grew as it approached completion, but only until now that its grounds are cleared of *debris* and finely graded has its rare beauty and elegance been completely revealed. The work has been carried on under the constant supervision of the brother of the donor, the Hon. John S. Brayton, who has been indefatigable in his labors in looking after every detail of construction. A public work of the same magnitude would have been put into the hands of a commission consisting of several persons, but it is safe to say no commission could have been more efficient or given more faithful service than has been rendered. No cost has been spared to insure a substantial and enduring structure, and the interior finish is the perfection of workmanship.

The value to the city of this gift is not to be measured by its cost nor by the grand results that may be expected from the excellence of the means of education provided. Its measure must be looked for in that large and generous public spirit which every such manifestation of munificence encourages in others. One public benefactor stimulates the generous impulses of his fellow men, and lifts them, by his example, up to his own high level of moral obligation, where they may perceive that great possessions carry with them corresponding responsibilities. Our city has a great future of business prosperity and active growth before it, and as it increases in wealth we may be sure that the B. M. C. DURFEE HIGH SCHOOL will be a perpetual source of inspiration to public benefactions that will result in uniting other names with other institutions in like honorable and generous connection, making Fall River as renowned for admirable philanthropic institutions as she is for her manufacturing industries.

The responsibility now devolves on the School Committee of making this great educational instrument accomplish its full purpose. They must bear in mind that this is to be a High School and something more. It will be expected that it shall take rank

among the notable preparatory schools of New England. Ordinary work and ordinary results will not be in accordance with the agencies and grandeur of the new structure.

Students should be surrounded by an intellectual atmosphere, electrical with thought, emanating from the richly endowed minds of able instructors. Schools are made famous and useful through the personal stimulating force of a great teacher, thoroughly disciplined and gifted with the natural aptitude for imparting knowledge.

The building and appliances are at hand.

The creation of a school worthy of them will be the imperative duty of the School Committee.

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