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Historical sketches of public schools in



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HISTORICAL SKETCHES  
OF  
PUBLIC SCHOOLS  
IN  
Cities, Villages and Townships  
OF  
THE STATE OF OHIO.







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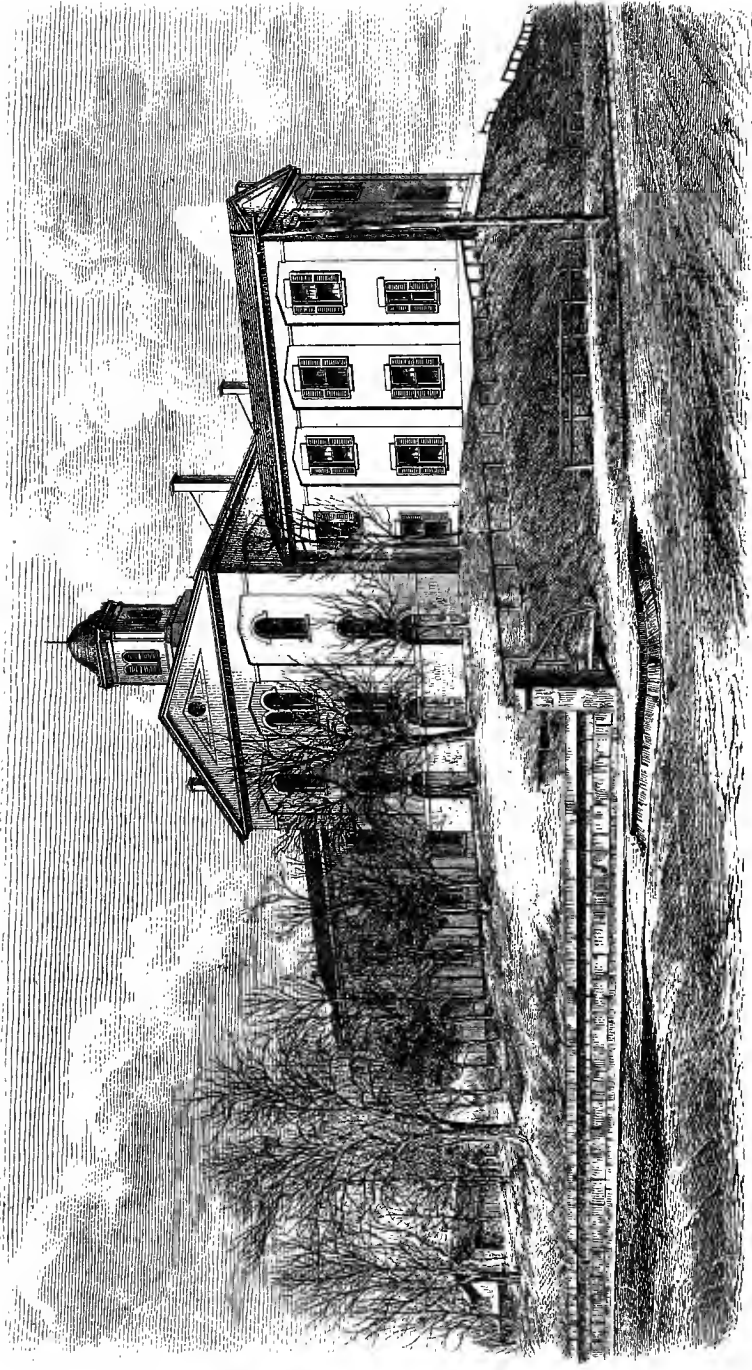
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The historical sketches contained in this volume have been prepared in accordance with the request of the State Centennial Educational Committee. It is presumed that the historical matter is generally accurate, and probably as complete as it could be made from the data accessible to the authors. These authors alone are responsible for any inaccuracy in dates or statements of facts.

It is not claimed that the volume is complete. The contributions contained in it have been prepared voluntarily, and many public school authorities have failed to comply with the request of the committee.

There are undoubtedly many omissions in these sketches. The writers, in most instances, have charge of the schools whose histories they have written, and the facts respecting their own administrations have been most easily collected; hence the greater prominence given, in a few of the sketches, to more recent administrations.





# ALRON HIGH SCHOOL BUILDING.

W. J. Morgan & Son, Cleveland, O.





# HISTORICAL SKETCH OF THE AKRON PUBLIC SCHOOLS

AKRON, OHIO.

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BY JUDGE C. BRYAN.

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In 1846 there were within the incorporated limits of the village of Akron 690 children between the ages of 4 and 16. Of this number there was an average attendance at the public and other schools the year through of not more than 375. During the Summer of 1846 one of the district schools was taught in the back room of a dwelling house. Another was taught in an uncouth, inconvenient and uncomfortable building, gratuitously furnished by Captain Howe for the use of the district. There were private schools, but these were taught in rooms temporarily hired and unsuited for the purpose in many respects. Reading, writing, spelling, arithmetic and grammar, were more or less attended to in the public and private schools, but of the above number there were, as estimated, 200 who did not attend school at all, who ought to have been receiving the benefits of good school instruction.

## THE FATHER OF OUR SCHOOLS.

It was in view of this state of things that Rev. I. Jennings, then a young man and pastor of the Congregational Church of Akron, self-moved, set himself to work to reorganize the common schools of Akron. There were many friends of a better education in the place, who co-operated with Mr. Jennings, and on the 16th of May, 1846, at a public meeting of the citizens, a committee was appointed, of which he was chairman. "to take into consideration our present educational provisions and the improvement, if any, which may be made therein."

On the 21st of November, 1846, there was an adjourned meeting of the citizens of Akron at Mechanics' Hall, at which Mr. Jennings, on behalf of the committee, submitted their report, which was published in The Summit County Beacon of that month, and covers three columns and a half of that sheet. It was a good, business-like document, clear in its statements, definite in its recommendations, and so just and reasonable in its views, that it received the unanimous approval and adoption of the citizens there assembled, and a committee consisting of R. P. Spalding, H. W. King, H. B. Spelman, and L. V. Bierce, was appointed to secure the necessary legislation. The following is the

#### PLAN OF THE COMMITTEE.

1. Let the whole village be incorporated into one school district.
2. Let there be established six Primary Schools in different parts of the village, so as best to accommodate the whole.
3. Let there be one Grammar School centrally located, where instruction may be given in the various studies and parts of studies not provided for in the Primary Schools, and yet requisite to a respectable English education.
4. Let there be gratuitous admission to each school in the system, for the children of residents with the following restrictions. viz: No pupil shall be admitted to the Grammar School, who fails to sustain a thorough examination in the studies of the primary school, and the teacher shall have power with the advice and direction of the superintendents, to exclude for misconduct in extreme cases, and to classify the pupils as the best good of the schools may seem to require.
5. The expense of establishing and sustaining this system of schools shall be thus provided for: first, by appropriating what public school money the inhabitants of the village are entitled to and what other funds or property may be at the disposal of the board for this purpose; and secondly, a tax to be levied by the Common Council upon the taxable property of this village for the balance.
6. Let six superintendents be chosen by the Common Council, who shall be charged with perfecting the system thus generally defined, the bringing of it into operation and the control of it when brought into operation. Let the six superintendents be so chosen that the term of office of two of them shall expire each year.

#### THE PLAN ADOPTED.

This plan was adopted by the Legislature and embodied in



the "act for the support and better regulation of common schools in the town of Akron," passed February 8, 1847, with a change in the name and mode of election of officers named in the sixth paragraph only, the substance being retained.

The committee urged in behalf of this plan, that it will secure a thorough classification of pupils, bring different classes into constant fellowship, lay hold of native talent and worth, whether rich or poor, and secure the best superintendence and management. It will not only give the best schools, but the cheapest; for while such instruction as the youth of Akron now get, costs about \$2,200 a year, or, \$6.82 for each of the 375 who attend school, under the plan proposed, 500 can be instructed for \$1,700 a year, or \$3.40 a scholar for cost of instruction.

The interval between the meetings in May and November, 1846, was improved by Mr. Jennings in collecting information, maturing the plan and elaborating the report.

The idea originated with Mr. Jennings, and the labor of visiting every house in the village to ascertain what children went to school and who did not go, and who went to public schools and who went to private, and how much was paid for school instruction, was performed by him. He went to Cleveland and Sandusky City in the same interest, to see the operation of graded schools there. He procured estimates by competent mechanics of the cost of erecting a grammar school building to accommodate 500 pupils and omitted no detail of the plan that was necessary to show it in organic completeness; and whatever credit and distinction Akron may have enjoyed for being the first to adopt the principle of free graded schools in Ohio, is due to Mr. Jennings. Others saw and felt the need of a system and of better methods of instruction and management, but in his practical and sagacious mind the subject took form and proportion as an organic whole, and under his presentation the plan looked so feasible, so admirable, that hostility was disarmed and the people were eager for its adoption.

Mr. Jennings was the father and founder of the Akron schools; and though he did not remain in Akron to see their operation, he gave them their first impulse and direction, and

inspired their management and administration. His plan was flexible to the needs of growth and enlargement, and in essential features remains as it first took form on the statute book. For actions less signal and beneficent men have been honored and recognized as public benefactors.

#### THE FIRST ELECTION

under the law was in the Spring of 1847, and L. V. Bierce, H. B. Spelman, Wm. H. Dewey, Wm. M. Dodge, Joseph Cole and James Mathews constituted the first Board of Education, which organized by choosing L. V. Bierce, President; H. B. Spelman, Secretary, and Wm. H. Dewey, Treasurer. The Town Council appointed J. S. Carpenter, A. B. Berry and H. K. Smith, examiners.

The work of the Board for the first year was mainly that of organization. They divided the Akron school district into eight sub-districts, built two primary school houses 25 by 32 ft., at a cost of \$370.00 each, purchased two and a half acres of land on Mill, Prospect and Summit streets at a cost of \$2,137.31 on which stood a dwelling house, which, at an expense of \$613.44 was fitted up for a grammar school. Mr. M. D. Leggett, late Commissioner of Patents, was employed as teacher and superintendent at a salary of \$500, assisted by Miss Wolcott, at a salary of \$200, and Miss Pomeroy at a salary of \$150. The primaries were taught by young ladies at \$3.50 per week.

#### FIGURES USEFUL FOR COMPARISON.

There were two terms of the grammar school, the first commencing in August and enrolling 127, with an average daily attendance of 112, or 88 per cent., the second term enrolling 188 and having an average attendance of 167, or 89 per cent. The primaries during the year showed an average attendance of 55 per cent., and an enrollment during the first term of 641. During the second term 880 was the number enrolled. Some of these were from without the district.

These figures will be useful for comparison hereafter.

Such was the state of opinion at the first annual report made March, 1848, that the Board felt called upon to justify the employment of female teachers in the primaries on the ground, 1st of economy, and 2d that the Superintendent was required

to spend one hour each day in these schools, visiting them in rotation, which the Board believed secured all the advantages to be derived from the employment of male teachers.

#### OBJECTIONS TO THE SYSTEM.

The Akron school law and the operations of the first board under it had a strong opposition from property holders. The principle of free graded schools had not yet been recognized. These men felt it a grievance that their property should be taxed to educate the children of their village. An unlimited power of taxation for school purposes had been given the board which they felt to be dangerous and made an objection to the system. As a peace offering to this class and to disarm opposition, the first call was for but two mills on the dollar. But the Board went farther, asking the Legislature to limit its power to five mills. The act was amended fixing the limit at four mills a year for school purposes.

This change was unfortunate. The state had just changed its rate of taxation for school purposes by which the amount Akron would have otherwise received was reduced over \$300.00. School houses had to be built, lots purchased and paid for, and the board was compelled to an economy of management that bordered upon parsimony, and in the second year to lose the services of Mr. Leggett, who was doing well for the school.

#### A GOOD SHOWING.

The board was able, however, to make a good showing in its first annual report in this, that the cost of tuition for each scholar was less than two dollars a year—a saving to the town of from \$1,340 to \$1,776 a year on the common school system.

In the Grammar School were taught orthography, reading, writing, arithmetic, geography, history, grammar, algebra, geometry, trigonometry, physiology, natural philosophy, mental philosophy, chemistry, book-keeping, astronomy, phonography, and an hour each week given to composition and declamation.

The board bears honorable testimony to the zeal and efficiency of the teachers of Grammar and Primary schools, and to the Board of Examiners for "efficient aid and valuable suggestions," and in view of all the facts may be pardoned if it

slightly magnified its work when it said it had given "the benefits of a *finished English education* to all the children of the town at less than the average rate of tuition under the common school system."

#### STEADY GROWTH.

During the second year ending March 31, 1849, two new school houses were erected for the Primaries, at a cost of \$480 each, but the accommodations were still inadequate. The schools were crowded, and more room needed without the means to build. The average daily per centage of attendance in the Primaries had risen to 62 per cent. and that of the Grammar fallen to 71 for the first term and 80 for the last.

In the third year the sub-districts were increased to nine, the Primaries were graded, and the Grammar School suspended from April 27 to September 3, 1849. At the latter date Mr. C. Palmer took the charge under an engagement for two years, assisted by Mrs. Palmer and Mr. Graham. The suspension was a financial necessity, but the Board was enabled to speak assuredly of the improvement in the public regard for the schools. "The ardor of novelty had subsided, but the sober judgment of the people fully sustained the system." "We doubt," the Board say, "whether at any time a motion to relapse into our former chaotic state would have been met by a more determined or numerous opposition than now. In truth, we think our school system may be looked upon as having passed the crisis, and as being fixed in the convictions and cherished in the conscious wants of the people."

#### ERECTION OF THE GRAMMAR SCHOOL BUILDING.

In the winter of 1850 and '51, the Board entered into a contract with Mr. Chas. Brown for laying the foundation of a brick edifice 70 by 50 feet on the ground, and two stories high, for the Grammar School, an undertaking for which there was pressing need on account of the entire unfitness of the building then in use for that purpose. The corner stone of this edifice was laid with due ceremonies August 18, 1851, and the walls finished before the commencement of winter.

The Grammar School was taught but six weeks during the fifth school year, and closed in consequence of the illness of

Mr. Palmer, the Superintendent, not to be opened again until the new building was ready for occupation. The necessity of this suspension lay in the state of the finances and the limited powers of the Board for taxation. Mr. and Mrs. Olmstead were employed at \$50 a month to teach a high grade Primary School, which took the place of the Grammar School.

The salary of Mr. Palmer was \$600. In the fourth annual report the term "High School" first appears in the transactions of the Board.

During the third and fourth school years J. S. Carpenter, Esq., is President of the Board, and the reports deal more in certain general aspects, the methods, means and ends of education. Less external stimulation, he would say, and more of self-help in the school room—more of the stoicism and hardihood of doing a task because it is to be done, and not because there is pleasure in doing it.

The fifth annual report shows the same aptness for comparative statistics as the first and second, and gives the cost of tuition for the whole year:

Per scholar upon average enrolled.....	\$2 00
Per scholar upon average attendance.....	2 80
Per scholar upon average enumeration .....	1 12

and believes an instance cannot be found where so thorough an education can be obtained at so small an expense.

On the 13th of October, 1853, the new structure was completed and dedicated to the cause of education. The cost of the building was \$9,250, and in its plan and appearance was creditable to the then village of Akron. Mr. Samuel F. Cooper was put in charge of the High School, assisted by Mrs. Cooper and Miss Voris. Miss Coddington, assisted by Misses Prior and Gilbert, had charge of the Grammar School. A nucleus of a philosophical apparatus and geological cabinet was formed under Mr. Cooper.

In April, 1856, the engagement of Mr. Cooper closed. In the October following, H. B. Foster, Esq., of Hudson, entered upon the office of instruction and superintendence, and continued until the following spring, when his engagement closed. He was assisted by Misses Bernard and Williamson, all able and competent teachers, with whom the Board was loth to part.

Mr. Foster declining a re-engagement, Mr. E. B. Olmstead was employed to take his place, and J. Park Alexander was put in charge of the Grammar School at \$35 per month. The primary teachers were paid from \$3.75 to \$5.00 per week.

In 1855-6 the Grammar School was in charge of Mr. Geo. Root, assisted a part of the year by Misses Angel and McArthur. Mr. Root gave special attention to penmanship and book-keeping in the High School, "and his instruction in those branches was attended with marked results."

The pay roll of teachers for the year ending April, 1856, was \$2,777.42, including superintendence.

#### THE BIBLE—QUALIFICATIONS OF TEACHERS.

In the report made April, 1857, the estimated expense of running the schools for the next year was \$4,200, "including incidentals," and it was in this report that claim was first made for compensation to members of the Board for their services. It was in this report, also, that the first rule was laid down touching the reading of the Bible and religious instruction in the schools. The following is the rule:

"Teachers may open their schools in the morning by singing with the scholars, or reading a short passage of Scripture (the Lord's Prayer for instance), without note or comment; or without any general exercise, as they may think proper."

In this report, also, is laid down the rule of the Board touching the qualifications of teachers. "The Board, as a general rule, have determined to employ no teachers in the Akron schools but those of *ripe age, ample experience* and *successful tact* in their profession; while it is entirely necessary and essential that a teacher shall have a fine education, and an ample fund of general knowledge, it is as important to possess *tact* also." Besides these the teacher must have "great goodness and kindness of heart, indomitable perseverance, *good common sense*, and last but not least, the qualities, in a measure, of a successful military general."

It might excite our wonder that so rare and so fair a cluster of graces and acquirements could be had for the asking in the year 1857, and at so low figures as from \$3.50 a week in the primaries, to \$65 a month to the principal of the High School and Superintendent of all the schools. The Board hints at no

difficulty in procuring teachers of ripe age, ample experience, successful tact, fine education, &c., or that the market is not full of that description of candidates for the office of instruction.

The High School lot is being graded, and when done "the grounds will be planted with forest trees, evergreens and shrubbery, such as will best conduce to the appearance of the place, and in after years to the comfort of the scholars." A substantial stone wall has been erected on the west front, and on the other three sides a tight board fence.

#### ANOTHER STEP.

The Akron School District was, in April, 1857, divided into five sub-districts, in the first and second of which, Primary and Secondary grades of pupils were to be taught by the same teacher in the same room. In the other sub-districts, the Primaries and Secondaries were to be taught separately.

A course of study is laid down. Reading and spelling run through the four grades, "writing when desired" in the Secondary, and every day in the Grammar and in the High School, "so as to be able to write a fair hand." The scholars in the Grammar School shall be taught to read and spell the fourth reader fluently; to master the first half of Stoddard's Intellectual Arithmetic, the whole of Tracy's, and Stoddard's Practical as far as interest, the general definitions in grammar, Colton and Fitch's Modern School Geography, to practice writing every day, map drawing, declamation one hour each week, and general practical oral instruction daily.

The High School course included, 3d, Stoddard's Practical Arithmetic, after which Greenleaf's National may be taken up, (one class) and the whole school practiced in mental arithmetic; 4th, English grammar and parsing; 5th, geography and map drawing; 6th, philosophy; 7th, history; 8th, physiology; 9th, algebra; 10th, chemistry; 11th, astronomy; 12th, botany and geometry. Declamation and composition to be practiced by each pupil every four weeks. These in their order, the 1st and 2d being occupied by reading, spelling and writing.

The Superintendent is to be principal of the High School and institutes, and spend two hours each week visiting the other

public schools of the town, advising with the teachers, examining the classes with reference to their classification, progress, and promotion, and to report monthly to the Board.

#### CLOSE OF THE FIRST PERIOD.

This outline closes the 10th year of the Akron schools. One of the features of this period is the "Specimen Schools or Teachers' Institutes," held each Saturday morning in the presence of all the teachers, members of the Board, &c. One teacher, by previous appointment, calls her school together on Saturday morning, and pursues her routine course for an hour and a half, and then dismisses them. After this, lectures, discussions, &c. These institutes, the Board say, "have worked admirably." Teachers were required to attend them.

It was in the seventh year of the schools (1854) that we first hear of these "Specimen Schools or Teacher's Institutes." They gave way in 1860 to Teachers' meetings, which were designed for mutual improvement, and to enable the teacher to keep pace with progress in the "art of teaching."

When Latin and Greek were dropped does not appear, but here is the mind of the Board upon the subject: "The introduction of the study of languages into the High School has often been urged by a few of our citizens; but the Board have been of the opinion that a good, practical English education is all that any one has a right to expect or exact at the hands of a generous public."

The Akron schools have now been in operation ten years, and under five different superintendents, three of whom, Leggett, Palmer and Foster, were capable, competent and valuable men for the place. Their work was mainly that of instruction in the department under their immediate charge; the supervision of other schools being quite nominal, consisting chiefly in occasional visitation. In the existing state of opinion and resources of the Board, this was the best that could be done. But the necessity of permanence in the office of superintendence and instruction was being felt. The evils of frequent changes had become apparent. The schools had not at all times maintained the prestige they at first enjoyed, nor the pre-eminence to which they were entitled as the pioneer free-graded schools of Ohio.



In the eleventh annual report the Board declare their conviction that the "lowest wages" principle was not the best economy, and that such compensation should be paid for superintendence and instruction as would secure the best skill and ability in both departments. Acting upon these views, Mr. T. C. Pooler, a teacher of experience in the State of New York, was employed as Superintendent, at a salary of \$1,000, assisted by Misses M. K. Parsons and H. A. Bernard in the High School. Mr. H. M. Ford, assisted by Miss Coffman, was made principal of the Grammar School. During a part of Mr. Pooler's first year, Misses Angel and Church were his assistants, Miss Bernard coming in the second year.

Mr. Pooler retained the position three years, and declined a re-engagement. With him began superintendence and the practice of making annual reports to the Board. At this point also begins a change in the school year from the 31st of March to the 31st of August, consequently this report covers fifty-three weeks of the schools—fifteen in the spring and summer of 1857, and forty weeks from September, 1857, to July, 1858. Hereafter the school year will commence with September.

The above statement that with Mr. Pooler, superintendence commenced, must be qualified, for if it commenced it did not continue to any valuable extent. Rule 5th of the Board, adopted September, 1859, provides that "he shall visit each school at least once in four weeks, and advise and direct the several teachers in regard to classifying and disciplining their pupils."

His reports are practical, and relate to matters with which he is charged. The statistics of enrollment and attendance show an improving condition in these regards.

#### ENGAGEMENT OF SUPERINTENDENT HOLE—FIRST GRADUATE.

The engagement of Mr. I. P. Hole as principal of the High School and Superintendent, commenced September, 1860, at a salary of \$900 a year, and continued until September, 1868, during which period his salary was, from time to time, increased until it reached \$1,500. Besides this substantial approval by successive Boards, Mr. Hole was cordially endorsed, as reports and resolutions of the Board abundantly show.

His reports as Superintendent were published during the first six years of his engagement, and are useful to the historian for what information they contain of the condition of the schools. The average of attendance for all the schools is 91 per cent. for the year 1866, while for the years 1863 and 1864 it is 78. The tables accompanying his reports show an increase in enrollment and attendance during this period, and they also show that the number attending the High School as steadily diminished. In 1860 and 1861 the total enrollment in that department was 141; monthly membership, 83; and average daily attendance, 63; while in 1865 and 1866 the total enrollment was 67; monthly membership, 44; average attendance, 41. And for the last term of the year, he reports an average attendance of four males and twenty-one females. It is to be borne in mind that at this period the High School contained the A Grammar School Grade.

The schools had become crowded. Six Primaries taught during the fall of 1865, and seven during the winter and spring following, had an enrollment of 724 pupils; one Secondary school, employing three teachers, enrolled 216, and the Grammar School, with three teachers, enrolled 156 pupils. The High School, with an enrollment of 67, employed one teacher regularly, one about half the time, and the Principal something over one-half. Of all these schools except the High he has words of unqualified praise, and of that he says, "decorum seems to forbid that I should speak." He makes honorable mention of Mrs. Coburn, who had been associated with him in that department six years, and had then resigned, "as deserving to be held in grateful remembrance by the people of Akron, and the hundreds of young persons whom she had served so earnestly and faithfully."

It may be that Mr. Hole's reports are to be read in the light of this rule of the Board adopted September, 1859, defining the duties of Superintendents. Rule 13 says, "He shall hold a meeting of the parents at the commencement of each school year, or oftener, and address them in reference to their school duties and obligations." He did not restrain himself to "such facts connected with the operation of our public school system as may be of general interest to the com-

munity," but sometimes expressed himself at large on the duties of parent and citizen.

In that of 1863 he notices the assumption of parents and teachers that when pupils have memorized the text books put into their hands "that their work has been well done." This assumption he says "stops too short," and he proceeds to elaborate his views of the processes of the mind in acquiring knowledge through eight successive and distinct operations, from impressions on one of the five senses, to reason, "the most important characteristic of rationality."

The moral tone is always good. The report of 1864 contains the first notice of graduation from the High School. Miss P. H. Goodwin, of Akron, is the graduate of this year.

#### RESIGNATION OF MR. HOLE.

We find no published reports of the Board or of Mr. Hole, as Superintendent, for the last two years of his connection with the schools, and our history of his period of principalship and superintendence substantially closes with September, 1866.

In February, 1868, he tenders his resignation. The Board passes a resolution of confidence, "earnestly invokes the confidence and support of the community as being eminently due to those having charge of our public schools as superintendent and teachers, and as at present advised decline to accept the resignation."

In December, 1865, the Board assumes the control of the Spicer addition to the Akron school district, with about 100 pupils, and in 1866 enters upon the enlargement of the High School building, by the addition of two wings, with two school rooms to each wing, and recitation rooms adjoining. An enlargement of school accommodations had become a necessity, and to meet this expense a loan of \$15,000 was authorized by the Board, in May, 1867, and in April, 1868, bonds in that amount were provided for by resolution of the Board.

#### GENERAL RETROSPECT.

Before entering upon a new period of management and administration of the schools, there are certain points of interest in the past which deserve to be noticed.

In the second year of the schools, instruction was given in Latin and Greek languages, and in the fourth year classes and teachers were commended for thoroughness of training in those branches, as well as for others taught in the High School. When these were dropped does not appear, but probably during the suspension of the Grammar School. We have seen the stand taken by the Board in 1858 in reference to these branches, but in August, 1865, Latin and Greek were again admitted by resolution.

#### TARDINESS AND IRREGULARITY OF ATTENDANCE.

These have been a standing grievance from the first organization of the schools—the refrain of every report down to 1865. Sometimes the remedy was supposed to be with the parents, sometimes with teachers or pupils, or all combined. The expedient is tried of closing the doors against pupils a few moments after the hour for opening had arrived, and shutting them out until recess. This did not cure the evil. In 1864, three absences during one month were visited with suspension, and Boards at succeeding meetings heard and granted applications for restoration. This rule worked better. It put parents to inconvenience; made them feel the power of the Board, and to see that Boards of Education had rights. In 1847–8, the per centage of attendance in the Primaries was  $55\frac{1}{2}$ ; in the Grammar School 88 per cent.; while in 1866 the per centage of attendance reached 90 for all the schools. This improvement became a matter of gratulation with Boards and Superintendents.

#### BOARDS AND TEACHERS.

In the report of the Board for 1861, jets of humor for the first time appear in these documents. As a Board of Education of Akron, after fourteen years' experience, may be supposed to know something of Boards and teachers in general, this Board may be allowed to speak on the subject. "Of the numerous applications for places as teachers in our schools, and the qualifications, or rather the want of them, which many of those applying exhibit," the Board says: "Without heads or hearts for the teachers' work, come the 'Jeremy Diddlers,' out at the elbows, and the 'Flora McFlimseys,' with

nothing to wear, seeking the salaries of the school room to mend their coats and failing fortunes, and to enlarge their scanty wardrobes."

"Teachers and Boards are often sadly at fault in their anatomy of the soul and body of the young. They would define a pupil to be a boy or girl, from five to twenty-one years of age, having no heart to make better, or keep pure, no bones and joints to grow strong and shapely, no muscles to train and develop to flexibility, no taste for the beautiful to be cultivated, but only a head to be filled with syntaxes and prosodies, with ratios and quantities, with ologies and osophies—only this and nothing more! Herbert Spencer's work on education should be added to the library of all who give or accept this definition of a pupil."

Whether it was the expression of an abstract opinion by the Board, or whether it was suggested by the state of things then existing in the High School, does not appear, but they say in substance that inasmuch as the High School had taken the place of the Academy and Seminary, where attention was paid to ethics and the proprieties of social life, the High School "should care somewhat for these things."

#### COURSE OF STUDY.

In 1859 a course of study was prescribed. For the Grammar and High School it was a three-year course. There were to be exercises in singing, daily, by pupils who could sing. Music was not a branch of instruction, but an exercise. Moral instruction and attention to manners are enjoined upon the first division of the Secondary, and in the Grammar School, oral instruction in manners and behavior was to be given daily. The Board regards its work with favor, and says "the prominence which it assigns to moral culture, to drawing, and to music, heretofore much neglected, will meet with the approbation of all whose approbation is worth having."

Two years later the course of study was revised—that for the High School enlarged to four years, and the same prescription as to manners and behavior in the Grammar School continued. Why this discrimination does not appear, for the Board, as we have seen, this year suggested that these matters

were being neglected in the High School. To all that the Board enjoins in regard to "morals, manners and behavior," it may be objected that they "stop too short." Standards vary with persons and places, and what the ideal of this Board was as to what constituted good morals and manners is left to conjecture.

#### SCHOOL VISITATION.

The 9th section of the act for the support and better regulation of common schools in Akron, made provision for periodical visitation of the schools, by persons to be appointed by the Council and Mayor. In their 11th annual report, the Board called the attention of the Council to this provision, and say:

"While exclusive control over the schools is given to the Board of Education, it was in the contemplation of the framers of that act, that the examiners appointed by the Council, with such persons as the Mayor might from time to time appoint, should make quarterly visitations to the schools and semi-annual reports to the Board and Town Council with such suggestions as might occur to them. These suggestions would be advisory only. But the Board submits that the influence and advantage of such quarterly visitations by experienced educators, with the independent criticisms and suggestions which such semi-annual reports might contain, is an experiment yet to be tried. It would be the means of bringing to the aid of the Board the best light and the highest intelligence of the place on the subject of Education, with all the improved methods of instruction, discipline and management of schools."

With thorough and systematic superintendence of the schools there would be little or no need of such visitations; but that period had not yet arrived.

Rev. S. Williams was appointed school visitor under that section of the law, and made in the years 1858 and 1859 his reports to the Council, which were published, and so far as appears, were the first official visitations made. Mr. Williams was a gentleman of culture and of much experience as a teacher, and competent for the work he undertook. He was too kindly and urbane in manners for trenchant criticism, but he discriminates with candor, and leaves the reader of his reports means of an opinion as to excellencies and defects of particular schools. He marked the absence of historical studies from the Grammar and High School, and in the year

following we find history in the "course of study" for those departments.

With the fifteenth annual report of the Board is published the report of R. O. Hammond, Esq., as school visitor for that year. His report shows the value of independent criticism and observations of the conduct and management of the schools. He commends warmly and censures unsparingly. He says, "the Board say in their report that mental philosophy, political economy, moral science and evidences of Christianity are taught in the fourth year. *But they are not taught.* And yet there is no good reason why they are omitted." He urges the cultivation of vocal music. "This, in my judgment," he says, "should be taught in our schools as a component part of daily instruction. I mean that the principles of music should be taught—taught as a science. In this way, at a small expense, singers with well cultivated voices, able to read music readily, may be fitted for the choir, the concert and the parlor."

#### ENGAGEMENT OF SUPERINTENDENT FINDLEY.

The school year beginning September 1, 1868, was the beginning of a new period in the history of the Akron schools. Akron had become a city. Its school population numbered 3,007. The growth and promise of the place had brought in new men, and with new business success and prosperity, larger and more liberal views had come to prevail. Akron had no institution or interest it cherished as it did its schools. They had acquired a sure footing in the regard and affection of the people. The report of the Board by its President, Dr. Bowen, shows this by its tone of cheerful assurance.

Mr. Hole and other teachers of the High and Grammar Schools had resigned, and it became the duty of the Board to fill their places. "They cast about for teachers who had attained a high rank in their profession and were known by competent judges to have come honestly by their good reputations." There were not many such, and the demand was large. "Other Boards of Education were abroad as bidders, and having made selections based, as was believed, on a full fitness for the work to be done, it remained for us to pay such prices as would take the teachers we wanted from other bids, and bring

them to our schools, instead of allowing them to go elsewhere." This is frank, free from tone of apology, and the Board is to be commended for carrying out so good a programme.

Mr. Samuel Findley, a gentleman of good scholarly attainments and ripe experience as a teacher, was secured as Superintendent. Mrs. N. A. Stone, of state-wide reputation as a teacher and disciplinarian, was put in charge of the High School, and Miss Herdman, "a teacher of much experience and rare excellence," was put in charge of the Grammar School. At the close of the year the Board was justified in saying of the work done, that it was well done. Mr. Findley had shown rare executive ability. The leading features of an improved management of the High School, under Mrs. Stone, assisted by Misses Saunders and Trowbridge, "were thoroughness in preparing the lesson, an animated, accurate and full recitation of it, and more of polite deportment." The Grammar School, under Miss Herdman, assisted by Misses Voris and Worthington, "has become a well-behaved room, where decorum prevails, and where lessons are thoroughly studied and well recited. Never in all its life has its order been so good and its teaching so thorough." The Primary Schools were also well taught.

The Board makes a brief financial exhibit for the year ending September 1, 1869, showing a total of disbursements of \$32,763. Of this amount

The salaries of Superintendent and Teachers, were.....	\$14,002.50
Building sites, building and repairs.....	15,752.60
Fuel and other contingent expenses.....	2,907.98
Total receipts.....	35,553.34

These figures and the following paragraph from the report will show how opinion and the situation have changed since the organization of the schools.

"If the figures on the expenditure side of this table are high up, so that some well-meaning economists grow pale or turn red in the face at the sight of them, and wonder how it comes that public instruction, once so cheap, has grown so dear of late, the Board begs of them to examine its stock on hand and say if its investment in it has not been a good one. An inventory of this will exhibit, among other items of value, lately purchased school lots, several new and neat school houses well built and well furnished, a few old houses re-



modeled, re-seated and made seemly; and a teaching force augmented in numbers and increased in efficiency, to meet the growing wants of our city's rapid growth in population, may be added to this account of stock. It is to these taken together that the Board points as witnessing the judicious expenditure of the funds that cover their cost. Your decent school houses, with their ample play grounds, will long stand forth where they are, proclaiming silently that your city is prosperous, and that the people whose property they are, have a large measure of intelligence and educational zeal."

We have entered upon a period of superintendence. It is no longer nominal, but an office of responsibilities. The Superintendent is the executive officer of the Board, is to supervise the work of instruction, to prepare blanks and prescribe rules for reports, inspect school buildings and report condition thereof, keep the Board advised as to school systems, make reports, call teachers' meetings, fill vacancies and make temporary arrangements, fix the time, mode and standards of examinations, etc.

For this work Mr. Findley has shown rare fitness and ability. With great firmness he unites courteous manners and an openness of mind to what is new and also good in school management and instruction.

#### CHANGES IN LOWER GRADES.

He found it necessary, early in the year, to reduce the eleven primary school districts to six, giving two schools to each district, except one, and making two grades of Primary scholars. By this change the teaching force was nearly, if not quite, doubled, without any increase in the number of teachers, or in expense. With this came a course of study for the Primary and Grammar Schools, of four years in each department. Text books are excluded from the Primaries, except readers, and the school hours of the lowest grade reduced to four. There are to be monthly written examinations in the High and Grammar Schools. English literature takes its place in the High School, and vocal music becomes a specialty of instruction in all departments of the Central building. Drawing, heretofore neglected, "has been promoted to the rank of a regular study," and runs through the Grammar and lower grades. Morals and Manners run through the three first years of the Primary course in this specific form: "Inculcate rever-

ence and love for God as the Great Father of all, obedience to parents and teachers, and a kind, forgiving spirit towards brothers and sisters, and schoolmates. Guard against rudeness of manners, and suppress profanity and other immoral practices." This is supplemented the second term by recitation of "verses and maxims, singly and in concert," and in the third term by "Bible and other stories, illustrating principles in manners and morals. In addition, there is this general rule on the subject of moral instruction in all the schools: "It shall be a duty of the first importance on the part of the teachers, to exercise constant supervision and care over the general conduct of their scholars; and they are especially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles."

Results for the first year must be regarded as satisfactory. The percentage of punctuality in no school falls below 96, and in many of them reached 98 and 99, and the average for all was 98.4. The percentage of attendance on average number belonging, for all the schools, was 93.1, and but two fell below 90. How much of this was due to the steady toning up of the Superintendent, is best known to the teachers.

Reports of the Board and Superintendent after the year 1869 are for the school years 1871-'74-'75. The Board reports are plain and intelligible statements of the financial condition and transactions of the Board, and the general state of the schools. In 1870 there were paid for building, repairs, furniture, etc., \$17,412; and in 1874 for sites and buildings, \$17,200. In 1871 the Primaries are crowded, and the necessity pressing for additional accommodations for the present and increasing population of the city. The Board has settled upon a plan of systematic enlargement of school structures, which is thus explained in the report of G. W. Crouse, Esq., President of the Board: "In providing additional buildings it is the present policy of the Board that each additional school building erected, shall be a part of a general plan, which shall have for its object the supplying of each section of our city with a suitable school building, located centrally with reference to the part of the city it is designed to accommodate, and which shall contain not less than six rooms." The estimated cost of

such structures was \$15,000; and in pursuance of this plan, the North Broadway building has been enlarged to the capacity above named, and the school edifices known as the Perkins and Spicer, have been erected and occupied. The estimated value of all school property in 1874 was \$136,000.00. To this is to be added the Spicer school house, since built, estimated at \$25,000.

In the report of this year, by Lewis Miller, Esq., President of the Board, attention is called to the fact that about twenty-eight years ago the experiment of free graded schools was authorized in Akron by special act of the Legislature, and that about a year since the Legislature by general act had extended the principle to all the public schools of the State.

#### STATUS IN 1872.

In the year 1872 Middlebury becomes a part of the Akron School District, bringing with it 163 pupils, and the Board of Education from 1872 consists of twelve members, instead of six, as formerly.

The reports of the Superintendent that accompany these reports are instructive reading. They relate to matters that come under his official supervision, and are within the legislative sphere of the Board. He carefully considers what he says, and gives trustworthy information and matured opinions on educational matters.

The following summaries from "Superintendent's tables" contain evidences of good condition and healthfulness. The averages are so high that they leave little room for improvement in that line:

1874. Number of youth between six and twenty-one.....	3,809
1875. Number of youth between six and twenty-one.....	3,964

#### SCHOOLS.

High School.....	1
Grammar Schools.....	8
Primary Schools.....	24
Teachers in High School.....	4
Teachers in Grammar Schools.....	13
Teachers in Primary Schools.....	24
Music Teacher.....	1
Average number regular teachers.....	40.3

Average number of pupils in daily attendance at

High School.....	111.8
Grammar Schools.....	513.8
Primary Schools.....	1,128.8
Total average daily attendance.....	1,754.4

The percentage of average daily attendance on the average number belonging :

In the High School.....	95.6
In the Grammar Schools.....	94.8
In the Primary Schools.....	95
In all the schools.....	94.9

#### Graduates from High School.

Prior to 1869—beginning in 1864.....	15
In 1869.....	5
In 1871.....	4
In 1872.....	17
In 1873.....	11
In 1874.....	16
In 1875.....	18

The course of study adopted in 1869 has been adhered to. The High School course has been cut down to three years, and the scholars of the A Grammar grade who have been hitherto included in the High School, have been confined to their proper department. Written examinations are twice a term, instead of monthly, and promotions twice a year, instead of annually. School hours have been reduced to five. Musical instruction runs through all grades, and is in the hands of a specialist in that department. The "lessons in music," he says, "are given daily, and occupy from 15 to 30 minutes, according to the age of the pupil. The instruction is thoroughly graded, commencing in the lowest Primary grade with the simplest exercises in distinguishing and making musical sounds and advancing by regular gradations, to the practice of classic music in the High School." As Mr. Findley declares himself an original skeptic on the subject of musical capabilities, he may be allowed to state his conversion, in his own words: "Before investigating the subject and hearing the testimony of those who had made the experiment, I shared in the common belief that musical talent is a special gift, and that only the favored few have it in sufficient degree to make its cultivation desirable. That this is a fallacy has been amply proven. Nothing else in all my experience in connection with the work of instruction has

given me such enlarged views of what is attainable in the direction of the cultivation of the human powers. We can fix no limits to the possibilities of human culture."

#### FEMALE TEACHERS.

The competence of women for instruction and discipline has been fairly tried in the Akron Schools, and the results thus stated in the report of 1874: "The average number of regular teachers employed was thirty-seven—all women. I have no hesitation in saying that the experiment we have made the last six years in employing none but women as regular teachers in our schools has been eminently successful."

"The testimony of all familiar with the schools is that the discipline has been uniformly better under the management of women than under masculine rule."

#### MORAL AND RELIGIOUS INSTRUCTION

is a subject which undergoes discussion in these reports. The views entertained on this subject by successive Boards and Superintendents may, so far as they have given them expression, be briefly stated. In the second year the moral nature is recognized as of equal rank with the intellectual. But this cannot have been a sentiment rather than a conviction, though it led to no definite provision then and there for the moral nature. With teachers of the right ethical tone, the whole matter of "Morals and Manners" in schools might with safety be left, and this is where the early Boards seem to have left them. In the tenth year came the rule for the qualified reading of the Bible as an opening exercise. In the twelfth year, "Moral Culture," heretofore neglected, or but little cared for, "was assigned a rank with drawing and music." In the fifteenth year Mr. Hole gave "Moral Training" a prominence and introduced Cowdery's "Moral Lessons," but the Board protested "that nothing sectarian has been introduced into your schools—nor any sectarian practice permitted." All Mr. Hole's convictions inclined him to do in the schools whatever could be done for the moral nature, and the 12th Board quotes this with approval. "It has become quite evident that moral education, not occasional and irregular, but systematic and thorough, is entitled to a fixed position in every system of instruction."

We share the surprise and conviction of Superintendent Findley, as expressed in his report of 1869. "It seems strange that any attempt should be made to divorce intellectual and moral culture. The two are inseparable. Our moral and intellectual faculties are so closely allied as to be scarcely distinguishable to our consciousness; at least life's intellectual activities and pleasures find their culmination and fulfillment in the moral. The moral is the pinnacle of our whole being. A man is whatever his heart is. His faith, his love, his purposes—these determine his character." He touches the key note to the whole great question of the Bible in the public schools in the above passage and others in the same and subsequent report. "It is not so much what the teacher *says*, as what he *is* and *does*, which effects for good or evil the future lives and characters of his pupils. All the moral and religious influence of the school which is of any worth must come as an emanation from the teacher's character and life."

We accept the following from the report of 1871 as a fair, reasonable and just solution of the question. "It is idle to talk about making the instruction of our schools strictly secular. We could not do it if we would. It remains for us to see that a healthy moral influence permeates all the instruction and all the discipline of our schools; and this I believe can be secured without any violation of the principle of religious liberty which lies at the very foundation of our free institutions. It does not require the teaching of creeds or catechisms, nor the enforcement of the peculiar dogmas of any sect, nor do I believe it requires the enforced reading of the Bible in our schools. Far more important than the Bible in our schools is its spirit in the hearts of our teachers. Bible reading in public schools should not be enforced, neither should it be prohibited by either State or local enactment. It is a matter which can be better regulated by the discretion of the teacher guided by an enlightened public sentiment, than by statute."

#### SECURING EXPERIENCED TEACHERS.

In his report of 1874, the Superintendent called the attention of the Board to the necessity of employing untrained and inexperienced teachers, as the greatest evil with which they

have to contend, without, however, suggesting at that time any remedy.

It is but one step from the discovery of an evil or want to the invention and application of a remedy. The remedy in this case is simple, and consists in the conversion of the new Spicer building into a training or normal school. Young ladies, graduates of the High School, without experience in teaching, are employed at nominal salaries for the first year, and set to teaching. Over them is placed a teacher of tried skill and ability in the instruction and government of schools, who oversees and directs the work of the new teachers. It is an experiment which has been entered upon during the present year, and has the merit of originality and simplicity, with a promise of good results.

The change from annual to semi-annual examinations and promotions, incidentally mentioned above, deserves more particular notice. Hitherto examinations in all grades below the High School have been at the close of each school year, and pupils who failed to reach the required standing had to fall back to the beginning of the year, and go again over the whole ground. This was an evil and often a severe one. The remedy consists in changing the course of study into half yearly instead of yearly periods, with examinations for promotion at the close of the half year, and pupils who fail at these semi-annual examinations fall back six months only, instead of twelve, as formerly.

#### GOOD RESULTS REACHED.

Certain results have been reached which are a promise of good fruits in the future. One of these is a demand for a higher education, as shown by the increased attendance upon the High School, which amounts for the six years ending January 25, 1875, to two hundred and thirty-four per cent., while the increase in all the schools has been fifty per cent. for the same period.

That the supply has kept pace with the demand, may be seen in the fact that at the close of the spring and summer term of 1874, four boys of the Akron High School passed creditable examinations for admission to Western Reserve

College, and three of them entered that institution the fall following. Three of the four were prepared wholly under Miss Oburn, assistant in the High School, and the fourth in part.

Another gain is the punctuality of attendance and the substantial cure of tardiness and irregularity. This subject is referred to in the report of 1871, which says: "Irregular attendance and tardiness have become unpopular with the pupils themselves, and the majority of parents appreciate the importance of punctual and constant attendance."

Miss Herdman remained in charge of the Senior Grammar School with the same eminent success that marked her first year, until the spring of 1874, when she withdrew on account of ill-health, and died in the November following. Her Superintendent says of her: "Her strength of character combined with fervent affection and genial humor, gave her great power over her pupils. She governed by the strength of her own character, rather than by the infliction of pains and penalties;" and Miss P. H. Goodwin, for many years an assistant in the High School, paid a touching tribute to her memory in a paper read before the Teachers' Meeting. "She has given to us," she says, "an example of a true teacher, wrought out before our eyes in characters of light—a grand six years' object lesson, that increases in significance as we study its harmony of parts."

Mrs. N. A. Stone continued in charge of the High School as Principal until the close of the school year, 1873, a period of five years, with the same success and ability which marked her first year, and then resigned for a year of rest and travel. She was succeeded by Miss Maria Parsons, who still holds the position, and is eminently faithful and successful in it. The school has not only kept up its interest, but has increased in size to such an extent that a third assistant became necessary.

Many teachers in the Akron schools, not already named, have attained a high degree of success; but for a long and faithful service of sixteen years, Mrs. M. L. Harvey deserves honorable mention.

During the first ten years of the schools, the labor of supervision, now performed by the Superintendent, was thrown



upon the Board and Examiners; and for faithful and valuable services, the three first Presidents of the Board, Messrs. Bierce, Carpenter, and Howard, and the three first Examiners, Messrs. Carpenter, Berry, and Smith, deserve to be honorably remembered: especially General Bierce, for eight years of service upon the Board—six of these as President, and Judge Carpenter, for four years of service as member of the Board of Examiners—who gave to the schools in that period of construction and organization the full benefit of their practical ability and generous public spirit.

The first death that occurred in the Board was that of Dr. Joseph Stanton, in the year 1855, of whom the Board of that year say: "In his death the Board has lost a valuable member, the State an honorable citizen, and the cause of education an earnest friend."

The death of Houston Sisler, member, and late Treasurer of the Board, is announced in the report of 1861-2, and of him the Board say: "We can bestow no fitter eulogy upon him than to say that he was an honest, intelligent and conscieutious man, just to himself, and just and generous to his neighbors."

The death of J. K. Holloway is recorded at a meeting of the Board, April 18, 1874, and in him the Board "mourn the loss of a valuable member, a congenial companion, an esteemed friend, and a useful citizen."

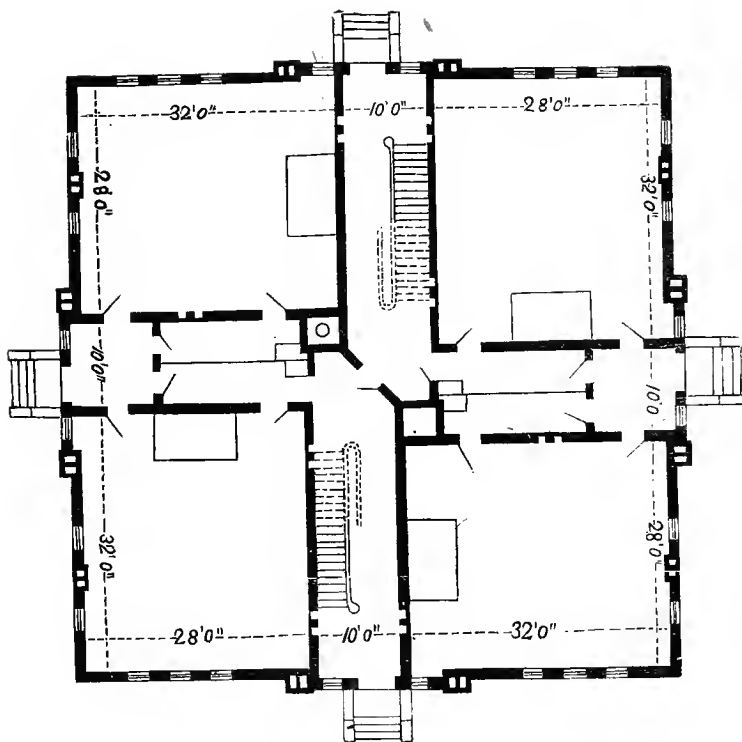
The following have been Presidents of the Board of Education of Akron, for the periods named:

GENERAL L. V. BIERCE,	6 years.
JUDGE J. S. CARPENTER,	2 "
DR. E. W. HOWARD,	2 "
C. B. BERNARD, ESQ.,	2 "
REV. S. WILLIAMS,	3 "
MR. M. W. HENRY,	2 "
DR. I. E. CARTER,	2 "
DR. WM. BOWEN,	1 "
JUDGE S. H. PITKIN,	2 "
MR. GEO. W. CROUSE,	2 "
MR. LEWIS MILLER,	2 "
DR. THOS. MC. EBRIGHT,	1 "

There was fitness in the choice of these gentlemen as presiding officers of the Board.

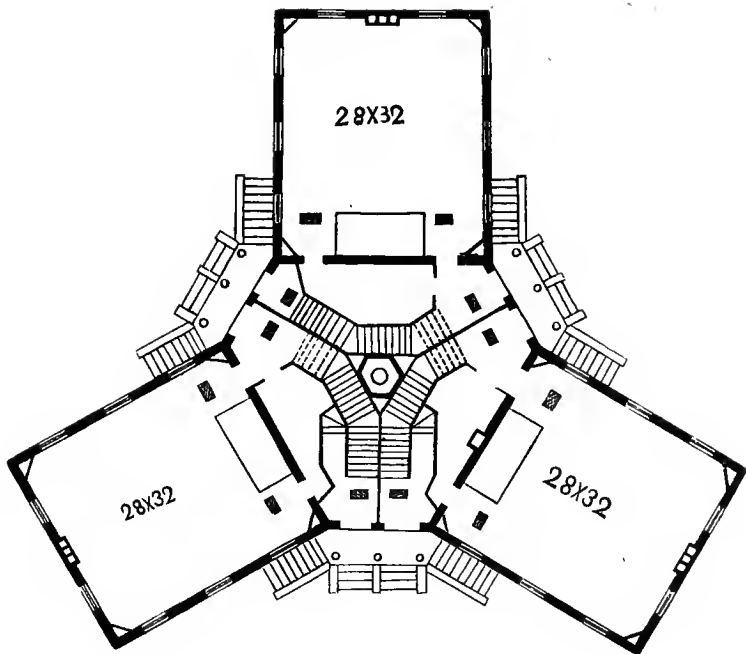
In closing this history of the Akron schools, it is but just to say that they have always been in the hands of their friends. No Board, and no member of any Board, was ever elected on account of known or supposed hostility to them, and no citizens deserve better or will be held more in honor than those who, having opportunity as members of the Board of Education, use the means of placing and maintaining their schools in the very front rank with the best in the country.





The above cut represents the plan of the Spicer school building, Akron, Ohio. It is two stories in height, and contains four school-rooms with their necessary cloak-rooms, vestibules and passage ways to each story. The unusual features of this plan, are, 1st. The window distribution in the school-rooms is such as to admit the light from behind and the left of the scholars. 2d. There is a separate exterior entrance for every two school-rooms; those of the first floor being entered through the side vestibules, and those of the second by means of stairways and halls in communication with the front and rear entrance. 3d. The fresh air admitted through the furnaces to be warmed, is, for the purpose of securing purity and a regular supply, conducted from above the roof, by means of the fresh air shaft, located near the center of the building.

The main ventilating shaft, located diagonally with that for fresh air, is of sufficient capacity to extract the foul air from all the apartments. With it, smaller air-ducts, both from floor and ceiling levels, are connected—the former having a downward, and the latter an upward draft. Thus are furnished facilities for drawing out from the building either cold or warm air,—or both at the same time.



This cut embodies the plan of the Perkins school building, Akron, Ohio. Its central portion is three stories in height, and is occupied by cloak-rooms, passage-ways, and vestibules upon the first and second floors, and by an extra school-room upon the third. The three projecting wings are each two stories, containing in all six school-rooms.

The plan is peculiar, because each of the school-rooms is provided with an individual exterior way of communication.

This building, like the Spicer, is provided with the most approved system of ventilation. The shaft for this purpose, is located in the center; and by experimental test it has been found to serve its purpose effectually.

The architectural services upon both this and the Spicer building have been furnished by Jacob Snyder, architect, of this city.



# HISTORY

—OF—

## **Barnesville Public Schools, FROM 1828 TO 1876.**

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On the first floor in the old Masonic Building that stood on the N. E. corner of Church and Chestnut Streets, Mr. Enoch Thomas, in the fall of 1828, taught our first Public School.

Prior to this there had been "Subscription Schools," taught by Mr. John Heskins, as early as 1820; afterwards by Messrs. Jas. McKay; Folke and Brock.

Mr. Thomas was succeeded in 1830 by Mr. S. P. Hunt.

In 1831, Mr. Kelion Hager purchased the whole Masonic Building, giving for the school-room therein, a part of the present school-grounds, and building thereon what has since been known as the "Little Brick School House."

For full twenty years, this was the "seat of learning" for the youth of the village. Here taught Richard Hatton, Jas. Garretson, Nimrod Johnson, Jas. Garretson sr., Phillip Gulick, Dr. Ashbaugh, J. W. Harris, John Fry, J. W. Gilliland, Jesse Thomas, J. H. Smith, Asa McCoy, J. G. Spear, and Wm. Smith.

By this time, 1848, the "Little Brick" was found not only "badly over-crowded," but also with one corner most fearfully "tumbled in." For several years the teachers "kept school" in sundry rooms about town; during which period flourished the Ladies Seminary and The Classical Institute.

In 1851, the Academy Building on the east hill was rented, in which to try the experiment and "see whether it would be possible to teach so many children all together." Fortunately, under the supervision of Mr. John I. Thompson, assisted by Mr. Wm. Smith, Miss M. W. Mackall, and Mrs Mary Hoops,

the "experiment" proved a success, and fully demonstrated the advantage of the system of graded schools.

By a vote of the people in the spring of 1854, the Directors, Messrs. W. A. Talbott, John Morrow, and Edia Ramsey proceeded to erect a "Union School House" containing five rooms.

At this juncture, the schools not having been in session as many weeks in the year as required by the Law of 1853, it was feared that our proportion of the State School Fund, amounting to \$2200, would be forfeited. To secure this, Temperance Hall, the Christian Church, and some other place was rented and school again started "itinerating 'round."

In the fall of 1854, long before the "New House" was completed, it was opened for school, with the following corps of teachers; Messrs. Williston White and Jos. N. Smith; Misses Rachel Baily and Mary Walters. After these followed Messrs. Tyson Rowles and Wm. Thompson; Misses Agnes Grove, Julia Leeke, and Laura Gilliland. For 1860-1, we find the names of Mr. J. H. Ferguson, Misses M. W. Mackall, L. A. Dove, J. M. Leeke and S. S. Warfield.

Up to this date, the "big boys and girls" had not been allowed to sit in the same school-room to study. These educators brought them together, if not "in one promiscuous mix," at least within sight, and social distance of each other.

No record of Salaries can be found prior to the year 1861, when the Principal, Mr. Ferguson, was paid \$40 per month; his subordinates \$15 and \$20. In 1864, Mr. C. W. Davenport's salary was advanced to \$45, the other teachers \$25. We find with him some new names upon the teacher's list, viz.: Misses L. A. Ball, Lucretia Ferguson, Angelina Cowgill and Euphemia Laws.

In 1866, Mr. I. T. Woods was engaged as Superintendant, at \$70 per month; in 1867 his salary was increased to \$80; that of the others to \$30. The new teachers under Mr. Woods, were Misses Ellen McCroby, M. E. Neiswanger, and H. M. Wilson.

In 1870, Mr. E. D. Whitlock was elected Superintendent at \$100 per month; new teachers, Mr. W. P. Thompson, Misses Lou Scovern, M. F. Clark and H. Swayne.



Mr. J. A. McEwen elected in July 1871, at \$800 per annum, resigned March 29, 1872. On the 2d of April following, Mr. W. H. Kennon was elected his successor at \$80 per month, and continued the next year, 1872-3 at \$75. Among the names of teachers we notice the new ones viz.: Messrs. D. A. Watters and J. W. Knox, also Miss E. G. Smith.

Since 1873 the schools have been under the charge of J. M. Yarnell, salary \$1200; new teachers, Mr. R. P. Woodbury, Miss Clara Buchanan, Mrs. N. D. Hanlon, Misses S. E. Reed, L. M. Hyer, M. E. McGarraugh, Ellen Whitacre, V. V. Price, C. E. Ewers and M. J. Sproat.

Long after the school had been graded, it was called Barnesville Union School, but reported as Sub-District No. 5, in Warren Tp. In 1855 it was organized as a "Separate School District" under the provision of Sec. XXXII of the Law of 1853.

On the 1st of Aug. 1868, the Board organized under the Law passed Jan. 30, 1868; members, Messrs. John Bradfield, B. Mackall and R. McLane

Pursuant to a petition from the people, on the 2d of May, 1870, Messrs. J. S. Bracken, S. B. Piper, J. S. Ely, Allen Floyd and Smith StClair were elected under the Akron Law, by which the schools were conducted until the Law of 1873 took effect.

The Board of Examiners under the Akron Law consisted of Messrs. Nathan Bundy, E. P. Lee and G. H. Kemp. In 1873 Drs. A. Plumley, J. S. Ely and G. H. Kemp composed the Board. Dr. Kemp retiring in 1874, Rev. S. Price has since served in that capacity. These gentlemen have frequently visited the schools and rendered valuable assistance in the monthly and annual examinations.

By Sec. XXXI of the Law of 1853, Township Boards were required to establish separate schools for colored children whenever the whole number in the township exceeded 30. But little had been done for their education until by the enumeratio of 1865, it was found that there were in the town 29 colored youth and in the township 61, who were entitled to a pro rata tuition from the State's gratuity. In 1865 the September installment for those in the town amounted to \$18 24.

Heretofore Jesse Hargrave, colored, had been their first and only preceptor. A room was now rented on Arch St. and Miss A. F. Price employed as teacher.

Through the efforts of Messrs. J. T. Scofield, S. Price, B. Mackall and R. McLane, a joint sub-district, No. 9, was formed; a commodious house erected in 1868, outside the village corporation, and a colored teacher, Mr. F. H. Jackson, employed for the winter of 1868-9. Afterwards Mr. J. H. Betts, Miss Anna Edson, Mrs. Garretson, Miss L. H. Ellis, Mr. Daniel Guy and Mr. Daniel F. Caliman successively filled the office of teacher.

The "East Addition" to the Union School House was built in 1867, under the direction of Messrs. W. A. Talbott, B. Mackall, and R. McLane as members of the Board. The "Primary" Building was purchased and refitted for school-rooms in 1873, by order of the Board, A. C. Hogue, J. McCollin, H. W. Baker, J. H. Piper and Wm. Smith.

We find no account of "patent furniture" purchased until the summer of 1868, when the Ezra Smith desk was introduced. There was, however, a style much more ancient in the High School; which proved to be prehistorical, and its patentee a myth. The old fashioned "home-made" desk yielded a room, year by year, until in 1875, the last unsightly "boxes" were replaced by the "champion" desk.

Under the administration of Mr. Woods, a set of outline maps and writing charts were introduced.

In May, 1872, Messrs R. C. Graves, Wm. Smith and Allen Floyd, a committee appointed to examine the school-rooms and premises, and report what repairs were required, and what apparatus was needed to render the instruction more efficient, reported an estimate of \$855 75, of which \$440 was for apparatus. For this the schools waited until Feb. 1873, when the first installment was received, which was one set of geometrical forms, costing \$2 50, This is the total outlay for school apparatus that appears on record for a period of 45 years.

In the fall of 1873, Guyot's wall-maps, Perce's magnetic globe, some philosophical and chemical apparatus were purchased. Since that the supply has been increased annually, until it has now reached a respectable range.

On the 18th of May, 1870 the Board ordered a levy of one (1) mill on the dollar; May 19th, 1871, a levy of one and one-half ( $1\frac{1}{2}$ ) mills; June 18th, 1872, two and three-fourths ( $2\frac{3}{4}$ ) mills; in 1873, a levy of seven (7) mills was made.

The first Janitor was Mr. T. Hardesty, employed for the year 1870-1, at \$1 00 per day. For 1871-2 no Janitor's bills were paid; in 1872-3 the teachers paid out of their own private resources, a Janitor bill amounting to \$47 40. Since the fall of 1873, Mr. G. P. Deal has served as Janitor.

On the 10th of Dec. 1872, after the teachers' term reports had been filed with the Secretary, the Board made a "deduction of one day for thanksgiving day, on which day the schools were not in session." It was urged "that all the teachers had refused to sign articles that looked to their forfeiting claims for said day."

The school grounds were first inclosed in 1870. The "\$70" worth of "needed" shade trees reported by the committee of June 4th, 1872, did not soon cover the bare commons with their inviting shade. In the spring of 1873, Dr. H. W. Baker and Mr. A. C. Hogue gratuitously set out the first trees in the front yard; others have since been added each year, mostly brought from the forests by the pupils. In the spring of 1874, the front yard was laid off into tasteful walks, lined with beautiful flower-beds, and decorated with various artistic ornamentation.

The oldest code of Written Rules and Regulations of which we have any account, is dated Jan. 12th, 1867; a revised code was adopted Oct. 7th, 1870; the same further revised, was printed in Oct. 1872.

On the 23d of June, 1870, the Secretary was directed "to correspond with Superintendents of schools in different places, to ascertain the grade of schools, Branches taught in each, Text-books used," &c. The result of such correspondence and after deliberation, shows a consequent elevation of the ideal standard of a common school education, as shown by the resolutions adopted July 7th, requiring "all applicants to pass a satisfactory examination in Orthography, English Grammar and Theory and Practice of Teaching, (Geography was added in 1871.) For the two Higher Grades in addition to the pre-

ceding, Elocution, Composition, American History, Natural Philosophy, Chemistry, Physiology and Algebra. For Superintendent the foregoing branches; also Geometry, Surveying, Astronomy, Mental Philosophy, Physical Geography, Rhetoric, Geology, Latin and Greek."

The High School dates as far back as the Union School. It always had an existence, in name at least, although all the "common school branches" were taught in it as late as 1872-3. Pupils who never had studied geography were allowed to attend it without being required to "waste their time" upon that branch of study; arithmetic being considered of paramount value for disciplinary purposes.

Quite a number of able teachers have served as Principals and much valuable instruction must have been imparted; but until 1873 there was no regular course of study prescribed, much less any thought of ever graduating a class. Every pupil studied what he pleased and no more.

We can find no account, official or unofficial, of any student from this school ever entering college; neither have we ever heard of any resident pupil going out to teach in the common schools until quite recently,

In September 1873, the schools were reclassified, and a regular course of study introduced. This divides the schools into five departments; Primary, Secondary, Intermediate, Grammar, and High School; each of which includes two grades of one year each, corresponding to the number of rooms occupied, excepting the High School, which requires three years for its completion. No classes have as yet graduated, as all the pupils in the High School commenced with the first year's studies when the present course was adopted. After this we will have a graduating class each year.

The number of teachers employed in 1845 was 1; in 1855, 4; in 1865, 5; in 1875, 10.

YEAR.	ENUMERATION.	ENROLLMENT.	AV. DAILY ATTEN.
1872-3.	740.	462.	296.
1873-4.	702.	547.	359.
1874-5.	749.	552.	378.
1875-6,	835.	—	—

The returns for 1872-3 included all youth between 5 and 21 years; that for 1873-4, those between 6 and 21.

The popular idea of a well regulated school developed with us about as rapidly as our school buildings were erected and other facilities provided. While this growth has been slow it has been comparatively steady, though uniformly inadequate to the demand. There is, at present, an imperative necessity of more and better buildings, not only to provide suitable accommodations for the mental culture of the children, but more especially to furnish sufficient seating space, more favorable to healthy physical growth.

We commenced with our schools "on the first floor;" for 26 years our teachers thus humbly toiled, ere they were permitted to the second; for 21 years past, they have been limited in their labors to second stories; being kept down while ready to advance to higher vantage grounds. Third-story ideas have taken several decades to germinate, yet from the mere pressure of our over crowded rooms, they must eventually result in the erection of a more elevated dome; so that, by the next "Centennial," we may hope that our great-grand children may have the privilege of attending the Barnesville Public Schools in more suitable and sightly buildings, furnished with conveniences commensurate with the importance of the work they have to do.



A LOCAL SCHOOL HISTORY  
OF THE  
Independent School District of Beverly, Ohio.  
BY JEFFERSON HESTON.

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The earliest record of this school, accessible to the writer, is that of July 25th, 1838. It was then known by the name of "District No. 2, Waterford Township."

The following quotation is from Mr. E. Marsh, Township Clerk, at this time: "In this district the school house is so poor as to be wholly unfit for a school; but during this summer a female teacher was engaged in it who appeared to understand the business of teaching and governing the children under her care. She had no certificate of examination. Her day-book was correctly kept, with the exception of distinguishing males and females, and setting the ages of the children."

Mr. Marsh recorded the following in 1839: District No. 2—Visited the school in this district—found a large number of children collected together in an unfinished school house. The lower floor was loose and consequently the house was cold and uncomfortable; the day being cold the children were crowded around the stove, and many of them were in great disorder. The teacher had but little command over them, and did not appear to understand the government of a school. I noticed no great improvement in any branch of learning, except writing. I believe the teacher was a man of science; his school continued three months, commencing in the winter. The directors for this district in 1839 were John Dodge, S. B. Robinson, Samuel Hammontree. During the year two male teachers were employed. The number of pupils enumerated was 49 males and 34 females, a total of 83.

In 1844 the number of pupils enumerated was 125, and in 1849 there was 192. Mr. Cory, the Clerk, recorded in 1849 that \$86.39 was drawn from the Treasurer, J. M. Hart, for school purposes.

In these earlier times, schools were kept up chiefly by subscription. The teacher was hired at such a price as he and his patrons could agree upon, and he was expected to "board around." The tuition was paid according to the number or ability of those sending. The boundaries of school districts were then somewhat arbi-

trary, so that often the central schools drew many pupils, to the detriment of the more sparsely settled districts. Previous to this period, teachers received not more than from \$1.00 to \$1.50 per week.

In 1854 this school organized under the General School Law, passed March 14th, 1853, for the re-organization, supervision, and maintenance of common schools, section 32, relating to villages, &c. In the minutes of this date, it is recorded as the "Beverly School District, in Waterford township." At the annual election, Thomas Skillington was chosen Director for three years. By virtue of his office, he appointed Thomas Thomas to serve as Director for two years, and James Little one year. A. S. Clark, was Clerk, and J. M. Hart, Treasurer. The Board made preparations this year for building a new school house, which cost nearly \$3,000. The names of the teachers were: John Tarbell, who received \$118; Miss E. Brown, \$45; John Skivington, \$87; Sarah Thomas, \$33; making the whole amount paid to teachers this year, \$283.

In 1855, Beverly was incorporated, and additional territory was annexed for school purposes. During the year, 66 volumes were received for the school library. A. J. Morris was appointed Librarian. Some school apparatus was also received which was left in the hands of Z. G. Bundy. The directors for this year were Thomas Skillington, William Glines and James Little. A. S. Clark was Recorder, and J. B. Banc, Treasurer.

In 1857 a new Board was elected, viz: Wm. McIntosh, for three years; A. S. Clark, two years, and Wm. Glines, one year. Thos. Cory, was Clerk; E. S. McIntosh, Treasurer. The teachers were Z. G. Bundy, E. M. Devol, W. H. McCarty, Cordelia Thomas and Eliza Brown. They received in all \$642.

In 1858, the school was recorded as the "Beverly Independent School District." It still retains this name, although by the new school law, it is constituted a special district. At this time, or perhaps a year or two later, the graded system was established.

In 1860, the grades were called Nos. 1, 2, 3 and 4. Z. G. Bundy was the first Principal, and to him may be given the credit of exerting the greatest influence in bringing this system about. He served the Board in this capacity the following four years. He was also connected with the schools as teacher or Principal for about six years previous; the writer was not personally acquainted with him while he was connected with the schools, but has reason to believe that they were well managed under his supervision. He received this year, \$40 per month for ten months. The names of the other teachers are not given. The whole amount paid to teachers this year was \$954.70. The number of pupils enumerated this year was 345. The Directors were Loyd Reynolds, J. W. Newton, and J. H. Jewett.

In 1862, the teachers were Z. G. Bundy, Principal; J. Snyder, M. A. Seeley, J. N. Glines, Miss H. Medlicott, C. B. McCollum, M. A. Jordan and C. Wood. The whole amount paid them was \$922.36.



In 1863, the teachers were Z. G. Bundy, Principal, for seven months, and J. M. Yarnall, Principal for three months, each of whom received \$40 per month. The other teachers were Miss Medlicott, Mary Whissen, Mary Jordan, Maria Sceley and Wm. Dewees, each of whom received \$20 per month. The entire amount paid to teachers was \$968.90.

In 1864, J. M. Yarnall, received as Principal, nine months,	\$450
“ “ Mary Whissen, in No. 2, received for “	225
“ “ Mary Clymer, in No. 3, “ “ “	225
“ “ Mary Jordan, in No. 4, “ “ “	180
“ “ Alma Sprague, in No 4, “ “ “	66

Total amount paid to teachers was, \$1,049

In 1865, a Mr Smith was employed as Principal, but there seems to be no record of the names of the teachers employed nor of the amount paid to them.

In 1866, Jefferson Heston was employed as Principal, at a salary of \$630 for nine months; Lizzie Heston, in Grammar Department, Maria Clymer, in Secondary Department, and Amanda Reynolds, in Primary Department, each at a salary of \$270; making a total of \$1,540 paid teachers. During the year a radical change was made in the grading, and a course of study was prepared by the Principal for each grade. This was the first course of study adopted by the Board. The following is subjoined from the minutes of the Board, at a meeting held in September of this year: “The Principal of the school made some very interesting remarks on the condition of the schools, and requested the Board to establish a rule to grade the qualifications of scholars, to pass from one department to another, which was agreed to by the Board.” The following is the course of study referred to :

**PRIMARY DEPARTMENT**—First Year—Alphabet, Spelling, First Reader, Counting, Adding and Subtracting Numbers. Second Year—Spelling, Second Reader, Multiplication, six lines.

**SECONDARY DEPARTMENT**—First Year—Spelling, Third Reader, Printing, Mental Arithmetic, part 1st. Second Year—Spelling, Printing, Writing, Fourth Reader, Geography, Mental Arithmetic, part 2d, to section xi.

**GRAMMAR SCHOOL**—First Year—Spelling, Writing, Drawing, Fourth Reader, Geography, Mental Arithmetic, part 2d. Second Year—Spelling, Writing, Drawing, Fifth Reader, Geography, Mental Arithmetic. Third Year—Spelling, Writing, Geography, Fifth Reader, Mental Arithmetic, Practical Arithmetic, 3d part, to Ratio, Grammar, Declamations and Compositions.

**HIGH SCHOOL**—First Year—Arithmetic, Grammar, 1st Latin Book or Book-keeping, Algebra, Eog. Analysis, Latin Grammar or Physical Geography. Second Year—Algebra, 2d part, Geometry, Latin Reader or Physics, Cæsar or Science of Government. Third Year—Trigonometry, Mensuration and Surveying, Analyti-

cal Geometry, Rhetoric, Virgil or Physiology, Astronomy, Logic, Virgil or Zoology. Fourth Year—Astronomy, Intellectual Philosophy, Virgil or Zoology, Ancient History, Horace or Botany, Moral Philosophy, U. S. History, Constitution of U. S., Declamations, Compositions and Vocal Music, throughout this course.

Of this course, it may be said, that no pupil of this school has completed it; several have completed the second year's course, however; classes in several of the higher branches have been kept during the greater part of the past ten or fifteen years. Perhaps no other public school in the county has turned out more teachers. The youngest pupil from this school who has obtained a certificate from the County Examiners, is Laura Vanmeter, who last year at the age of twelve years, merited and received a certificate for twelve months. Jemson Little, a graduate of Marietta College, and afterwards a successful physician, was a pupil of this school until 1867 or 1868. The members of the Board this year were Dr. James Little, Dr. Wm. Glines and Charles Clymer. The same Principal and assistant teachers were retained from 1866 to 1869. Mary Clymer taught part of the time. The wages were \$70 per month for the Principal and \$30 per month for each assistant. In 1870, the Board, W. A. Hawley, Wash. Preston and E. Legett, employed the following teachers: L. C. Wilhelm, Principal, at \$90 per month, Mary Cooney, assistant, at \$30 per month; Mrs. Park, Grammar, at \$35; Emily Miley, Secondary, \$30; Mary Keyhoe, Primary, \$30.

In 1871, J. Heston was again employed as Principal, at \$100 per month; Lizzie Heston (Gram.) at \$37 50; Mrs. Park (Assist.) \$35; Mary Paxton (Secondary) \$30; Mary Keyhoe (Primary) \$30.

In 1871, Mary Paxton resigned and Alice Tucker was employed at \$30 per month for the Primary. The wages of the other teachers continued the same as last year.

The teachers for 1873, 1874 and 1875, were J. Heston, Principal, Lizzie Heston, Mary Keyhoe and Alice Tucker. The salaries for this period were \$100 per month for Principal, \$37.50 per month for Lizzie Heston, and \$30 per month for the others. By means of exhibitions, the present Principal, J. Heston, has been able to furnish an organ and bell for the school; the former costing \$125 and the latter \$150.

Honorable mention should be made of those connected with the School Board within the past ten years. Of the Directors, Dr. Jas. Little and Dr. Wm. Glines visited the schools most frequently; be it said to their credit that their remarks were generally suggestive and encouraging. Dr. John Reynolds was always ready to sustain the teacher. The credit of placing the school in a healthy financial condition, and of making the most improvement in and about the school building, such as putting on shutters, re-seating, re-painting and beautifying the school grounds, is due to Mr. E. B. Legett and Dr. H. S. Clark, each having served in the Board six years. They, with Mr. J. D. Lashley, have shown a fair degree of liberality to pay teachers reasonable wages.

## THE BUCYRUS PUBLIC SCHOOLS.

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Bucyrus, the county seat of Crawford County, is situated on the Sandusky river, about fifty miles from its mouth. The Pittsburgh, Fort Wayne and Chicago Railway passes through the village, which, at this time, has a population of about four thousand.

The first school in this place was opened in 1822. It was taught by William Blowers, who charged a tuition fee of one dollar and fifty cents per pupil for a term of three months. It was opened in a log cabin on the bank of the Sandusky. The furniture was of the most primitive kind, and the accommodations the best the pioneer settler could afford. The common branches were taught in this school; Dillworth's Spelling Book, Pike's Arithmetic and the Columbian Orator being the text books. The teacher, so far as can be learned at this time, was fully qualified for his position.

The first public school house built in Bucyrus was erected soon after the passage of the act of 1824, establishing free schools in Ohio. It was built of logs, and was twenty feet square. It was furnished in the cheapest and most simple style. All the children of the District, who could be "spared from work," attended. A Board of Directors controlled or managed the school; that is, they hired the teacher and drew orders on the Treasurer of the township for the payment of his salary, which was fifteen dollars per month. Zalmon Rowse was the first teacher in the first school house, and, though not a professional teacher, his labors were entirely satisfactory to his neighbors. When the public fund, which at that time was small, became exhausted, the school was

dismissed; this generally occurred after a three months term. During the summer months a school was opened for the younger children by some one who charged a small tuition fee.

The log house soon became too small, and was succeeded by a one-story brick, eighteen by thirty-six feet, built near the center of the village, on a lot deeded to the district for school purposes, by the late Samuel Norton. In this house were taught Orthography, Reading, Writing, Arithmetic and Geography, and, when the teacher was qualified, a few of the larger boys and girls were taught English Grammar and Natural Philosophy.

In 1839, the brick school house in town became too small, and had to give way to a more imposing structure. A frame building, fifty by thirty feet, two stories, divided into four rooms, with closets and suitable stairs, was erected upon the the school lot near where the old brick had stood. This house was finished in good style, and was furnished with the best kind of school-house furniture then in use, made of black walnut plank, the value of which, at this time, would be a small fortune in itself. The house was provided with a belfry and fine bell, and, when entirely finished, painted white, with green blinds, was the best and most imposing public school house in this part of the State.

School was opened in this house in October, 1840, and was, in a qualified sense, a graded school. The first teachers were S. Fry, J. B. Squire, Misses Marshall, Cary and Espy. Mr. Fry taught the more advanced boys, and had a general supervision of all the schools, though he spent no part of his school hours in supervising, and never taught in a place other than the room under his immediate charge. Mr. Squire taught the smaller boys, Miss Marshall the more advanced girls, Miss Cary and Miss Epsy the younger girls. All of these teachers, unless it be Miss Marshall, are still living, honored and respected members of society. There was no regular course of study prescribed. The common English

branches were taught, and when boys or girls desired instruction in Natural Philosophy and Algebra, they could be accommodated; but if they became extravagant in their desires, and wanted to get still higher, they had to be sent from home.

The text books then used were Speller, Webster's Elementary; Readers, McGuffey's First, Second, Third and Fourth, and Porter's Rhetorical; Arithmetics, Colburn's Mental and Adams' Practical; Geography, Olney's; Grammar, Kirkham's; Natural Philosophy, Comstock's. Declamations and Compositions were in order each week. Some of our most substantial citizens received all their "school education" in the old brick and frame school houses.

In the fall of 1849, the citizens, by a fair majority, at an election called for that purpose, voted to organize the schools under the provisions of the Act of February 21, 1849, for the better regulation of public schools in cities, towns and villages. The persons most active in securing this plan, were Hon. Josiah Scott, late Chief Justice of the Supreme Court, Dr. Willis Meriman, Aaron Cary, Dr. Jacob Augenstein, Hon. L. W. Hall, J. B. Larwill, Rev. John Pettitt, John Anderson, John Moderwell, M. P. Bean, editor of the "Forum," and Zalmon Rouse. There were, no doubt, others who were active and efficient in producing the desired result, but the above named are, at this time, prominent in the mind of the writer. The most serious and obstinate opposition came from a few men of wealth, who had no children to educate, or who cared but little for any education beyond what was necessary to compute interest at twelve per cent. The first election held under the new plan resulted in the election of Dr. Willis Meriman, Rev. John Pettitt, John Anderson, Aaron Cary, Dr. Jacob Augenstein and John Moderwell, all active and zealous friends of education and of the new plan, as members of the Board of Education. The Union school was in the hands of its friends. The Board was organized by the

election of Dr. Meriman as President, Aaron Cary a Secretary, and Dr. Jacob Augenstein as Treasurer.

The school was opened about the first day of May, 1850, and was graded as follows: High School, Senior and Junior Grammar, Secondary and Primary departments. The High School, for the first year, was located in the Odd Fellows' Hall, rented for the purpose, and was not provided with any school furniture. All the other departments were accommodated (?) in the old district school house. The means to keep the school in motion were derived from the Common School Fund of the State, and from a special tax levied by the Board, sufficient in amount, when added to the State Fund, to pay teachers and contingent expenses.

During the first year, the branches taught in the High School were all the common branches, so called at that time, with Algebra, Natural Philosophy, Latin, French and Drawing. In the other departments the common branches alone were taught.

The first Superintendent was Israel Booth, a painstaking and conscientious gentleman, who taught about one-half of his time and had his regular classes; the remainder of his time was spent in supervising the subordinate teachers and in instructing in the best way to teach. Miss Dian Taylor was teacher in the High School at a salary of \$25.00 per month; Mr. T. C. Bowles taught the Senior Grammar School at a salary of \$25.00 per month; N. P. Tarr and Jacob Scroggs taught the Junior Grammar at a salary of \$20.00 per month; Misses Ann McCracken and Maria Fitzsimmons taught the Secondary and Primary departments at a salary of \$13.00 per month.

The school grew rapidly in favor with the people, and after the first year all open opposition died out. In 1851 the people voted a special tax to buy a new site and build a new school house. The new house was made to accommodate the High School and the Grammar Schools—the old house being filled to overflowing with pupils in the Secondary and Primary grades. As the

number of pupils increased, such changes were made in the grading and classification as the exigencies of the time appeared to demand. In 1863 the board purchased additional grounds, adjoining the site purchased in 1851. With this addition the school grounds embrace four acres, including a fine natural grove of Oak trees.

In 1867 the accommodations for the pupils of the village having again become inadequate, the people, by a popular vote, authorized the Board to issue bonds of the district and build a new school house. This was accordingly done. The corner stone of the new building was laid on the 30th day of July, 1868, in the presence of a large number of people. The building is situated at the head of Lane street; is three stories in height, with a nine-foot basement under the entire building. The extreme length is two hundred and eight feet; depth of center or main building, one hundred and twenty feet; depth of wings, forty-five feet. There are twenty-one large rooms, besides a fine hall for exhibitions, capable of seating five hundred persons. The house is constructed of stone and brick in the most substantial manner, and is finished in plain, but in a neat and durable style. All the rooms now used are furnished with the best modern school-room furniture. The entire cost of the building and furniture was about one hundred thousand dollars, exclusive of interest on bonds. The house was formally dedicated on the evening of September 28th, 1869, and is said to be the best public school house in the State. It is now almost paid for; the tax to pay the last bonds was levied last summer. Owing to the heavy charge upon the tax-payers for grounds, buildings, &c., the library has not increased as it otherwise would, nor have any additions been made to the stock of apparatus. The library contains but few books beside those furnished by the State.

From the organization of the High School to the present, the prescribed course of study has been about such as is usual in High Schools and Academies.

The following is a synopsis of the entire course of study in the schools at this time:

# SYNOPSIS OF THE COURSE OF STUDY

STUDIES AND TEXT BOOKS.	PRIMARY DEPARTMENT.								
	D & C.			B.			A.		
	1st Year.			2d Year.			3d Year.		
	Terms.			Terms.			Terms.		
	1	2	3	1	2	3	1	2	3
First Reader—McGuffy's.....	22 <sup>c</sup>	46	71	84 <sup>†</sup>					
Second Reader, ".....					50	84	125	162	R
Third Reader, ".....									
Fourth Reader, ".....									
Fifth Reader, ".....									
Speller, ".....							32	42	R
First German Reader.....									
Second German Reader.....									
Third German Reader.....									
German Exercise Book.....									
Number Lattice—Curtis.....				{					
Arithmetic, Mental—Stoddard's.....									
Arithmetic, Written, without book.....	{								
Arithmetic, Written—Ray's Part Third.....									
Geography—Oral Instruction.....							{		
Geography—Cornell's Intermediate.....									
Grammar—Oral Instruction.....									
Grammar—Harvey's Practical.....									
History of the United States—Swinton.....									
Writing on Slates.....	{								
Copy Books—Eclectic.....									
Drawing—Inventive Combinations.....	{								
Map Drawing.....									
Sentence Making.....							{		
Composition and Letter Writing.....									
Singing by all Grades.....									

\* These numbers refer to pages in text-books.

† Review.

‡ The braces indicate where a corresponding study begins and ends.





## HIGH SCHOOL DEPARTMENT.

STUDIES AND TEXT- BOOKS.	1ST YEAR.			2D YEAR.			3D YEAR.			4TH YEAR.		
	Terms.			Terms.			Terms.			Terms.		
	1	2	3	1	2	3	1	2	3	1	2	3
Algebra—Ray's Part I.....	110	187	240									
Algebra—Ray's Part II.....				148	227	331						R
Arithmetic—Ray's Part III.....		R										
Arithmetic, Mental—Stoddard.....				R								
Geometry—Davies', Lengendre.....							136	210	259			
Trigonometry—Davies'.....												72
English Grammar—Harvey's... R			R									
Rhetoric—Quackenbos'.....							235	425				
English Literature—Shaw's.....												366
History of U. S.—Swinton's.....			R									
History of the World—Swinton.....							212	390	487			
Science of Government—Alden.....									239			
Physical Geography—Cornell's	45	83	103									
Geology—Dana's.....											345	
Botany—Wood's.....									302			
Elements of Chemistry—Oral Instruction.....				{ }								
Natural Philosophy—Quackenbos'.....				192	316	406						
Chemistry—Steele's.....											285	
Physiology—Cutter's.....					182	298						
Astronomy—Mattison's.....												252
Gen'l Review of entire Course.....										R	R	R
Book-keeping (elective)—Mayhew's.....												
Latin (elective)—Bullions' Series.....												
Composition and Elocutionary Exercises throughout the Course.....												

....

Prior to the opening of the schools in the new building the studies were in a manner elective, and there were no regular graduations. The only pupils prepared for college in the school were prepared during that period. The number thus prepared was five, three boys and two girls. The first class graduated March 25th, 1870, J. C. Harper, Superintendent, six members, all girls; second, 1871, three members, all girls; third, 1872, eight members, seven girls and one boy; 1873, one boy; 1874, nine members, six girls and three boys; 1875, six members, one girl and five boys.

Since the organization of the High School, the following persons have been principals in the order named: Misses Dian Taylor, Carrie Thayer, Harriet Weight, Julia Brown, Delia Galusha, Julia Dustin, Emma McGregor, Martha Stewart, Julia A. Breckenridge, Julia A. Walwork, Jennie Jackson, Marcella Swingley, Sarah Rexroth, Anna Sigler, Messrs. A. G. Gumaer, H. E. Kratz and William Thomas, present incumbent. Of these, Miss Swingley had charge three years, and Miss Walwork five years.

As before stated, Israel Booth was the first Superintendent. He served two years at a salary of six hundred dollars per year, H. S. Martin one term, at the rate of five hundred dollars per year; J. M. Hill one year, at six hundred per year; David Kerr two years, at six hundred per year; J. K. Mason one term, at the rate of six hundred per year; John Hopley two years, at nine hundred per year; Alexander Miller four years, at eight hundred dollars per year; B. B. McVey two years, at eight hundred dollars per year; S. J. Kirkwood one year, at one thousand dollars; J. C. Harper four years, closing at sixteen hundred dollars per year; Miss Marcella Swingley three years, closing at eleven hundred dollars per year; F. M. Hamilton, present incumbent, on his third year, at seventeen hundred dollars per year.

Since the organization of the schools under the law of 1849, most of the Superintendents have been required to

teach at least half of the time, and have had their regular classes. A departure from this general rule was attended with no advantage to the schools, and was made the ground of complaint by the tax-payers, for it was claimed that no able-bodied man or woman could earn the salary of a Superintendent in the supervision of all the teachers and schools in a village the size of Bucyrus. The present Superintendent is required to teach one-half of his time; he has his regular classes, and does teach five-ninths of his time, and there has never been a better general supervision than during his administration.

Teachers' meetings are held each week, conducted by the Superintendent. Examinations of teachers are conducted by examiners appointed by the board; they are both oral and written.

At this time the schools are graded and classified as follows: A, B, C and D Primary, A, B, and C Intermediate, A, B and C Grammar, German, English and High School—thirteen teachers beside the Superintendent. Amount paid each year to Superintendent and teachers, seven thousand dollars. Examinations, oral and written, are made twice each term.

In the spring of 1873 the Board resolved that pupils should not graduate from the schools until, in addition to the usual class examination, by the teachers and Superintendent, they should pass a satisfactory examination in all the branches taught in the entire course, commencing with Orthography. This examination to be conducted by a committee of citizens appointed by the Board. This resolution has been adhered to ever since, and while it may have reduced the number of graduates, it has insured a higher scholarship.

Review classes are organized in the High School, in which all the branches taught in the lower grades are thoroughly reviewed by the members of the A or Senior class. The necessity of the resolution above named was made apparent, when it was found that members of the

A class who could pass an excellent examination in the studies of Senior year, could not conjugate a common irregular verb, or cast the interest on a plain English note of hand upon which several payments had been paid. The people are well pleased with the change, as they can see that the system of reviews can but tend to make more thorough scholars, and they know now that a graduate of our schools can, without trouble, procure a certificate to teach a common country school. The schools are firmly fixed in the hearts of the people; they take a deep interest in and are proud of them.

During the last three years no changes have been made in school books; parents have thus been relieved of a heavy and greivous tax. If some means could now be devised to prevent the wicked extortions of the school book publishers, the people of Bucyrus, with their elegant school house paid for, and with their excellent Superintendent and teachers, would be happy.

A noteworthy feature of the Bucyrus schools is, that the colored children of the village have always been received in the schools with the white, and treated, not as outcasts, but as human beings, with minds to educate and souls to save. The motto of Bucyrus is, "Education for all, without regard to sex, color, or previous condition."







STODBRIDGE & CO. LITH. C.M.O.

## UNION SCHOOL HOUSE,

CAMBRIDGE, O.

HANNAFORD & PROCTER,  
ARCHITECTS & SUPERINTENDENTS, CINCINNATI, O.



## HISTORY OF CAMBRIDGE SCHOOLS.

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The first school ever taught in Cambridge was opened in the winter of 1809-10 by John Beatty, a Virginian, and brother of Col. Zaccheus Beatty, one of the founders and original proprietors of the town. It was kept in one of the several small cabins then standing on the north bank of Will's Creek, near where the old bridge crossed that stream. He was succeeded by his widowed sister, Mrs. Sarah McClanahan, who taught a school in one of the rooms of her father's dwelling house, which stood on lot No. 65.

The next schools were kept in a log building that stood on lot No. 21, and were taught by John W. Kipp (who afterwards compiled a Speller that was published), Elijah Dyson (who was elected the first Sheriff of Guernsey County), and a man by the name of Acheson.

During the winter of 1813-14, a school was taught in the same place by Thomas Campbell, father of the late Alexander Campbell, of Bethany, Va. As the school was full, his daughter, Jane (who afterward became the wife of Mathew McKeever, of West Middletown, Pa.), assisted her father in hearing classes. A disease called the cold plague, and attended with considerable fatality, prevailed during the winter, and Master Campbell was in the habit of attending the funerals, with his school, arranged in regular order, beginning with the tallest and running down to the shortest.

From this time until the organization of the Public Schools under the act of 1836, there was no regular school building or any system of education established. Any person who desired to teach, got up a subscription paper, proposing to teach a school upon certain terms, usually

at fifty cents per scholar for a quarter of thirteen weeks, and the branches taught comprised the Alphabet, Spelling, Reading, Writing and Arithmetic. The parents gave little or no attention to the education of their children. The schools were allowed to get along as best they could. The teachers were generally Irish or Yankee school masters, not very profound scholars, and frequently men of indifferent habits. Their object was to make some money. They went in on their muscle, and if they succeeded in maintaining their authority, nobody complained, but if they failed, it was useless for them to try to get another school in the same place.

#### PUBLIC SCHOOLS.

Upon the organization of the Public Schools, Cambridge became District No. 9. A two story brick building on lot No. 82 was purchased for \$630, and Andrew Magee became the first teacher. But as the public funds were only sufficient to maintain a school part of the time, they had to depend upon subscriptions for the balance, and the schools made but little improvement.

Upon the passage of the act of February 21, 1849, for the better regulation of schools in cities and towns, Alex. McCracken, Isaac Morton, John Mahaffey, Mathew Gaston, Thomas W. Peacock and some others interested themselves in calling a meeting of the citizens and getting a vote in favor of the adoption of the act. On the 22d day of September, 1849, an election was held for members of the Board of Education, and Alex. McCracken, John Mahaffey, Thos. W. Peacock, C. J. Albright, C. L. Madison and J. C. Hunter were elected members of the first Board of Education of the Cambridge Union School. William Lyons, a brother of Sir Edward Lyons, late Minister from England to the United States, became the first Principal, with Misses Sarah Metcalf; Dorcas Reed and Maria J. Plummer as assistants.

From 1850 to 1853, the Principals were James M. McLane, Miss Dorcas Reed and Jos. D. Tingle. Wages

about \$35 per month. From 1853 to the close of 1857, J. C. Douglass, Levi C. Brown, W. K. Gooderl and C. C. B. Duncan, who each received a salary of \$40 per month. From 1858 to 1861, John McClenahan was Principal, at \$60 per month, when he resigned his position to recruit a company for the 15th O. V. I., of which he subsequently became Colonel.

In August, 1861, Samuel J. Kirkwood, now Professor of Mathematics in Wooster University, Wooster, O., became the first Superintendent, at a salary of \$450 a year. He was succeeded by Thomas H. Smith, at a salary of \$600 a year. In August, 1866, John McBurney, the present Superintendent, to whom the school is indebted for much of its present efficiency, was elected, at a salary of \$540, which has since been increased to \$1,200.

The High School was organized in 1869, and the first class, numbering four, graduated in 1872. After the loss of the former house, and while the present one was in course of erection, the schools occupied such rooms as could be procured for them, and were subjected to every inconvenience. As a result of this condition of affairs, no classes were graduated in 1873 and 1874, but in 1875, a very fine class, numbering eight, graduated. Changes in classification, grading, course of study, methods of instruction and of examining, have been made from time to time, as the interests of the school seemed to require. The present course of study embraces all the elementary and higher branches of a complete English education, together with the Latin and Greek Classics.

#### SCHOOL BUILDING.

From their organization until 1860, the schools were taught in the building on lot 82, to which two rooms had been added, making, in all, four. During that year, a building erected at the east end of town by the M. P. Church for a College was purchased by the Board of Education for \$1,201, and was finished for school purposes, at a total cost of \$5,000, with five rooms, to which a wing,

with two additional rooms, was added in 1866. This building was destroyed by fire September 27, 1871.

In January, 1872, lots 126, 127 and 128, on Steubenville street, were purchased, and the present Union School Building erected, at a total cost—including site, fencing, grading, paving, seating, heating, out-houses, clock, bell, etc.—of about \$56,000. The architect was S. Hannaford, of Cincinnati, and the contractor Thomas F. Jones, of Marietta, O. This building contains ten large school rooms, furnished with all the modern improvements and a seating capacity of six hundred scholars, including a Superintendent's office and a large, well furnished assembly room, with seating capacity for five hundred. This building, complete in all its arrangements, was first occupied on the 16th day of February, 1874. It is one of the best in the State, and reflects much credit upon the enterprise and public spirit of the citizens of Cambridge. Within its walls eleven well trained and experienced teachers are engaged, ten months in the year, in the instruction of six hundred children, at a cost for the last year of \$4,840.

#### COLORED SCHOOL.

The house for the Colored School is on Gumber street. It is a neat frame building, erected in 1871, at a cost of \$2,000, and furnishes accommodations for sixty pupils. In this house a competent teacher is employed, teaching about forty colored children from eight to ten months in the year, at an annual cost of \$400.

The growth of the school in the last ten years is shown in the following table. We have no means of carrying the comparison farther :

	1865.	1875.
Number of pupils enumerated.....	575	986
Number of pupils enrolled.....	398	703
Average daily attendance.....	279	524
Number of teachers employed.....	7	12
Number of weeks school in session.....	36	40
Amount paid for teaching.....	\$1,780	\$4,767

The members of the Board of Education at this time are: W. H. McFarland, John N. Fordyce, Wm. Smith, Wm. M. Farrar, John Orme and A. Wall.

The teachers are: Miss Annie Means, assistant, High School; Miss J. A. Greenlee, 2d Grammar Department; Miss Anna Williams, 1st Grammar Department; Miss Mollie F. Broom, 3d Intermediate Department; Miss Emma Keeler, 2d Intermediate Department; Miss Belle Reddle, 1st Intermediate Department; Miss Nannie E. Morton, 4th Primary Department; Miss Mary Turner, 3rd Primary Department; Miss Mattie S. McCartney, 2d Primary Department; Miss Mattie Allison, 1st Primary Department; Marshal Grayson, Colored School.



**HISTORICAL SKETCH**  
**OF THE**  
**PUBLIC SCHOOLS OF CANAL FULTON,**

From their Organization to the Present Time—1876.

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The exact date of the opening of the public schools can not now be ascertained, but prior to the year 1837 various private houses were occupied at different times in which school was held for three, and rarely more than four months, in the year. In the year above mentioned, a small frame building was erected for school purposes, in the extreme eastern part of the present limit of the corporation. The furniture consisted of slab seats, being entirely destitute of backs or desks. This then included a district several miles in area with the eight or nine houses on the east side of the river. Mrs. Russell was the first teacher employed in this building. At this time was taught Arithmetic, Reading, Spelling and Writing, which by many was considered all that one need know anything of. In these days the busy school boy might be delighted by the merry chime of the feathered songsters, as they went flitting from tree to tree and from branch to branch, which, with hazel bush, covered what is now the business portion of our town.

In the year 1839, a frame house was built for public school, in what was known as Milan, being that portion of the town situated on the west side of the river.

The village now grew very rapidly, and more interest was displayed in behalf of education. The authorities in charge of the public schools found that more room was necessary for the accommodation of those who sought knowledge, and not feeling financially able to erect another new building, in 1844

leased the basement of the Presbyterian Church, which had been arranged for a private school, for the sum of twelve dollars per annum. In 1850, pursuant to a legal notice, an election was held for the purpose of adopting or rejecting the organization of the schools, in accordance with the act passed by the Legislature, February 11, 1849, entitled "an act for the better regulating of public schools in cities and towns." The result of the vote was a majority of eight in favor of adoption.

The following persons were in a great measure instrumental in bringing this measure about: W. W. Cunningham, Michael Ruch and John Mobley.

The revenues necessary for carrying on the schools at this time was principally gotten by taxation, although a portion was yet secured by subscription. The first assessment levied by the Board of Education, after being organized in accordance with the provisions of the above act, was two hundred dollars for the expenses of the schools for the ensuing year. The schools now being united under the jurisdiction of one Board, were designated the Union Schools of Canal Fulton, and were also divided into two grades; those conducted in the public buildings being the primary, and the one conducted in the basement room of the Presbyterian Church being the high school. The number of teachers now employed was three, one to each room. Mr. Unger was the first principal employed after this organization, at a salary of twenty-six dollars per month for the term of four months, the contract for his services being conditioned that he should be able to answer fifty per cent. of the questions in the following branches: Geography, Arithmetic and English Grammar, the examination being conducted by Dr. L. Howard, who was appointed by the Board of Education. Dr. Lewis Slusser who was now (and had been for several years,) a very active and efficient member of the Board, and to whom many thanks are justly due for the progress and success of the Schools, now began to agitate the question of erecting a new building more commodious and better arranged for school purposes. In 1853 provisions were made for levying a tax for this purpose. Two years later the main part of the present building was completed at a cost of \$5000. This building contained two good sized, well ventilated rooms, commodious enough for the accommodation of eighty to one hundred pupils each, being furnished with modern furniture—wooden seats, with desks,



blackboards, &c. The basement room of the Church was now vacated, after having been in use for a period of ten years.

The School was now re-graded and organized into three grades, which consisted of two primaries, one secondary and a high school, for which four teachers were employed for four months in the year, and for the remainder of the year the secondary and high school were consolidated, and under the care of one instructor. S. H. Barnes was the first superintendent after the schools were thus organized, in the new building, employed at a salary of three hundred dollars per annum.

In the year 1858, C. S. Merrill took charge of the Schools, by whose efforts a course of study was prescribed for the primary and secondary grades, and for three successive years the School progressed rapidly and harmoniously under the management of this true patriot in the cause of Education.

In the year 1870 an addition, in the form of a wing, was built to the main building, at a cost of twenty-three hundred dollars, which contained two rooms. All the schools were now brought into one building, and under the immediate care and jurisdiction of the principal in the high school.

The following table serves to illustrate the growth and progress of the Schools :

	1845.	1855.	1865.	1875.
Number of pupils enumerated	150	302	301	363
"    enrolled	125	247	258	237
Average daily attendance		102	128	169
Number of teachers	2	3	4	4
"    school rooms	2	3	4	4
"    grades	1	2	3	3
"    weeks school was in session	22	40	38	36
Amount paid teachers	180	668	855	1757
Total expenditures		1234	1021	2233
Value of school property	1000	5000	5000	6000

The school library was instituted in 1857. It contained one hundred and seventy-eight volumes, valued at one hundred and thirty-eight dollars. Afterwards the number of volumes was increased to two hundred and fifty, and valued at two hundred dollars. The library has for some years been placed in charge of the superintendent, and has been very thoroughly used.

Since the organization of the schools on the graded system, annual examinations have been conducted for the promotion of

nupils. These examinations were conducted by the superintendent of the schools.

The following teachers have been employed since 1855. S. H. Barnes, taught two years, at a salary of \$300 per year. Mr. Broom, at \$30 per month, taught one term only. Mr. J. C. Merrill now takes charge of the schools, at a salary of \$400 per year. His services as principal were retained for three years, during which time the schools made more progress and gave better satisfaction than they had yet done since their organization. Mr. J. C. Smith's services were retained but one year, at a salary of \$40 per month. Mr. J. W. Rayle also was in charge for the same length of time, at same salary. J. C. Payne was now employed at the same salary and remained in charge two years, giving good satisfaction. Mr. O. G. Vanderhoof was principal for one year. Mr. Weber was superintendent for two years, at a salary of \$500 per year. He was a talented man, and gave new life to the schools. D. Rowe was his successor, at the same salary, and remained in charge two years. J. P. Yockey was the first principal after all the schools were placed in one building, who succeeded in more thoroughly grading and classifying the schools than had yet been done. His services were retained for a period of three years, at a salary of \$540. J. B. Ross now takes charge of the schools, who succeeded in getting them under very thorough discipline, although but very little attention was paid to classifying them. He remained in charge two years, at an average salary of \$850, giving general satisfaction. I. M. Taggart, the present superintendent, was employed at the beginning of the school year of 1875, at a salary of \$800 per annum. He is now taking measures to have the Board establish a course of study and thoroughly grade the school at the opening of the coming year.

HISTORICAL SKETCH  
OF THE  
CANTON UNION SCHOOL  
STARK COUNTY, OHIO.

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The Canton Union, or Graded School, was organized upon a vote of the people to that effect, about the year A.D. 1848. Previous to that time all the schools of the village were under private management, and no special arrangements had been made for the education of the poorer class of children. Among the prominent teachers of the former period yet living and residents of Canton, are Archibald McGregor and Ira M. Allen, the former, editor of the Stark County Democrat, and the latter, late Treasurer of Stark County. Both these gentlemen, with other teachers of the olden time, were devoted and earnest educators, whose soul was in the work, and they laid deep and strong the foundation upon which the present condition of general intelligence and educational progress in Canton has been attained. They were also among the first advocates of the Public School system, and have, ever since its adoption, stood among its leading friends and strongest defenders. Among those who against all opposition did good work in securing the vote of a majority of our people for the organization of the Public School, the name of George W. Huntington stands deservedly prominent, and he also yet lives to witness the good results which the people secured for themselves and their children by the work of that election day, nearly twenty-seven years ago. The opposition came principally from the wealthier classes, and was somewhat formidable, though a few prominent property-holders gave

the project their favor from the beginning, and nearly all have ever since given the Public School work their cordial support.

Mr. Allen was teaching in Canton at the time the vote was taken, and became the first Superintendent after the organization under the General School Law of 1849. Canton was at this time a village of less than four thousand inhabitants. Mr. Allen was succeeded by Hon. H. S. Martin as Superintendent in the year 1854. The writer has not been able to get possession of the original records of the Board of Education, which have been either lost or destroyed, nor any satisfactory statistics of the schools prior to the year 1855. In July of that year Mr. Martin was re-elected Superintendent and teacher in the High School, with eight assistant lady teachers in the lower departments, as follows: Two in the Grammar School, one in the Secondary (C and D Grammar) School, four in the Primaries, and one in a mixed school. Among these was Miss Betsy S. Cowles, who is yet well known all over the State as one of the best teachers that have graced the profession in Ohio.

From the nearest calculation that can be made upon the meagre data of this period at hand, the number of pupils enrolled in the year 1855 did not amount to five hundred in all the schools. The Superintendent's salary was \$800; and that of lady teachers ranging from \$400 to \$150 per annum.

Mr. Martin continued in the schools until January 1st, 1864, a term of more than eight years. His former pupils invariably speak well of him, and not a few of them, together with some of his later associate teachers, are still teaching in the Canton Public Schools. He left the Superintendency to take his seat in the Senate of Ohio, to which distinguished position he had been chosen at the preceding October election. In the Senate he was a warm friend of all measures pertaining to the efficiency of the school work, and served, if we mistake not, as a member of the Standing Committee on Public Schools throughout his term. He,

also, is still a resident of Canton, and a warm friend and patron of the schools. His successor was Mr. H. S. Leland, who continued as Superintendent during the remainder of that year and the greater part of the following school year. On account of misunderstandings and difficulties, which for a time seriously threatened the success of the school work, he resigned his position in the latter part of May, 1865. His successor, Daniel Worley, was appointed on the 13th of June following, but did not take the place until the beginning of the next school year in September, 1865. Mr. Worley was annually thereafter appointed until June, 1874, when he was unanimously elected, under the new School Law, as Superintendent for three years from the first Monday in September of that year. He is accordingly yet in charge. Since their organization the schools have, therefore, been under the charge of the following four named Superintendents:

Ira M. Allen, from 1849 to 1854.

H. S. Martin, from 1854 to 1864.

H. S. Leland, from 1864 to 1865.

Daniel Worley, from 1865 to the present time.

During Mr. Martin's superintendency additions were made to the old Union School building, and a small new school house was built in the eastern part of Canton, now beginning to be numbered among the cities of the State. During Mr. Leland's time preparations were made for a new building, with four school rooms, in the south part of the city, but this was not erected until after his successor had taken charge. Since Mr. Worley's connection with the schools, the Board of Education have erected, in addition to the one last named, a building of four rooms, in the north-eastern part of the city, one of six rooms in the eastern part, and one of two rooms, for Primary pupils, in the southeastern part; and they have now in course of erection a building of six rooms in the southwestern part of the city, leaving only to be supplied a good building for the northwestern part, and a new and creditable central build-

ing for the higher grades of Grammar Schools and the High School.

With all that has thus been accomplished to furnish adequate school facilities, the population of the city, and consequently the school population also, has increased so rapidly that our schools have always been crowded beyond their just capacity. The old Union School building, never well adapted for its purpose, has become so generally dilapidated that the Board of Education were constrained to take the sense of the people upon the question of borrowing money upon bonds for a series of years, and a tax to meet the principal and interest, to enable them to erect several new buildings for Primary and Grammar Schools, and one for the High School during the coming season. As the people decided favorably, though against strong opposition, we may hope within a year or two to be amply provided with school room for all our children, as the law and the future wellbeing of the community demand.

The growth of the schools may be seen from the following exhibit :

Total enrollment for year ending August 31st, 1855, about.....	500
“ “ “ “ 1865.....	965
“ “ “ “ 1875.....	1,674
“ for first term of 1875-6.....	1,515
No. of teachers in 1854-5, male 1, female 8—total.....	9
“ “ 1864-5, “ 3, “ 11 “ .....	14
“ “ 1874-5, “ 7, “ 26 “ .....	33
“ “ at present “ 7, “ 29 “ .....	36
Average salaries paid in 1854-5, male \$800, female.....	\$250
“ “ “ 1864-5, “ 900, “ .....	314
“ “ “ 1874-5, “ 1037, “ .....	423
Highest salary, 1854-5, “ 800, “ .....	400
Lowest “ “ “ “ .....	150
Highest “ 1864-5, “ 1,200, “ .....	550
Lowest “ “ “ 600, “ .....	250
Highest “ 1874-5, “ 1,800, “ .....	800
Lowest “ “ “ 600, “ .....	350

The present status of the schools (January, 1876) is as follows :

Enrolled in Primary Schools, males 437, females 438—Total.....	875
“ Grammar “ “ 167, “ 186 “ .....	353
“ High “ “ 28, “ 50 “ .....	78
“ German “ “ 61, “ 63 “ .....	124
Total enrollment, “ 693, “ 737 “ .....	1430
Number of teachers in Primary Schools, females, 17 “ .....	17
No. of teachers in Grammar Schools, males 3, females 8—Total.....	11
“ “ High “ “ 1, “ 2 “ .....	3
“ “ German “ “ 1, “ 1 “ .....	2
Special teachers.....Male 1, Female 1—Total.....	2
Superintendent .....	1
Total .....	36

About 30 per cent. of the number of pupils enrolled in our Primaries are found in the Grammar Schools, and about 20 per cent. of the number in the Grammar Schools in the High School ; but it is gratifying to all friends of our public school work to know the fact that, within the last few years, the number of pupils continuing a longer time in the schools, and of those completing the entire course, is at least 25 per cent. greater than formerly.

The course of study provides, in the schools below the High School, for thorough drill in the common English branches, including Vocal Music and Drawing, and object lessons in Elementary Science. In the High School the pupils are taken through a tolerably thorough academic course in Language (Latin and German), Mathematics and Natural Science. Besides making frequent reviews, pupils in all the departments from the A Primary upwards, are subjected to the test of a written examination four or five times a year. Candidates for graduation in the High School are examined at the end of their course, and are only given a diploma after passing, satisfactorily, examinations in all the studies of the course, with the exception that in Language, only the full course in one of the languages studied is required.

Pupils are allowed to enter the schools at the age of six years. To complete the entire course ordinarily requires a period of twelve years; of these, four years are given to the Primaries D, C, B and A; four years to the Grammar Schools D, C, B and A, and four years to the High School. Promotions are made upon examinations once a year by the Superintendent, but provision is made for promoting pupils at other times, whose natural capacity or diligent application enables them to advance more rapidly than the average of the class in which they may chance to be at any time. On the other hand, pupils not properly sustaining themselves are equally liable to demotion. Besides these regular grades of schools, the Board of Education have, under the requirements of the school law, provided a German-English School, with two teachers, in which the gradation of the other schools is observed, as nearly as may be, as far as the B Grammar grade, or through six years of the school course.

The High School is justly dear to the great majority of our people; for, notwithstanding the much greater cost of maintaining it, and the comparatively small percentage of all the pupils attending it, it gives the opportunity to a great many of our young people to secure that more thorough education of which they would otherwise be largely or entirely deprived, and serves as a constant stimulant, in all the lower grades of schools, to increased devotion and zeal in study. Our school system without it would be sadly deficient. Many of our High School pupils and graduates of former years now fill responsible positions at home and abroad, who have received their whole preliminary training for them in our Public Schools, and through their influence in and upon society, they pay back into the treasury of the public security and good much, yea, infinitely more, than was expended upon their education from the public purse.

In addition to the schools embraced in the public school work of Canton, there are two parochial schools (English and German) of the Roman Catholic Church, with six teachers, enrolling, during the year, about six hundred



pupils; a German parochial school of the Lutheran Church, enrolling about sixty pupils, under one teacher; and the Collegiate Institute, enrolling about one hundred pupils annually, under four regular teachers. In the parochial schools provision is made for instruction in the Primary and lower Grammar grades of study, with special religious instruction, and in the Collegiate Institute, for Primary, Intermediate and Academic instruction.

The total enrollment in the Public Schools this year	will be about.....	1,800
The total enrollment in the Parochial Schools.....		700
“ “ “ Collegiate Institute.....		100
Total in all the Schools, about.....		2,600

The enumeration of children entitled to the privileges of the school was, in September, A. D. 1865, one thousand eight hundred and thirty-five, between the ages of *five* and twenty-one years; and in September, 1875, three thousand one hundred and fifty-five between *six* and twenty-one years, about doubled in ten years.

In conclusion, it may be remarked that, at no previous time in their history, have the schools of Canton been dearer to the people than they are now; and as increased facilities are afforded from year to year, they will, under wise and discreet management, assuredly also increase in efficiency, in thoroughly preparing the mass of our growing youth for the responsibilities before them, and in beneficent results upon society in general which are only to be secured through the intelligence and virtue of the people.



# CINCINNATI PUBLIC SCHOOLS.

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A Brief Sketch of the History, the Rise and Progress and Recent Condition of the Common Schools of Cincinnati, to which are Added Three Appendices, Containing Examination Papers, a List of Some of the Principal Private Educational Facilities of the City, and a Nominal Roll of the School Board and School Officers for the Centennial Year.

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THE Public School system of Cincinnati is now in the forty-eighth year of its existence ; but as the city, on the 12th day of February, 1829, was then, comparatively speaking, in its cradle, it is difficult to give more than a rapid retrospect of the early history of the public education of the masses of the children. But two short decades had then elapsed since the incorporation of the city, and at that time the hard struggles of the early pioneers had left but little opportunity for the cultivation of those graces, and the utilization of those agencies of learning which now so thoroughly, in almost every department, characterize the energies of the community. In Cincinnati, as elsewhere, in the most advanced Eastern and Western cities alike, the first attempts at universal and common education were owing to the activity of individuals. First, in order of time, John Kidd, in 1818, devised \$1,000 *per annum*, charged upon the ground rents of his estate, to be expended for the education of the poor children and youth of Cincinnati. His devise was unfortunately frustrated by the title to his estate, which proved to be defective ; but, in 1824, Thomas Hughes, an Englishman, who had long made his home here, left a

tract of land yielding a perpetual ground rent of \$2,000, "to be appropriated and applied to the maintenance and support of a school or schools in the city of Cincinnati for the education of destitute children whose parents and guardians were unable to pay for their schooling;" and Mr. Woodward's bequest followed some years afterwards. These were the foundations of our High Schools, and to them must be attributed the awakened attention of the Legislature which, upon this subject, first found its expression in an attempt to pass a general rule school law in 1823, and the passage of the first law on the 5th of February, 1825.

But the law of 1825 simply provided for State education, without leaving any autonomy to the great corporations in the West—such as Cincinnati was then, although her population was but little more than 20,000. It was soon, however, evident that the action of the Legislature would be, if not inoperative, at least incapable of producing the desired fruits. The plan of the law was in itself defective, and the tax it authorized insufficient for the purpose. The schools were, moreover, opposed not only by the heavy tax-payers and the proprietors of private academies, but also neglected by the people for whose benefit they were set on foot, upon the ground that they were "charity" or "poor schools."

These disadvantages soon became so obvious that, in February, 1829, the friends of education, taking advantage of amendments to be made in the city charter, secured the passage of a statute giving an independent organization to the schools of Cincinnati, and empowering the City Council to levy special taxes for building school houses and supporting schools. The terms of this act required the City Council to divide the city into ten districts, in each of which within ten years they were to purchase a lot and erect a substantial building of brick or stone, to be two stories high, and containing two school rooms, all of the same size and dimensions. For the cost they were authorized to levy a tax of one mill

on the dollar, and another mill for the expenses of the teachers. The Board was composed of one member from each Ward, elected annually by the people. Their duties were to appoint teachers and superintend their work, to select a Board of Examiners, examine and report every three months, and file the necessary certificates. This law has long been altered and amended, but ever since that 12th day of February, 1829, the fundamental principle of the Cincinnati Public Schools has been based upon the same theory of local self-government and civic direction.

A great and a manifest improvement had been made—one, too, thoroughly in harmony with the principles of American ; freedom and in the same Spring the Trustees went zealously to work. Unfortunately, their means were stinted, and close economy prevented the expansion and complete usefulness of that system conferred by the act of 1829. Even so late as 1831 some of the schools were in the basements of houses, amid stagnant water, and subject to the inconveniences of a disregard of all the most vital principles of hygiene. It is not to be wondered at, therefore, that during the early years of our Public School system, the people, in great measure, refused to avail themselves of the opportunities it offered.

Even then, too, in that very civic inauguration of the march of education, another grievous evil arose. The keen compilers of educational manuals perceived their chance, and a war of Spelling Books and Dictionaries and Geographies arose. The result was the resignation of some of the trustees, and the consequent injury of the schools. In the morning days of so great an enterprise, it was impossible that strife and contention should not have created, in an almost fatal manner, a spirit of partisanship in the Board, and disobedience among the subordinates. To these drags upon the wheel were added the unsettled relations between principal and teacher, between teacher and scholar, and the uncertainty with which a novel and everchanging code of rules an

regulations weighed upon the Board, teachers and scholars. This was so painfully apparent, and the indifference into which it was leading the people so strongly marked, that at length, in 1833, a resolution was adopted to bring the real advantages of public education more vividly before the eyes of the people. In pursuance of this, annual examinations of the pupils were set on foot. Teachers from other States, public men, members of the Press, and friends and relatives of those whose progress was to be tested, were invited. The city caught and acted upon the spirit of the affair, and the memorable procession of girls and boys, in 1833, through the streets of the city at the close of the examinations, marks an epoch in the history of our schools.

It was also at about this time that another great impetus was given to the good cause by the first annual meeting ever held by the Western College of Teachers in Cincinnati; and, with the view of permitting the city teachers to reap every possible benefit from the Association, the whole general school work was suspended during their sittings.

But time was passing, and but little progress had been made in the erection of the ten substantial school houses provided for by the act of 1829. In 1833, however, a Model School House was finally built upon Race street, near Fourth. It was of brick and stone, in accordance with the law, and within two years afterwards its leading features had been copied in the remaining nine districts. The total cost of the lots and buildings was \$96,159.44, most of which was raised by five per cent. city bonds. All were of neat proportions and substantial construction, having two rooms in each story, divided by passages, with a separate entrance for boys and girls. The rooms were thirty-six in number, each thirty-six by thirty-eight feet in dimensions, and every house had separate play-grounds for boys and girls.

These were our earliest schools built under the law, the fundamental principles of which still animate our sys-

tem, and insufficient as they may now appear to be, they were a boon extraordinarily great to the rising generation. No uniformity of grading or classification had yet been reached, but by 1836 two thousand four hundred pupils were assembled in daily attendance, under the superintendence of forty-three teachers. The large majority were males, and the salaries varied from \$500 for Principals to \$300 for Assistants. The female Principals then received only \$250, and the Assistants \$200 a year.

In 1836 the city teachers formed a Faculty Association, and met twice a month to prepare plans for the improvement of the schools, and a short time afterwards quarterly conferences were regularly held between the trustees and the teachers. During the same year the Trustees of the Woodward High School offered to receive for the same year, for gratuitous instruction, ten boys from the Common Schools, to be selected by the School Board.

These vigorous steps resulted in the improvement of the School Board in 1837, which thenceforth was to consist of two members instead of one from each Ward, and by the united efforts of managers and teachers, and the decided improvement manifest in the pupils, the schools rapidly grew in numbers and popularity. In 1839 the Board adopted the plan of providing schools for Orphan Asylums, and in 1840 an important step was taken in providing for instruction in the German language. The necessary powers were given by an act of the Legislature of 19th March, 1849, establishing in certain District Schools a German Department, where the children were taught the German language, simultaneously pursuing the ordinary studies in English. In this manner a movement for the separation of the offspring of the two classes of our citizens was most judiciously nipped in the bud, and abundant means provided for welding into one whole the youth of our people, without losing sight of the distinguishing excellencies which are the best characteristics of both the German and the native stock. The department was divided into two grades, the Junior com-

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prising all who were in the Primary grades in English, and placed under the joint care of an English and German teacher, while in the Senior grade were classed all pupils who had attained to the higher grades in English. These attended once or twice a day in the German teacher's room, for the rest of the school hours remaining under the supervision of the English masters.

In 1842 Night Schools, authorized by the same law which had provided for the German Schools, were opened and sustained during the winter months until 1857, when, in consequence of the paucity and irregularity of the scholars, they were suspended, and their success has not been strongly pronounced until, comparatively speaking, a very recent date. It was also about 1840 that special Professors of Penmanship were first added to the general staff, and their influence for good in bringing about practical success in subsequent commercial and professional life has been so clearly demonstrated that, with few intermissions, owing to enforced economy, they have since been maintained upon the roll of teachers.

In 1842 a delicate question, which, in one respect or another, has since that period been debated with the greatest and most unnecessary acrimony, first threatened the harmony of our public schools. It was stated by the President to the Board that the Catholic Bishop of the Diocese objected to the text-books in use in the schools, and also to the books in circulation in the district libraries, upon the ground that they contained matter repugnant to the faith of Catholics, and also that the children were positively required to read the Protestant Bible. The Board promptly directed that, in the event of any objection by parent or guardian, the children should not be required to read the King James version of the Bible, or permitted to borrow books from the libraries, and teachers were prohibited, in general terms, from dwelling in a hortatory form upon any notes or comments, or in any way insisting upon anything approaching even to a sectarian explanation of the text.



In October, 1845, another stride in advance was made. Mr. Symmes proposed the establishment of a Central School, for the instruction of the more advanced pupils of both sexes. On the 11th of February, 1846, the School Board was authorized by the Legislature to provide for such other grades of schools, in addition to those already on foot, as might seem necessary and expedient, and also to contract with any persons or institutions "in relation to any funds for school purposes that might be at their disposal." This directly referred to a contract with the Trustees of the Hughes Fund, which as yet was wholly without any connection with the public schools. A contract, to which brief reference only can be made, was subsequently concluded for the establishment of a Female Academy, free for the admission of girls upon terms and with instruction similar to those already afforded to boys in the Woodward High School: but it was defeated by an injunction issued from the Court of Common Pleas, sued out by members of the Council. The interposition, at first sight so ill-judged, turned out most fortunate. In 1847 the School Board established the Central School, and on the 8th November of the same year it was opened with 103 pupils, selected, by examination, from all the schools. It continued in successful operation until 1851, when it was merged into the present constitution of the High Schools. This arrangement, by a fortunate union of the funds given by Woodward and Hughes with the system of Common Schools, resulted in our present High Schools, accomplishing all the benefactors could have hoped, and preserving inviolate the trusts created under their wills.

These High Schools were thenceforward to be controlled by a Union Board of thirteen members; five Woodward Trustees, two Hughes Trustees, and six delegates from the School Board.

In 1849 an act of the Legislature authorized the establishment of separate schools for colored people, but,

owing to legal obstacles, they soon passed under the control of the School Board.

The success of the school system as a whole had, however, been already fully proved, and in 1850 there was a total attendance of 5,362 scholars, with 138 teachers, meeting and working in fourteen school houses. By an act dated the 23d of March, 1850, the election of a General Superintendent by popular vote was authorized, but in 1853 it was wisely modified by providing for a choice by the Board. In November, 1854, a very important change was introduced into the organization of the schools, by the creation of the Intermediate Schools. The motive was primarily one of economy. The schools had been uniformly classed into six grades, each pursuing strictly one course of study and text books, and it being a rule that each teacher should have an average attendance of forty-five pupils, it had been observed that in the two highest grades, necessarily requiring teachers of the most experience and highest qualifications, the daily attendance did not exceed thirty-five, and in many schools thirty, pupils to the teacher; it was therefore decided to concentrate the two upper grades of all the District Schools into four schools, to be called Intermediate, and in this way it was expected that the same pupils might be instructed by a much smaller number of teachers, and thus a great improvement be gained in the management of the overcrowded grades of the Primary Schools. The plan was gradually carried into effect, but not without opposition, and the result rapidly proved the wisdom of the scheme.

In 1857 a difficulty began to be felt in supplying the demand of experienced teachers, then numbering a corps of three hundred, and to remedy this defect a Normal School was founded for the training of teachers, upon a scientific plan, in accordance with the advanced requirements of the age. The Normal School rapidly proved its usefulness, and education being thus offered to future

educators, the higher standard of efficiency demanded was far more easily and firmly upheld.

Thus far the main facts of the early history of the School System of Cincinnati have been succinctly traced. It has seemed best to avoid advertng to many initiatory details in the vast field of public education, which might have been embraced in a long and exhaustive treatise, but which, after all, might have served but to load the waste-paper basket and to cumber the shelves of the library of reference. From 1857 till the present time the great work of progress and improvement went on. There were lapses and delays, caused by the war and various other causes; but overcoming all, rising superior to all obstacles, the genius of the American desire for progress and enlightenment has won its way with a step sometimes temporarily checked, but ever resolute in its aim and march. In 1869, the same question which, under a partially different aspect, seemed so dangerous in 1842, again cropped up. An active movement was set on foot to exclude the Bible from the schools. The contest was strenuous and vigorous. The case, after many public meetings, held for and against the object at stake, came up before the courts, and eventually, in appeal, the doctrine was laid down that the Board had cognizance of the admission of all books and subjects of study, the Bible included, but the exclusion was consequently maintained. It is useless to recapitulate the arguments or to analyze the decision. They have been printed in a separate volume as a report of what is known as one of the *Causes Celebres* of the West.

On the 1st of May, 1873, an act was passed by the State Legislature, entitled an act "For the Reorganization and Maintenance of Common Schools," in which, with a few trifling amendments upon points of detail, and read in connection with the city charter, will be found all the present provisions regulating our schools. Section 50, which may now be called the Magna Charta of Ohio free public education, enacts that "each Board of Education shall establish a sufficient number of schools to provide for the free education of the youth of school age within the district, at such places as

will be most convenient for the attendance of the largest number of such youth, and also may establish one or more schools of higher grade than the Primary schools, whenever they deem the establishment of such school or schools proper or necessary for the convenience or progress in studies of the pupils attending the same, or for the conduct and welfare of the educational interests of such district; and the Board shall continue each and every school established by them for not less than twenty-four nor more than forty-four weeks in each school year: Provided, that each Township Board of Education shall establish at least one Primary school in each sub-district of their township." The section contains many other provisos, but these essential elements, recognizing the right of the public tax-payers to demand adequate provision for the due training of their children, are the elements underlying the whole frame-work of our modern system. Its growth has been traced from its earliest stages, and it will be now sufficient to pass over the interval from 1857 to the present time, and exhibit to the reader the present aspect of the Public Schools of the city, their attendance, the number and status of their teachers, and give some idea of the branches of study and the progress made from grade to grade of the students.

It must, however, be remembered that by the same act of the Legislature of 1873, previously alluded to, the Colored Schools, once under the control of a Board elected by the colored people, were placed under the control of the Board of Education, and were reorganized by the present Superintendent, Mr. John B. Peaslee, in the year 1875.

The schools, then, are now managed by a Board consisting of fifty members, two from each Ward, elected for two years.

The total receipts for the year ending 31st August, 1875, based upon the taxation of three mills on the dollar, and including every other source of income, such as tuition fees of non-residents, High School funds, etc., amounted to \$757,492.68. The total expenses were \$650,676.02, and this includes outlay upon two new school houses in process of erection, and an addition to another. There are twenty-six dis-

tricts, the cost of which varies from \$7,016.93 in the lowest, to \$34,074.24 in the highest. There are also four Intermediate Schools, two High Schools, one Normal School and five Colored Schools. The special teachers of Music, Drawing and Penmanship attached to the general staff, and working under special regulations from school to school, as their services are demanded, cost the city \$21,631.08. The total cost of the High Schools, including gas, was, for the whole year, \$15,252.37. The officers' salaries, including the Superintendents of both white and colored, is \$12,341.97, the item of offices is \$1,134.70. The Public Library, not including books purchased, costs \$32,747.37, and with general and incidental expenses amounting to \$16,368.95, the sum total of \$650,676.02 is reached.

Having thus indicated the total receipts and outlay, it will be proper to consider the subject of the education of the children, properly speaking, and upon this point a more detailed representation may be made. In both the High Schools, the A grade is the highest, and next in succession the B, C and D. In both schools the hours of study are from 8 to 1:30 P. M., with an intermission of one-half an hour's relaxation. On Friday afternoons the A grade has also lessons in Practical Chemistry in the laboratory, from half past one until four o'clock, with a recess of fifteen minutes. The full course of study in the High Schools extends over a period of four years for both sexes, both studying together in the same rooms, and taught upon the same methods, on the same subjects, by the same teachers. There are three courses of study, the Classical, the Technological, and the general. The Classical and Technological are intended as preparatory to the University. The latter of these is for specialists, and includes Mathematics in the higher branches, Astronomy, Civil Engineering, Surveying, Chemistry, Metallurgy, Natural History, and the ordinary branches of the general course. The Classical course includes Greek, Latin, Algebra, Ancient and Modern History, German, French, Physiology, Drawing, Geometry, Trigonometry, Botany, Chemistry, Music, Physics, Elocution and practice in original Composition upon themes selected by the

teachers. The General Course embraces German or Latin, at the option of the scholar, Algebra, Ancient and Modern History, Physiology, French or Rhetoric (optional), Geometry, Trigonometry or Botany, English Literature, Studies on the Constitution of the United States, Chemistry, Mental Philosophy, Surveying. Book-keeping, Drawing, Composition, Elocution and Physical Geography and Physics. In the Hughes High School alone, for the year ending 25th June, 1875, the whole number of pupils enrolled was 452—189 boys and 263 girls. Of these 245, or 54.1-5 per cent. were in the D Grade; 122, or 27 per cent. in the C Grade; 48, or 10.3-5 per cent. in the B Grade; and 37, 8.1-5 per cent. in the A Grade. The withdrawals during the year number 119, leaving at the close 333 remaining; thus showing the withdrawal of a fraction over 25 per cent. of the whole number enrolled. Of these withdrawals 77, or nearly 65 per cent., were from the D Grade, being 31 per cent. of that grade; 34, or nearly 29 per cent. were from the C Grade, being 28 per cent. of that grade; 6, or 5 per cent. from the B Grade, being 12½ per cent. of that grade; and 2, or nearly 2 per cent. from the A Grade, being nearly 5½ per cent. of that grade. All of these withdrawals occurred between the opening of the school in September and the close of the same in the following June. But a large number of the pupils in all of the grades do not return to the school after the long summer vacation.

If the tables of both the High Schools, and in most respects they are equal, be closely examined, it appears that, of those who enter these schools, 50 per cent. remain more than one year; 29½ per cent. more than two years; 19 per cent. more than three years; and 17 per cent. graduate. Comparing the High School graduation from the total number of Public School pupils, it appears that Chicago graduates an average of 2¼ per 1,000, St. Louis 2½, and Cincinnati 3¼.

The minimum number of recitations per week required of each pupil is fifteen, but seventeen may be offered. The method from grade to grade is based upon these recitations, and the semi-annual and annual examinations. The maxi-

imum of marks for transfer in each subject is 100, the minimum 70. For transfer, one-half marks may be secured at the daily recitations, and the other half must be won at the examinations, which, it must be remembered, are not conducted in any case by those who have been engaged in teaching upon the subject tested during the year. Throughout the whole system, indeed, the Intermediate and District as well as the High Schools, no teacher is in any way suffered to affix marks upon those in whose progress he or she is interested, and this secures a unity of progress or uniformity of system throughout the city; for not only are the questions in examination prepared by non-interested parties, but previous to submission to the pupils they are referred to the Superintendent of schools. After each annual examination the following prizes are awarded, the entire marks during the four years' course governing their distribution: German prize, gold medal; French prize, gold medal; best general scholar, what is known as the "Unknown" gold medal; for Mathematics, a gold and silver "Ray" medal.

The Intermediate (or Grammar) Schools are, as their names import, a half-way house from the District to the High Schools, and their object is not only to perfect the branches of learning taught in the District Schools, but to qualify the pupils for the demands of the High School. The full course is three years; but as the Principals in the Intermediate Schools are permitted to transfer pupils making sufficient progress from one grade to another at any time during their pupilage, scholars not unfrequently pass through the Intermediate and are admitted to the High Schools in a year and a half. As a matter of practice, however, the majority pass the full term of three years. It is gratifying to be able to say that of those who pass through the Intermediate Schools seventy-five per cent. enter the High Schools. The average age of their admission is twelve and four-tenth years; of the leaving for the High Schools, nearly fifteen years. The minimum number of the marks to secure a transfer is seventy of a possible one hundred in each subject. Upon the question of the relative ability of both sexes, the general

opinion of the teachers is to the effect that in the District Schools the girls slightly excel the boys, but this is counter-balanced by the superiority in mathematics evinced by the boys in the Intermediate and High Schools, the girls maintaining their equality in all other subjects, and being generally rather above the boys in original composition.

In the school year of 1875, there were in the Intermediate Schools, boys 2,284; girls, 2,036—making a total of 4,320.

Exclusive of the Colored Schools, there are 31 district school houses, and, in one point of view, these are the most important in our whole school system. A large number of children, upon leaving the District Schools, enter at once into some employment, and, hence, have no other opportunity of regular training. In the school year of 1875, in a population, according to the census of 1870, of 216,239, there were in the District Schools 12,438 boys and 11,284 girls, making a total of 23,722. Speaking upon this point, the Superintendent of Public Schools, in his annual report for 1875, and comparing the estimated number of children of school age with the enrollment in the public schools, says:

The census of the school youths taken September, 1874, shows that there were at the time in Cincinnati, between the ages of six and twenty-one years:

White Youths.....	74,484
Colored Youths.....	1,993
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Total.....	76,477
The number attending the public schools at that time was.....	25,962
Church Schools.....	13,815
Private Schools.....	1,143
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Total attending school.....	40,920
Not attending school (whites).....	34,399
Not attending school (colored).....	1,158
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Total not attending school.....	35,557



This enumeration, however, includes all, both male and female, between the ages of six and twenty-one years. The Superintendent goes on to estimate the numbers between the more properly called school years from six to fourteen, and he arrives at a total of 46,228. Of these 26,615 attended the public schools, and 15,714 the church and private schools, 250 the reformatory schools, thus making a total of 42,579 attending school between these ages, and 3,649 who could not be traced; but he adds that the children of many of our more intelligent citizens receive home education until the age of seven or eight, and many children of the poorer classes are withdrawn from the schools after they have obtained the most essential rudiments of education. It appears, therefore, that a very limited number of the children of Cincinnati remain totally uneducated in either private or public schools.

The children in these District Schools are divided into five grades, ranging from H, the lowest, through G, F and E to D, the highest. In 1875 the average age of the pupils entering the H grade was six and seven-tenths years; of the G, eight and one-tenth; of the F, nine and three-tenths; of the E, ten and four-tenths, and of the D, or highest grade, eleven and four-tenths; the average of those leaving either for active life or to enter the Intermediate School being twelve and four-tenths years.

The children of the H grade are instructed in Reading, Writing, Arithmetic, Spelling, Singing, Grammar, Object Lessons, and in Drawing and German when desired by parents. In the G grade Composition is added, and in the F further and particular attention is paid to Grammar. In E Geography is also studied, and in D Text Books in Grammar and Geography are used, the previous instruction in these subjects being exclusively oral. In all these grades the teachers are directed to resort, as much as possible, to Object Lessons, which were introduced into Cincinnati before any other city of the Union. It is the universal opinion that this object method at once quickens the intelligence of the young children, and saves the teachers from falling into a mere system of routine. Since commencing its practice, both teachers and

taught appear to take more vivid and spirited interest in their work.

In the District Schools semi-annual and annual written examinations are held by the Superintendent of the schools, the several Principals also holding a monthly oral or written examination, at their own option. From the written examinations, however, the H grade, the very young children, are generally excused. For transfer from a lower to a higher grade, a minimum of seventy out of a possible one hundred on general average of subjects is exacted. The marks in the District Schools for transfer are only estimated upon the annual examinations; but, to avoid keeping back bright children, the Principals are authorized to make a transfer at any time during the year; and children who may have failed at the examination are not excluded from this opportunity.

The school hours are in G and H grades four and a half hours a day; that is, from 9 A. M. to 12 noon, and from 1:30 P. M. to 3 P. M. In the other grades of the district, and also throughout the Intermediate Schools, the morning hours are the same, the afternoon from 1:30 P. M. to 4 P. M.

The schools are in session from the first of September till the last Friday in June, with a holiday from Christmas eve till the morning of the day after New Years.

There are, in addition to these, one Colored High School, two Intermediate and five District Schools. The number of High School colored pupils is, boys 14, girls 8, total 22; in the Intermediate, boys 31, girls 54, total 85; in the District Schools, boys 398, girls 448, total 846; the total colored population of the city, between the ages of six and twenty-one, being, in 1874, 1,993. The general age of the colored pupils in all the schools is higher than that of the whites; the subjects taught are the same.

The general subjects of study are taught by the general corps of teachers in the Public Schools of Cincinnati, but there are other subjects for which special teachers are provided. These are Music, Drawing and Penmanship.

In Music, the theory and practice of singing are both taught, and examinations in both are held twice a year. The children

are noted far and wide for their proficiency, and the best proof of their attainments was the excellent method with which they contributed to the success of both the biennial May Musical Festivals. At these festivals about fifteen hundred children were present, and took part in such music as the "Prayer," from Gluck; "Night Shades no Longer," from "Moses in Egypt;" the "Praise of Friendship," from Mozart, etc., etc. All the chief musical journals and most of the great dailies in the United States were present at these festivals, and with one voice they all declared that the musical education of the Cincinnati children was unrivaled in the land. There are seven special musical teachers, including the Superintendent, who teach exclusively in the Intermediate and High Schools and the D grade in the District Schools, and superintend the teaching in the lower grades. Their salaries are \$1,800 per annum; the Superintendent receiving \$2,100.

Drawing, like music, is taught in all the grades of the Public Schools, the first year upon slates, and afterward with paper and pencil. Only an hour and a half a week is devoted to drawing, but the specimens exhibited at the annual examinations prove the great progress made by the pupils. There are two male and three female teachers of drawing, the salaries of the ladies ranging from \$700 to \$800, and those of the gentlemen from \$1,500 to \$2,100.

In Penmanship the city is noted for the calligraphy of the pupils. There are three teachers—a Superintendent and one lady and one gentleman. The salary of the Superintendent is \$1,800, that of his assistants \$1,000 a year. In the District and Intermediate Schools the regular teachers also give instruction in teaching, under the supervision of the special teachers. Writing is taught upon the blackboard and the slate and paper.

The Superintendent of these special branches gives instruction to the teachers as well as the pupils, and is authorized twice a month to dismiss the schools from the regular duties of the day, and substitute special instruction in his own de-

partment. This rule has had the happiest results, and has raised the standard both among the teachers and pupils.

In German there is, also, special study ; but there are not, as in Music, Drawing and Penmanship, special teachers. The Germans are so important and influential an element in our community, nearly one third of our population being German or of German origin, that the knowledge of the language is here most certainly a necessary element of common school education. The State law enacts that whenever there are 70 parents in any school district, representing forty-five pupils, German must be taught. This is a feature of the law common to Cincinnati and the whole of the State. In the districts where this is demanded—and this is the case in twenty-five of the twenty-six School Districts in Cincinnati—in the four lower grades of the District Schools a moiety of the school, hours excepting those devoted to Music and Drawing, which are counted against this division, are devoted to German. In the D grade one hour a day, and in the Intermediate and High Schools forty-five minutes, are German.

The Superintendent of the Public Schools, in his report from which quotations have already been made, says :

The following table shows the number enrolled last year in the German Departments of the District, Intermediate and High Schools, and what per cent. that number was of the whole number enrolled in those schools (exclusive of the Colored Schools) :

	Enrolled.	Per cent.
District Schools.....	13,622	59.5
Intermediate Schools .....	1,275	30.
High School .....	222	25.
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All the Schools.....	15,119	53.2

The increase in the enrollment in the schools (exclusive of the Colored Schools) was one hundred and seventy-one over the previous year, while the increase in the German department was one thousand and twenty-seven.

During recent years the question has been debated whether the study of another language retards or advances the study of English. The experience of the Cincinnati schools would

clearly point to the negative. Theoretically, it facilitates and makes clearer by comparison the laws of Grammar, and practically it has been found that the average age of children going from the District to the Intermediate schools, passing in English the same examination, is lower than that of those whose studies have been restricted to English alone. This fact, as well as the great advantages conferred by the knowledge of German in many districts of what may be termed a bilingual population, conclusively proves the justice of the views of the advocates of German training in our Public Schools. On the other hand, it certainly has not had the effect of lessening the influence and the acquisition of the English language upon our German fellow-citizens.

In addition to these general and specific opportunities for study, High Schools have been opened during the four winter months of the year. They were first established in 1869, for the benefit of youths and young girls over fourteen years of age who were unable to attend the regular day schools. The average enrollment, until the spring of 1875, was 3,056, with an average yearly attendance of 1,542. Last year there were of these night schools, ten District and one High School. The teaching is conducted upon the elective plan, adopted three years ago, by the terms of which each pupil is allowed to select both the nature and number of his studies, and is required to be present only at the time of recitation; secondly, to the fact that specialists are employed as teachers, thereby insuring a high order of instruction in the several branches. The following are the subjects taught: Arithmetic, Grammar, Penmanship, Drawing, Elocution, Book-keeping, Anatomy and Physiology, Physics, General History, American History, Constitution of the United States, Algebra, and German.

At the close of the last session of this school, 27 members of the A class in book-keeping received diplomas, after having passed satisfactorily a rigid examination upon questions prepared by practical book-keepers. A number of the graduates of this school are now holding responsible positions in business houses of this city.

But the children, although they are the object of all the

solicitude, are not the only elements of the educational system of Cincinnati. Provision has been again made, as was designed in the early period of our School History, to establish a Normal School to train teachers to their special work. Into the Normal School of this city all graduates of the High School are admitted without any examination; all others are required to undergo the examination of a teacher previous to appointment. A condition precedent, however, is a declaration of intention to teach in the Public Schools of the city, and graduation in the Normal School is considered equivalent to two years' experience in teaching, the graduates, on appointment, being paid in accordance with this rule upon the scale to be found hereafter. The result is, that of the 240 Normal School graduates, nearly all are already employed in the profession. German and English branches of a liberal education are both taught, and particular attention is paid to the theory and practice of teaching. The following figures will give the reader some idea of the work of the Normal School:

Number of pupils graduated June, 1875, English .....	35
“ “ “ “ German.....	6
“ “ permanently withdrawn.....	4
“ “ remaining at close of the year .....	33
	<hr/>
Total enrollment.....	78

In the Normal School the Superintendent is a lady, Miss Delia Lathrop, receiving a salary of \$2,000 a year. She has five assistants, their salaries varying from, ladies \$800 to \$1,000, and the gentlemen \$1,600.

In addition to this method of cultivating the abilities of instructors, the teachers of the city generally have formed themselves voluntarily into three City Teachers' Associations, one composed of the English Principals, the second of the whole body of German teachers, the third of the lady teachers. These Associations meet once a month, for the purpose of comparing views upon teaching, text-books, and every other subject connected with their calling. The rules of the School Board, moreover, require the teachers to meet in what is known as the Teachers' Institute, held during the week

preceding the annual September school opening. The Institute is presided over and its exercises conducted by the city Superintendent of Public Schools, and noted educators in special branches from abroad are employed to give instruction to the teachers, who are then paid as for regular school duty, and subjected, generally, to the same rules and regulations which affect their own pupils during term-time. The Institute is divided into two departments, English and German. It is univesally admitted that this Institute has contributed materially to the energy, progress and enthusiasm with which the schools are conducted, and the employment of specialists from abroad has infused new life and honorable rivalry into our home teachers.

In the two High Schools, the Hughes and the Woodward, there are 23 teachers. The salary of the Principals is \$2,600 a year, that of their male assistants from \$1,200 to \$2,200, and that of the ladies from \$1,000 to \$1,500, according to time of service.

In the four Intermediate Schools there are 27 male teachers and 67 ladies. The salary of the Principal varies with years, from \$1,900 to \$2,100, that of the ladies from \$700 to \$800, and of the male assistants from \$1,200 to \$1,500.

In the District Schools there are 51 male teachers and 356 ladies. The Principals receive from \$1,700 to \$1,900 a year, the male assistants from \$1,000 to \$1,300, and the ladies from \$400 to \$700. Graduates of the Normal Schools, or ladies of two years' experience, commence with the salary of the third year, and the increase in salary of the gentlemen from the minimum to the maximum is \$100 a year, that of the ladies \$50. The Colored School teachers, of whom there are 17 in all in the city, are paid upon the same scale as in the white schools.

The Public Library is another adjunct of the Public School System. In 1855 the small Public School Libraries scattered through the city were collected together and placed in the rooms of the Board of Education. In 1856 a partial union was effected with the Mechanics' Institute, and the books transferred to its shelves. During the same year it

was resolved to levy the legal tax of one-tenth of a mill for Public Library purposes, and in September, 1868, the present lot was purchased. The Public Library, built at a total cost, including the site, of a little over \$400,000, was formally opened in February, 1874. The total number of books upon the shelves is 78,249, and the circulation to the date of the last school year was 215,220 volumes. The Library is under the control of a committee specially appointed from the members of the Board of Education.

From what has been said, it is evident that the educational facilities of Cincinnati are second to none in the land. Prominent educators from abroad have admitted this, and they have also confessed that the teachers have striven with all their energy and ability to turn to the best account the means at their disposal. Nor has the cost been excessive. The tax of three mills on the dollar has, according to the Superintendent's report for the year ending August 31, 1875, been expended as follows: The amount paid for tuition was:

District Schools.....	\$321,822	27
Intermediate Schools.....	65,507	20
High Schools.....	34,844	37
Normal Schools.....	6,986	45
	<hr/>	
Total.....	\$429,169	29
Music.....	\$12,174	89
Penmanship.....	3,650	79
Drawing.....	5,805	40
	<hr/>	
Total Special Teachers.....	\$21,631	08
	<hr/>	
Grand Total.....	\$450,791	37

The average cost of special teachers per pupil, estimated on the whole number enrolled, was seventy-eight cents; on the number belonging, ninety-five cents; and on the number in attendance, ninety-nine cents.

The average tuitionary cost per pupil, estimated on the whole number enrolled, was (the average cost of special teachers included):



District Schools.....	\$14 34
Intermediate Schools.....	20 97
High Schools.....	41 43
All the Schools.....	17 78

On the average number belonging :

District Schools.....	\$18 49
Intermediate Schools.....	25 03
High Schools.....	48 03
All the Schools.....	20 31

On average number attending :

District Schools.....	\$19 26
Intermediate Schools.....	25 76
High Schools.....	49 15
All the Schools .....	21 10

Non-residents, it is added, attending the District Schools, are required by the rule of the Board to pay a tuition fee of sixteen dollars per year, which is two dollars and forty-nine cents less than the average cost per pupil; those attending the Intermediate Schools, twenty dollars, which is five dollars and three cents less than the cost.

A great, perhaps unparalleled, effort has been made to train the pupils in habits of personal neatness and order. This is carried so far that the teachers observe its requirements in the most minute details. They pay attention to the cleanliness of the children's hands as well as to the uniform order and elaborate neatness and method exacted even in Arithmetic upon the slate. The figures and the problems can, from a slate, be easily expunged; but it has not been thought sufficient to demand accuracy of Arithmetic. The figures must be traced as accurately and with a care as great as though they were graven on stone. This system, carried out in every department, has produced another good result. The pupils are actually far quicker, more rapid in their work, than when permitted to execute it in a slovenly manner. The people of Cincinnati feel every reason to be proud of their schools. They feel that they are not mere forcing houses of instruction, but inevitable nurseries of all the habits, morals and conduct that will be most invaluable in after life in every career.

## APPENDIX "A."

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The examination papers of the High Schools, embracing, as they do, Greek, Latin, German, French, History, Music, Mathematics and the Sciences, are too long for insertion here; but three papers, one of the highest grade in the Intermediate School, one of the highest and one of the lowest grades in the District Schools, are given.

*Questions submitted to the various grades of the Intermediate and District Schools, for transfer, at the Annual Examinations.*

### GRADE A.

(For admission to High Schools.)

#### MENTAL.

1. If  $\frac{3}{4}$  of the gain equal  $\frac{3}{15}$  of the selling price, for how much will  $4\frac{2}{3}$  yards of cloth be sold, that cost \$5 a yard?
2. If 12 men can do a piece of work in 9 days, how many men can do a piece of work  $\frac{1}{2}$  as large in  $\frac{2}{3}$  of the time?
3. If  $\frac{1}{2}$  of A's money be increased by \$5, the sum will be equal to B's; both together have \$50; how much has each?
4. A and B together can do a job of work in 12 days; they work 4 days, when A leaves, and B finishes the work in 24 days more; in how many days can each do it?
5. Bought a number of apples 2 for a cent, and as many more 4 for a cent, and sold 5 for 3 cents; did I gain or lose, and what per cent.?
6. James can cut a cord of wood in  $\frac{2}{3}$  of a day, B in  $\frac{3}{4}$  of a day; how long would it take both together to cut 2 cords?
7. A sold a watch to B for \$120, and gained 25 per cent.; B sold it and lost 25 per cent.; how much more did B lose than A gained?
8. A has 10 cents, B as many as  $A + \frac{1}{4}$  as many as C; C has twice as many as both A and B; how many has each?

9. In an orchard of pear and plum trees, the latter are  $\frac{2}{7}$  of the whole; the pear trees are 45 more than the plum trees; how many of each?
10. A farmer sold  $\frac{3}{4}$  of his sheep; the next day he purchased  $\frac{2}{3}$  as many as he sold the day before; he then had 90 sheep; how many had he at first?

#### WRITTEN ARITHMETIC.

1. When silver was 5 per cent. and gold 20 per cent. premium, I exchanged \$500 in silver for bills; and immediately exchanged the bills for gold; how much money in gold did I receive?
2. A buys an article for \$500 and sells it to B at a gain of 20 per cent.; B sells it to C at a loss of 20 per cent.; what per cent. of A's gain is B's loss?
3. What is the bank discount of a note of \$5,340, payable in 90 days, at 6 per cent.?
4. Find the compound interest of \$8,000 for 2 years, 5 months and 12 days, at 9 per cent.
5. A note at interest for 2 years, 4 months and 15 days at 8 per cent. amounts to \$666.40; find the interest.
6. Bought goods for \$600 cash, and sold them the same day for \$769.03 on 9 months' credit; what did I make by the transaction, money being worth 8 per cent.?
7. Gold pens, sold at \$5 a piece, yield a profit of  $33\frac{1}{3}$  per cent.; how much did each cost?
8. How many building lots, each 20 ft. wide and 99 ft. long, can be made out of  $2\frac{1}{2}$  acres of ground?
9. Two windows, on opposite sides of the street and opposite each other, are 28 feet each from the ground; a ladder reaching from the middle of the street to either window is 53 feet long; what is the shortest line that will reach from one to the other?
10. A bought 30 oranges; for  $\frac{2}{3}$  of them he paid 3 cents for 2, and for the remainder 1 cent each; for how much a piece must he sell them to gain 50 per cent.?

#### RULES AND PRINCIPLES.

1. Upon what principle does cancellation depend? Illustrate by an example.
2. Why does annexing ciphers to a decimal not alter its value?
3. Having the dimensions of a room given, how find the superficial contents of the walls? Of the ceiling?

4. How find what per cent. one number is of another? What per cent. is  $\frac{3}{4}$  of  $\frac{2}{3}$ ?
5. Write a rule for solving the following :  
A note, at interest for two years, six months, amounts to \$690; find the interest.
6. Write a promissory note.
7. How extract the square root of a common fraction? Give an example.
8. What is a root of a number? What is a right angled triangle?
9. How find the distance round a square field containing 10 A.?
10. Explain by an example the process of multiplying one fraction by another.

GRAMMAR.

1. ANALYZE:—"The joys that cheer us most in life, spring from worthy acts and deeds, which we have performed."
2. Parse *that* and *which*.
3. Correct, where needed, the following :  
It is me who is to blame.  
Whom do you take me to be?  
Is six months interest due?  
Says I, "It could not have been us."  
Sing slower and softer.
4. Write the infinitives and participles of *see* in both voices, and give the tense of each.
5. Write an *original* sentence in which the simple subject is modified by a *participle*; and one in which it is modified by a *phrase*.
6. " 'Tis midnight's holy hour, and silence now  
Is brooding, like a gentle spirit, o'er  
The still and pulseless world."  
Give the modifiers of *hour*, of *is brooding*.
7. Correct the errors in the following :  
The amount of expenditures and disbursements  
far exceed our calculation.  
Economy, and not mean savings, bring wealth.  
It was not me who he was finding fault with.  
I have often been asked my opinion on that subject.  
Neither avarice or pleasure move me.
8. Write an original sentence in which the simple predicate is modified by a *phrase*; one in which it is modified by a *clause*.

9. Give the synopsis of *lay* in the passive voice, third person, singular number, indicative and subjunctive modes.
10. "Deep on his front engraven  
Deliberation sat and public care."  
Between what words does *on* show the relation?  
What part of speech is *engraven*?  
What does *and* connect?  
What does *deep* modify?

#### GEOGRAPHY.

- Define Meridian, Longitude, Water-shed, Plateau, and Promontory.
- Describe the surface of the British Isles.
- Why is Western Europe much warmer and moister than Eastern Europe?
- Locate Breslau, Venice, Lisbon, Bordeaux, Glasgow, and tell for what each is noted.
- Describe the two classes of Oceanic Islands.
- Give three proofs that the Earth is spherical.
- Why are the Tropics and Polar Circles so situated?
- What cities are located near the Fortieth Parallel of North Latitude?
- For what are the following cities noted: Richmond (Va.), Syracuse, New Bedford, Hartford, Santa Fe.
- Where in the U. S. are the richest mines of Gold, Silver, Iron, Copper, and Lead

#### SPELLING.

Crystal.	Challenge.	Besieged.
Glimpse.	Incense.	Tyrannical.
Pellucid.	Ecstasy.	Munich.
Garrulous.	Recompense.	Marseilles.
Atrocious.	Embassadors.	Tennessee.
Preparation.	Easel.	Appalachian.
Pennou.	Uncontrollable.	

#### MUSIC.



1. In what time is this exercise?
2. In what key?
3. Name each note by syllable.
4. Name each note by letter.



5. In what key is this exercise?
6. Name each note by syllable.
7. Name each note by letter.
8. What is the meaning of D. C.?
9. What is the name of  $\frown$ ?
10. What is the key when 4  $\sharp$ 's are used?

### GRADE D.

(For Fifth Year..)

#### MENTAL.

1. By selling 8 dozen eggs for 92 cents I lost 4 cents; how much did they cost per dozen?
2.  $93-9-9-8-8-7-7-9-8-9-5-7$ =what?
3.  $91-3-3-2-7-2-5-4-9-4-5-3-9-8-9-5$ =what?
4. I bought apples at the rate of 5 for 8 cents; at that rate how many can I buy for 40 cents?
5.  $54-7+8-9+7-8+9-7-9+6+9-5+7$ =what?
6. I bought apples at the rate of 3 for 9 cents, and sold them at the rate of 4 for 20 cents; how much did I gain on the three apples.
7.  $11+14+23+17+18+12+11+16$ =what?
8. Six men can do a piece of work in 12 days; in how many days can 8 men do it?
9.  $7+6+9-7-7+9+8-6-3+7-5+6$ =what?
10.  $5 \mid 8 \mid 5+7+8 \mid 9+7+5+8-7-8$ =what?

WRITTEN ARITHMETIC.

1	2	3
28578	68979	98947
64678	55768	47769
76536	97887	73676
97897	68946	58578
78678	89779	67867
67869	78667	86789
76754	67866	59749
45987	47488	98678
69868	98787	75767
87675	87589	67896
35656	78767	65678
64537	85768	88675

4. What is the product of seven thousand, four hundred and six, multiplied by eight thousand and nine?
5. What is the quotient of thirty-five million, two hundred and three thousand, two hundred divided by 579?
6. The remainder is 222, the divisor 444, and the quotient 888; what is the dividend?
7. What will 607 acres of land cost at \$90.125 per acre?
8. What will be the cost of 57 pieces of cloth, each containing 49 yards, at \$6.375 per yard.
9. What will one pencil cost, if 11520 cost \$576?
10. If 768 knives cost \$637.44, how many can be bought for \$846.60?

GRAMMAR.

1. Write a sentence containing a *transitive* verb, and one containing an *intransitive* verb.
2. Change this statement to a command: Boys go to school. He studied tolerable good. Correct.
3. Write a sentence in which an adverb modifies another adverb, and one in which an adverb modifies an adjective.
4. Write two sentences; one containing a noun in the objective case after a transitive verb; the other containing a pronoun in the objective case after a preposition.
5. Write three sentences: the first containing a verb in the past tense; the second a verb in the present tense; the third a verb in the future tense.

6. What part of speech is each word in the following sentence?  
"Coming events cast their shadows before."
7. Write possessive plural of *actress, family, hero, wolf*, and the pronoun *it*.
8. Give the subject, predicate and object in the following:  
The habit of intemperance produces much lasting injury.
9. Write a sentence containing a pronoun in the third person, plural number, and possessive case.
10. Write a sentence containing a pronoun and its antecedent and underline each.

#### GEOGRAPHY.

1. What State is noted for Iron? Copper? Gold? Lead? Cotton?
2. Locate capes Prince of Wales and Race, and tell from what political division each projects.
3. Locate the capitals of England, France, Germany, and Italy.
4. Locate five seas of Europe.
5. Describe the Rhine river, and tell for what it is noted.
6. Locate Egypt, Liberia, and Cape Colony, and name the capital of each.
7. Describe the Nile river, and tell into what it flows.
8. Into what do the following rivers flow?  
Indus, Ganges, Yenisei, Rhone and Elbe.
9. Locate White, Iron and Sierra Nevada Mountains.
10. Name five of the chief cities of Ohio.

#### COMPOSITION.

Picture. Page 11, Guyot's Elementary Geography.

#### SPELLING.

Peaceable.	Ascertained.	Myrrh.
Sagacious.	Irresistible.	Mischief.
Exhibition.	Symmetry.	Menagerie.
Asylum.	Cavalry.	Possessed.
Docile.	Gypsies.	Despair.
Proboscis.	Chrysalis.	Chieftain.
Melancholy.	Guessing.	



MUSIC.



1. In what time is this exercise ?
2. What is the name of the rest in the first measure ?
3. Name of rest in the last measure ?
4. What is the effect of  $\frac{1}{2}$  ?
5. What two notes are sung to one beat ?
6. What is the use of  $\frac{1}{2}$  in fourth measure ?
7. What is the effect of  $\#$  when placed before a note ?
8. Meaning of *mf* and the name of  $\rightrightarrows$  ?
9. Write the letters of the upper notes.
10. Write the syllables of the lower notes.

GRADE G, OR SECOND YEAR.

ARITHMETIC.

[Principals will please report by rooms the time occupied by the pupils in performing the following problems : ]

1.  $28+6+8+9+7+4+5+6$ =what ?
2.  $9+7+6+7+6+8+5+9$ =what ?
3.  $82-7-4-3-5-6-8-4$ =what ?
4.  $41-3-4-5-6-4-2$ =what ?
5.  $7+6+5+8+7+9+5+7$ =what ?
6.  $4+5+4+8+6+9+6+7$ =what ?
7.  $63-4-5-6-2-5-4-6$ =what ?
8.  $92-4-6-3-8-4-3-5$ =what ?
9.  $8+7+9+7+6+5+4+7$ =what ?
10.  $37+7+5+6+7+6+8+5$ =what ?

GRAMMAR.

1. Write a sentence about a duck.
2. Write nouns in the following blanks :  
a——, an——, this——, that——, these——.
3. Correct : i do not like them sour grapes.
4. Write a question.
5. Correct the mistakes in the following :  
The girl play. Men works. The boy run. Geese swims.  
Oxen walks.

6. Write this question correctly :  
Can James and mary go home.
7. Change this sentence to a question :  
William is not ready to go.
8. Correct : John and Ned sees a mice.
9. Correct : is mary and james good scholars.
10. Write five nouns, each of which means more than one.

SPELLING.

Please.	Almost.	Again.
Eyes.	Right.	Parents.
Music.	Heard.	Because.
Hitting.	Catch.	Which.
Trying.	Four.	Frien ds.
Slept.	Fleece.	Wrong.
Speak.	Calf.	

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## APPENDIX "B."

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It has been considered advisable to add as an appendix to the foregoing sketch of the Common School System of Cincinnati some slight mention of a few among her other great educational establishments.

The Catholic Parochial Schools educate now about 17,000 Catholic children.

In addition to these, the Sisters of Mercy, the Sisters of the Sacred Heart, and the Sisters of Charity, at Mount St. Vincent, educate numbers of children and young ladies within the walls of their convents.

The Franciscan Brothers also bring up many that would be otherwise mere waifs and strays.

At the Seminary of Mount St. Mary's, there is accommodation for 200 young men, who are there specially trained for the priesthood.

Three years ago a movement was made to build and endow a Hebrew College in connection with the Union of American

Hebrew Congregations. About \$70,000 has already been subscribed, and in October last the College was opened. There are now 18 students studying for the office of Rabbi.

The St. Francois Xavier College is the largest establishment of its kind in the West, and students are received from all parts of the Union.

The University of Cincinnati is now in active work. The University is free to all persons, of both sexes, resident in Cincinnati, and students from abroad are received for a fee of \$60 a year for a full course, or \$30 for a single study. There are Chairs in Mathematics, Astronomy, Civil Engineering, Physics, Chemistry, Ancient Languages, History and Philosophy, French and German, and degrees are conferred.

In the School of Design, carried on in connection with the University, Drawing from the Antique, Painting in Oil and Water Colors, and Wood Carving are taught.

Lectures are regularly given in the Law School, and students admitted to the bar.

The Lane Theological Seminary, the Mount Auburn Young Ladies' Institute, and the Cincinnati Wesleyan College for Young Women, have all been built at great expense, are well endowed, and amply provided with Professors, laboratories, etc.

In medicine, the Medical College of Ohio is second to none in the country, and the Faculty are eminent in the profession. The Miami Medical College is amply provided with every requisite for the instruction of students.

Cincinnati has also its College of Medicine and Surgery, the Eclectic Medical College, the Ohio College of Dental Surgery, the Pharmaceutical College, and the Ophthalmic and Aural Institute.

There are also several Private Schools and Commercial Academies.

Besides the Public Library, of which mention has already been made, there are the Young Men's Mercantile Library Association, with 56,254 volumes, the Law Library, the Library of the Historical Association, and the rich and full col-

lection of books, chiefly theological, in the libraries of St. Francois Xavier College, and the beautiful Seminary of Mount St. Marys, on Price's Hill.

The Observatory presents admirable facilities for the study of Astronomy.

The officers of the Public Schools of Cincinnati, this Centennial year, are: President, Wm. J. O'Neil; Vice President, J. L. Thompson; Superintendent of the Schools, John B. Peaslee; Clerk of the Board, B. O. M. DeBeck; Assistant Clerk, R. J. Manning; Superintendent of Buildings, William H. Adams.

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## APPENDIX "C."

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The Members of the Board of Education are elected for two years, two from each Ward—one going out every year. The members for this Centennial year are: F. B. Kearney, O. W. Hendrickson, Charles Bird, C. W. Overaker, Louis Massmann, Jr., John H. Rieken, William J. O'Neil, Daniel Finn, Joseph Moses, Peter Lauer, Jr., John Hurley, John Frey, L. F. Wehmer, William Kuhn, Thomas McFeely, M. D., H. J. Berens, W. H. Mussey, M. D., Benj. H. Cox, J. M. Buhrmann, M. D., William B. Frintz, S. W. Sieberu, Andrew Knell, Franz C. Seiter, Hermann Eckel, Leonard W. Goss, Henry Brockmann, F. X. Buschle, C. H. Stephens, John N. Henzler, J. W. Underhill, M. D., Frank A. Tucker, Alexander Long, Isaac Simon, R. J. Morgan, S. B. Warren, Henry Mack, F. Puttmann, George D. Hadley, Drausin Wulsin, Francis Ferry, Franz H. Macke, William Fox, Thomas Davies, W. H. Morgan, Owen Owens, H. R. Landmeier, W. F. Bush, William Lusby, Jr., Oliver Brown and C. W. Whiteley.

OFFICERS OF THE BOARD.

William J. O'Neil, President; Oliver Brown, Vice-President; B. O. M. DeBeck, Clerk; R. J. Manning, Assistant Clerk.

OFFICERS OF THE SCHOOLS.

John B. Peaslee, Superintendent of Schools; William H. Adams, Superintendent of Buildings; A. E. Burnett, Superintendent of Penmanship; Arthur Forbriger, Superintendent of Drawing; Charles Aiken, Superintendent of Music.



# HISTORY

## OF THE

# HIGH SCHOOLS OF CINCINNATI.

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The citizens of Cincinnati have solid and valid reasons for being proud not only of their successful and comprehensive system of District Schools, but also of their unsurpassed institutions called High Schools, represented by the Woodward and Hughes. The motives that induced the establishment and endowment of these schools were the same. Two citizens of Eastern States, immigrating to this city in early times, happened to locate their purchases of lands, for farming purposes, on the then extreme outskirts of Cincinnati, where, for a few hundred dollars, they became possessed of acres of land which, before their deaths, became very valuable, and which now, 1876, is worth the same price per foot as the whole cost when originally purchased. The names of these gentlemen were William Woodward and Thomas Hughes. Modest, unassuming men, whose only aim in life seemed to be to live humble, honest and honorable lives, and to leave that behind them which would cause all after generations to rise up and "call them blessed," they fully succeeded in their wishes, and have left behind them enduring monuments, not of stone nor brass, but two bright and shining institutions, where forever enduring knowledge may be acquired, and where the children of the people may receive tuition in the higher branches of study. These men, humble in their aspirations, "built wiser than they knew," as the outcome, even at this day, of the institutions established by their munificence most indisputably attests. It is meet, therefore, that the names and fame of these benefactors of the human race should be

perpetuated, and handed down to the generations who are to succeed us, and who are to be benefited by their beneficence and wisdom.

WILLIAM WOODWARD,

the first to move in the establishment and endowment of a High School in Cincinnati, immigrated to this city in his early life, reaching Cincinnati in the days of its infancy. He came from the State of Connecticut, one of those thrifty New England States where frugality and economy were sternly compelled by a sterile and scanty soil. He sought to establish for himself a new home in the fertile regions of the West, where a rich soil and benignant climate offered attractions which to most men were overbalanced by the dangers that attended the early settlers, and the privations (of which we at this day have little idea) to which they were obliged to submit.

Mr. Woodward's means were limited, enough, however, to enable to purchase a small farm in the now northwestern part of Cincinnati, and at the foot of one of the beautiful hills which encircle the city. Here, with his frugal New England ways, during a long life, he cultivated his farm diligently, and faithfully discharged his duties as a citizen, a good neighbor and consistent Christian.

In the decline of life, he found himself fortunate in worldly wealth, gained mainly by the growth of the city toward his little farm. Having no extravagant tastes to gratify, choosing rather the quiet life he had been used to, Mr. Woodward naturally cast about him to find some wise counselor and esteemed friend, whose advice and riper experience in the ways of the world might aid him in the disposition of his surplus means. That counselor was found in his neighbor, Samuel Lewis, Esq., who very wisely and judiciously decided that, in view of the state of society and our educational institutions at that time, nothing better or more noble and enduring could be devised than to employ this offered wealth in the education of the children of the people—especially those of the poor. This advice meeting the approbation of Mr. Woodward, he at once transferred that portion of his farm nearest



the city to Trustees, to form an endowment for establishing and maintaining Free Schools ; providing that, if more applications were made than could be granted, orphans and the children of widows should have the preference. His friend, Samuël Lewis, and his nephew, Ormond Cogswell, were constituted Trustees for life of his donation, with power to appoint their successors. The power to appoint three other Trustees was vested in the City Council. Mr. Lewis was the chief manager of this trust, and it became the principal business of his life. He managed so successfully that the revenues soon became considerable—a school was established, and for some time was in successful operation.

After the adoption by the State of the Common School System of Education, the Woodward School became superfluous. In order, therefore, to retain the benefits of Mr. Woodward's donation, it became necessary that the provisions of the trust should be changed. The Common Schools were sufficient for the preparatory studies. Something beyond them was needed—a High School or College. Mr. Woodward had divested himself of all revenues from the property he had assigned, but he could and did modify the terms on which that assignment was made, so as to allow the Trustees to establish the Woodward College and High School. As occasion required, other changes were made during the lifetime of Mr. Woodward, and he had the happiness of seeing his intentions carried out as he had intended and directed. He died at a good old age, leaving, in the brief history of his obscure and uneventful life, a lesson more valuable to his fellow-citizens, if duly appreciated and remembered, than even the endowment of the Woodward High School.

After the union of the High and Common Schools, the building authorized by Mr. Woodward was taken down, and the present magnificent Woodward High School building was erected in its stead, to serve, so long as it shall stand, as a fitting monument to the memory and wisdom of its beneficent founder.

The Woodward High School was established in 1851, as also was the Hughes High School ; and these schools filled

the place of not only the school established by Mr. Woodward, but also of a Central School, established by the School Board of the Common Schools in 1847. Up to the date of the establishment of the Woodward and Hughes High Schools, which was the result of a union between respective Trustees of the two funds, the Woodward Trustees had in operation what was called Woodward College. This College had been in existence since 1836, and many of its pupils were from the Common Schools, an arrangement having been made by which ten scholars from each District or Common School, conspicuous for their superior acquirements, should have tuition in Woodward College. From the date of its opening until July, 1851, the "Old Woodward" (as it is affectionately termed by those who were, in days gone by, students within its walls), had given tuition to 1,377 pupils; had graduated 40 pupils with the highest educational honors, and had conferred the degree of A. M. on 13 of its graduates, viz: Class of 1844, Samuel D. Baldwin, Charles D. Beach; Class of 1846, Charles E. Matthews, P. K. Cady, Lafayette Mosher; Class of 1849, Staats G. Burnet, William G. Williams, B. O. M. DeBeek, Erwin House, James M. Lea, George W. Copelen, Joseph C. Harding, W. G. W. Lewis.

#### HISTORY OF THE HUGHES HIGH SCHOOL.

Thomas Hughes was a neighbor and friend of William Woodward. From frequent conferences with Mr. Woodward, he became imbued with a desire to imitate his plan in the education of the poor, and thus become a benefactor of his race to the remotest period of time. Like Mr. Woodward, he had no children of his own, and therefore was willing to adopt the children of the poor as his heirs. His farm adjoined that of his friend on the north, but being further from the city, on the hills, was not so valuable, and could not be converted into town lots within any reasonable period of time.

The plan adopted by Mr. Hughes was different from that of Mr. Woodward. He bequeathed his land to William Woodward, William Greene, Nathan Guilford, Elisha Hotch-

kiss and Jacob Williams, as Trustees, to manage the trust. These gentlemen considered it best to lease the land on perpetual ground rent, leaving the proceeds to accumulate until it amounted to a sum sufficient for the erection of a building suitable for a High School or College, to be thereafter supported from the accruing rents. This plan not working as anticipated, the Trustees, through Samuel Lewis, Esq., sold out the interest in the ground rents to Eden B. Reeder, who agreed to pay annually to Jacob Williams, the Treasurer of the Board of Trustees, a certain specified sum. This contract was promptly paid by Mr. Reeder for some years, but from want of proper attention on the part of the Trustees, several thousand dollars were lost to the fund, and there was not enough left to justify the entering into a building contract.

After Reeder had been in possession of the trust for several years, he sold his interest for \$30,000 to McCleary & Bissell, pork packers, who, having failed in business, transferred the Hughes rents to Greenbury Dorsey, of New Orleans, as payment of their indebtedness to Dorsey. Dorsey having become indebted to George Graham and Robert Buchanan, of Cincinnati, through a financial transaction with Morgan Neville, judgment was obtained against Dorsey by creditors, and his interest in the Hughes estate was sold to pay his liabilities. The Court appointed Salmon P. Chase as attorney and commissioner to make a settlement, and, by a compromise with the creditors, the city of Cincinnati was again placed in possession of the assets which had been sold to Reeder. Since that time the rents received from this tract have been regularly and annually paid into the Common School Fund.

In 1852, when the Woodward and Hughes funds were united, and merged in the city school fund and a Union Board, the Hughes fund amounted to twelve or thirteen thousand dollars, sufficient, it was deemed, to justify the erection of new school buildings. Accordingly the city lot, on Fifth street, west of Central Avenue, was selected for the Hughes High School Building, and the building of it advertised to be let to the lowest bidder. On opening the bids it was ascertained that

Daniel Lavery's was the lowest. It included everything complete, Lavery proposing to hand the keys to the committee for the sum of twenty-three thousand dollars, a sum much below its real cost, as Lavery afterward admitted. He said he, as a Catholic, made the bid, supposing, of course, that a Committee of Protestant Trustees would reject it; but he was mistaken. He stood honorably up to his contract, and thus the city secured a splendid school building for a very small cost.

Thomas Hughes was an Englishman by birth, and a shoemaker by trade. His shop and dwelling house was built on a corner of his tract of land which, at that time, was estimated at about thirty acres, and valued at five or six hundred dollars. The land was located principally on the side of the hill between Main and Sycamore and Liberty streets, on the north of the corporation line.

Mr. Hughes was a believer in the Christian religion, but never attached himself to any religious society, and when he made his will, though visited by members of several denominations, he was careful to reject all donations to religious societies, and carefully avoided all sectarian influence. Old and tried friends ministered to his wants in his last days of illness, and it is to their influence, undoubtedly, that he determined to give his estate, and all he was worth, to the cause of free education, and most especially for the education of the children of Cincinnati. To his friend, John Melinda, and a few others, he willed a few acres of land; the remainder, as before stated, was assigned to Trustees for educational purposes.

Thus a second foundation was laid in the upbuilding of education in Cincinnati, which resulted in the establishment of that excellent institution, the Hughes High School.

HOW THE TRUST IS NOW MANAGED AND WHAT HAS BEEN  
ACCOMPLISHED.

In 1846 the question of consolidating the Woodward and Hughes funds was proposed, and in 1849 a plan was actually agreed upon, drawn up and signed by the different Trustees. This union of the two funds proved so great a success that there has, from the date of the consolidation, been no trouble in the conduct of the schools. A Union Board has been formed, consisting of the Trustees of the Woodward and Hughes funds, and members of the City Council, under whose direction the schools are managed, and the revenues looked after and utilized. The results are two beautiful school edifices, the Woodward in the eastern part of the city, and the Hughes building in the western part. They are both proud monuments to their originators, and are cherished as rich jewels by the citizens of Cincinnati.

The present Union Board—1875-6—is made up of some of our very best citizens. Its President is H. McCollum, Esq.; Vice-President, M. W. Oliver, Esq.; Secretary, B. O. M. DeBeck, Esq., who is also Clerk of the Board of Education.

The delegates to the Union Board from the Board of Education are: H. McCollum, Isaac Simon, J. F. Fasig, John McGrail, Andrew Knell and C. W. Overaker. From the Woodward fund—William Goodman, Alphonso Taft, A. T. Goshorn, T. G. Smith and M. W. Oliver. From the Hughes fund—H. H. Tatem and C. H. Stephens.

INITIAL CITY LEGISLATION IN REFERENCE TO THE HIGH  
SCHOOLS.

The first Act or Resolution passed by the City Council of Cincinnati, looking to the consolidation of the Woodward and Hughes funds, and the establishment of the now flourishing High Schools, bearing the names of Woodward and Hughes respectively, is dated May 19, 1851, and is as follows:

*“Resolved, by the City Council of the City of Cincinnati, That this Board promptly and heartily indorses and assents to the confirmation and execution of the triple contract of the Board of Trustees and Visitors of the Common Schools of Cincinnati, of the Trustees of Woodward College and Hughes High School, and of the Trustees of the Hughes fund, hereto attached, according to the provisions of the Act of the General Assembly of Ohio, passed July 11, 1845, and to the fullest extent that such advice and consent may be necessary: Provided, That the Board of Trustees will consent to rescind the requisite of building one of the school houses upon the Hughes lot, and will consent to its sale, and the purchase of another lot in a more western part of the city with the proceeds of such sale.”*

The proviso was acceded to, the resolution of the City Council went into full force, the Hughes lot was sold, another lot purchased, and the present beautiful and commodious building erected.

Samuel Lewis (the real manager and promoter of the Woodward fund), in a report of the Trustees of the Woodward fund, dated in 1851, said: “This Board suspended the Woodward College at the close of the year (1851) in June last, and the arrangement has been made with the city to place the funds in the city treasury, and allow the future management of the High School to be in the hands of a Board of thirteen Trustees, nine of which shall be selected by the City Council, the Board of Trustees and the Visitors of the Common Schools. By this arrangement the result sought by our donor, and by this Board, is attained, since it provides for the free education of all the youth of the city, while the amounts of the Woodward and Hughes funds secured to the city, actually reduces the expenses of the city, at the same time that it establishes free High Schools of the best class for all the city.”

These were the initial steps toward a plan which has furnished the youth of Cincinnati, free of all cost, a

system of higher education not surpassed by any other city or State in the Union, and has made our city renowned throughout the civilized world for her culture and refinement.

So highly are these High Schools appreciated that pupils are sent to them from not only the outlying suburbs of Cincinnati, but from all the surrounding States, for which a stated annual tuition fee is charged. And so valuable are its certificates of graduation, that, among business men, it has only to be shown that an applicant for employment is possessed of one, to be conceded the highest consideration, and, if possible, the place applied for. Graduates from these schools have, for years, occupied prominent positions in the business ranks, in legislation, and in all branches where superior culture and education are required.

Since the organization of both the Woodward and Hughes High Schools, and the old original Central School, the following named gentlemen have officiated as Principals:

INSTRUCTORS IN THE CENTRAL SCHOOL.

Principal.....H. H. Barney  
Assistant.....John M. Edwards

PRINCIPALS OF WOODWARD AND HUGHES HIGH SCHOOLS  
FROM 1851 TO 1876.

*Woodward*—Dr. Joseph Ray, D. Shephardson, M. Woolson and George W. Harper. *Hughes*—H. H. Barney, Cyrus Knowlton, J. L. Thornton and E. W. Coy.

Pupils are admitted to these schools annually, and examinations are conducted in June of each year by the Union Board of High Schools. To secure admission, candidates must secure a general average of seventy per cent. on written answers in English Grammar, Arithmetic, Geography, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. Penmanship, Music and Drawing averaged as one subject.

No punishments are inflicted, except in deportment marks, affecting the pupil's grade, suspension and expulsion. In the contest for prizes the deportment record counts one-fifth, the recitation and examination record the other four-fifths. The first Principal of the Woodward, Dr. Joseph Ray, at his death bequeathed an annual gold medal of the value of fifty dollars to the best scholar, and a silver medal to the second best. There is also, in the Woodward School, a gold medal awarded annually to the young lady of the graduates who has obtained the highest record for scholarship. This last medal comes from an unknown source, and is called "The Unknown Medal." There is also a silver medal given, of the value of about twenty-five dollars.

About two-fifths of the present corps of teachers in the Public Schools of Cincinnati are graduates of the High Schools, and a large number of the remaining two-fifths have entered the school rooms from the lower grades of these schools, or by passing to the Normal School at the end of their third year's course, and from thence to the school room.

The value of the Woodward and Hughes school property, including lot, building, apparatus, library, furniture, etc., is as follows: Woodward, \$130,000; Hughes, \$99,500.

The following tabular statements, prepared by Professor Stuntz, of Woodward, gives the enrollment and the number of graduates of the old Central School, and the Woodward and Hughes High Schools, from their commencement to the present time. It covers a period of about thirty years:

**NUMBER ENROLLED AND GRADUATED EACH YEAR.  
CENTRAL HIGH SCHOOL.**

YEARS.	NUMBER ENROLLED.		
	Males.	Females.	Total.
1848.....	39	58	97
1849.....	42	45	87
1850.....	26	44	70
1851.....	30	39	63
1852.....	40	58	98



HUGHES AND WOODWARD SCHOOLS.

YEARS.	ENROLLED.					GRADUATED.				
	Woodward.		Hughes.		Total.	Woodward.		Hughes.		Total.
	Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.	
1852.....	63	39	89	112	301	5				5
1853.....	69	34	97	96	296	7				7
1854.....	92	52	108	101	353	1	4	3	8	16
1855.....	120	77	110	103	410	6	5	11	8	31
1856.....	118	74	99	104	495	8	4	6	5	23
1857.....	96	76	86	95	353	17	11	14	8	50
1858.....	99	77	78	80	334	6	10	8	10	34
1859.....	108	77	92	81	358	10	8	13	11	42
1860.....	119	75	90	80	364	10	6	10	9	35
1861.....	136	97	117	126	476	13	10	5	8	36
1862.....	168	86	138	129	521	13	10	6	13	42
1863.....	159	84	117	120	480	12	9	10	13	44
1864.....	119	82	95	119	415	13	11	6	20	50
1865.....	109	80	77	98	364	10	3	8	11	32
1866.....	108	96	84	122	410	10	7	8	10	35
1867.....	123	110	96	175	504	13	7	8	12	40
1868.....	152	123	121	185	581	7	16	7	9	49
1869.....	184	137	147	205	671	9	15	12	24	60
1870.....	187	151	144	184	666	19	7	9	17	52
1871.....	213	145	165	199	722	13	7	9	14	43
1872.....	205	175	179	246	805	14	15	14	23	66
1873.....	248	179	171	264	862	14	11	8	18	51
1874.....	249	178	175	269	871	30	18	17	22	87
1875.....	220	185	189	263	837	14	13	12	24	63
	3462	2489	2862	3556	12,369	284	207	205	297	993

The entire number graduated is twenty per cent. of the whole number admitted to the schools.

Total men graduated .....	489
Total women graduated.....	504
Total graduates.....	993

Total number receiving instruction, about 5,000.

GRADUATES CLASSIFIED BY PURSUITS.

PURSUITS.	WOODWARD.			HUGHES.			Total of both.
	Living.	Deceased.	Total.	Living.	Deceased.	Total.	
Architects.....	2		2				2
Artists, wives of.....				1		1	1
Bankers.....	3		3	1		1	4
Wives of bankers.....	4		4	2		2	6
Clergymen.....	9		9	6		6	15
Wives of clergymen.....	5		5	4		4	9
Clerks, salesmen, agents, &c., men.....	68	7	75	68	2	70	145
Cl'ks, saleswomen, agts., &c. women.....	2		2				2
Wives of clks, salesmen, agts., &c.....	5		5				6
Doctors.....	15		15				4
Wives of doctors.....	1		2				4
Engineers, civil.....	7		7				11
Farmers.....	3		3				3
Wives of farmers.....	2		2				2
Geologist.....	1		1				1
Journalists.....	5		5				9
Wives of journalists.....	2		2				4
Lawyers.....	24	5	29				1
Wives of lawyers.....	1		1				20
Merchants.....	40	1	41				6
Wives of merchants.....	28		28				34
Manufacturers, men.....	7		7				39
Manufacturers, women.....	1		1				6
Wives of manufacturers.....				5		5	5
Mechanics.....	2		2	3		3	3
Wives of mechanics.....	1		1				5
Officers of the U. S. A.....	5	6	11	3		3	14
Wives of officers of the U. S. A.....	2		2	2		2	4
Professors of colleges.....	3		3				3
Wives of Professors of colleges.....	2		2				2
Principals of High Schools.....	1		1				1
Principals of Com. Schools, graded.....	9		9	4		4	13
Wives of Principals of Com. Schools graded.....				4		4	4
Printers.....	1		1	2		2	3
Wives of printers.....	2		2				2
Students in higher schools, men.....	40		40	12	1	13	53
Students in higher schools, women.....	11		11	23		23	34
Superintendents of Schools.....				1		1	1
Wives of Superintendents of Schools.....				1		1	1
Teachers, men.....	23	3	26	5		5	31
Teachers, women.....	114	4	118	70	5	75	193
Writers, women.....	2		2				2
Wives of teachers.....	1		1				1
Unclassified men.....	14	4	18	11	6	17	35
Unclassified women.....	19	1	20	96	6	102	122
West Point men.....	5	1	6	2		2	8
Wives of West Point men.....	1		1	3		3	4

To complete the history of these High Schools, it is fitting and proper to give the names of those who are at present the Principals and teachers in the Woodward and Hughes Buildings:

*Woodward*—Geo. W. Harper, Principal; C. R. Stuntz, Geo. W. Smith, Wm. H. Pabodie, E. O. Vaile, Mary E. White, Henrietta Walter, Sarah L. Brooks, Lucy B. Tingley, Kate Renschal.

*Hughes*—E. W. Coy, Principal; J. M. Edwards, J. H. Bromwell, M. W. Smith, Andrew I. West, Augusta W. Hawley, Ellen M. Patrick, Clara B. Jordan, Jane Howison, Josephine Horton.

Music teacher, Charles Aikin, for both schools. German teacher, Emil Kuhn, for both schools. French teacher, Bertha E. Metz, for both schools.

Superintendent of High Schools, John B. Peaslee.

#### ORIGIN OF THE COMMON SCHOOLS OF CINCINNATI.

As Representatives in the Ohio Legislature from Hamilton County (and Cincinnati) there was an able delegation of gentlemen, Messrs. Nathan Guilford, Micajah T. Williams, Elijah Hayward, Wm. Carey and Andrew Mack. This was in the year 1830. These gentlemen were warm and enthusiastic friends of public education. Choosing one of their number, Nathan Guilford, to draw up and present a bill embodying their views, they severally exerted their influence in effecting its passage. They were successful, and the great State of Ohio was pledged to educate the children (in whatever line of life or station) of its people, and thus fit them, not only for the struggle of life, but render them happy in the possession of intelligence and virtue.

Cincinnati was the first to carry into effect the provisions of the bill. Like all new and untried projects, the system of educating the mass "without money and without price," as it were, met with determined opposition. The schools were sneered at, and were frequently styled "pauper schools," and other like names of derision and contempt. But, nevertheless, they went on and waxed strong and healthy. It

required time, however, to conquer the prejudices of a portion of the citizens against the assessment of taxes for school purposes, and delays and objections to the erection of school houses, by the City Council, prevented and retarded the full use of the school tax for some years. As an evidence of this, the first school house proposed by the City Council to be erected, on Race street, on a lot of large size, was to be a frame building of two stories, and to cost not more than twelve hundred dollars, although there had been paid into the treasury, for building purposes, taxes to the amount of \$5,000 and over. There happened, however, to be a far-seeing Trustee of that Ward or District, in the person of George Graham, Esq., who at once rejected the plan as preposterous, and used his influence to such effect as to secure the erection of a commodious brick house, capable of accommodating six hundred pupils, and that, when finished, it should stand as the model school house of the city.

For two or three years, from 1829 to 1832, very little attention was paid to the Common Schools of the city, and it was feared that the public had lost all interest in regard to them. The fact was that the Trustees were hampered in their actions by the City Council, being compelled to locate the schools in obscure buildings, basements, and cheap rooms, often very inconvenient and unhealthy. Some of the friends of the schools determined, if possible, to overcome the prejudices of the people against this system of education, and, headed by George Graham, Esq., about the years 1832 and 1833, inaugurated a plan of street parades of the children of the schools, and, in July of 1833, the first of these parades came off. It was under the control of Mr. Graham as Trustee and Marshal. It was a fine display of neatly clad, gaily ribboned scholars, and it proved a grand success, inasmuch as it naturally enlisted the pride and interest of every parent of each child that was in the procession. The next year this display was repeated, and was kept up for a series of years, with good results. In addition to this plan, as a stimulus to studiousness and good conduct, during the year, meritorious pupils were rewarded with suitable books. In a few

years the greatly extended population of the city compelled the withdrawal of the processions, but not until they had effected a marked change in the feelings and interest of the people in regard to the Common Schools and the plan of educating the children of the masses by a levy of taxes from the whole people and values of the city.

In 1834 and 1835 eight public school houses were erected in as many districts, at a cost of about \$6,000 each. This money was raised by the issue of city bonds, payable twenty years after date, with 6 per cent. interest. From that day to this, almost every year, there have been added new facilities for educational purposes, until to-day Cincinnati stands in the front rank of cities of the first class in regard to the beauty, commodiousness and number of her school houses.

The bulk of the original population of Cincinnati came from the New England States, where education was regarded as the very corner-stone of society, and where, in traveling from town to town, the school house was never out of sight. Naturally, these sons of New England, when they became settled in their new homes in the West, yearned for the institutions of their native States, and, almost from the first date of their settlement, took steps to establish and maintain schools for the education of their children; but it was not until 1830 that the system of Common Schools, or schools for all, to be supported from the proceeds of a general tax, was established. In 1832 the number of teachers engaged in these schools was 28; number of children enrolled, 2,252. That was considered a brave beginning, and it was. From that day to this year of Our Lord, 1876, these schools have been performing their perfect work, and are, to-day, the richest jewels in the crown of the "Queen City of the West."

To illustrate the immense growth of the Common or District School system since its organization in 1830, it is only necessary to state that the attendance last year, 1875-6, was 27,822, as against the above mentioned attendance of 2,252 in 1832.

As a means of acquiring an education suitable for practical

use in the business of life, the Common Schools of Cincinnati can not be surpassed in the country. Aside from this fact, however, they are an acquisition to the name and fame of Cincinnati that cannot be computed in dollars and cents, and have, for years, served as models of their kind to other cities and States when adopting systems of education. Even the educators and statesmen of the Old World have, in numerous instances, drawn upon our District School system for ideas in relation to the best manner of educating their people.

#### SCHOOL STATISTICS—RECEIPTS AND EXPENDITURES.

In order to show the sources from which the funds for the maintenance of the Common Schools are drawn, and the expenditures necessary for their annual sessions, the following statistics, taken from the reports of the Committee on Funds and Taxes for the years noted, are given :

##### *Receipts for 1875.*

From special tax of three mills on \$180,000,000 basis—net after delinquencies.....	\$520,000
“ State tax.....	130,000
“ Woodward and Hughes Funds.....	11,000
“ Tuition of non-residents.....	7,000
“ Sale of lots 1st Ward.....	2,700
“ “ “ 2d “ .....	6,000
Total .....	\$676,700

##### *Expenditures for 1875.*

For Salaries of Teachers.....	\$515,000
“ Repairs.....	20,000
“ Fuel.....	16,000
“ Furniture.....	6,000
“ Printing.....	3,500
“ Supplies.....	7,500
“ Gas .....	3,000
“ Heating Fixtures.....	6,000
“ Rent .....	1,000
“ Normal Institute.....	550
“ Advertising.....	700

For Free Books.....	\$500
“ Purchase of Lots.....	17,200
“ Sundry other outlays .....	16,560
<b>Total.....</b>	<b>\$613,510</b>

Leaving a balance in Treasury of \$63,190.

**NUMBER OF SCHOOL HOUSES, TEACHERS, PUPILS, ETC.**

The following figures are taken from the report of 1874, ending in June of that year :

Number of District Schools.....	30
“ Intermediate Schools.....	5
“ High Schools.....	3
<b>Total.....</b>	<b>38</b>
Number of School houses in use.....	40
“ School rooms in use .....	457
“ School rooms not in use.....	31
<b>Total.....</b>	<b>488</b>
Whole number of Pupils registered in District Schools..	22,661
“ in the Colored Schools.....	1,004
“ in the Intermediate Schools .....	4,258
“ in the High Schools .....	871
“ in Colored Intern'te and High School..	70
“ in the Normal School .....	85
<b>Total.....</b>	<b>28,949</b>
Cost per pupil for 1874, estimated on number enrolled..	\$13 14
“ in Intermediate Schools.....	19 33
“ in High Schools.....	37 88
“ in Colored Schools.....	19 43
“ in all the schools.....	15 76
Average daily attendance in District Schools.....	16,650
“ “ “ Intermediate Schools.....	3,405
“ “ “ High Schools .....	739
“ “ “ Normal School.....	59
“ “ “ Colored Schools .....	633
<b>Total .....</b>	<b>21,486</b>
Number of teachers in the Schools.....	510

The first meetings of the Board of Trustees and Visitors (the original title of what is now the Board of Education) were held at the house of Nathan Guilford, Esq., who then resided on Fourth street, near Vine, his house occupying one of the lots now covered by the U. S. Custom House. This was in 1829. The first Minutes are dated July 1, 1829. November 16, 1829, the meetings of the Board were held in the office or counting-room of the Cincinnati Type Foundry, then owned by Mr. Guilford. February 8, 1830, the Board met, for the first time, in the City Council Chamber. There were only five Wards in the city at that time, and one member of the Board from each Ward, making its number only five.

In one of their Reports, about the year 1830, the Board complains bitterly of the difficulty of procuring suitable rooms in which to hold sessions of the schools, and it is mentioned that, of the quarters obtained, most of the rooms were totally unfit for the purpose, but were the best that could be had.

From this modest beginning, the now colossal and unsurpassed system of Common or Free School education has sprung. It is amusing, as well as instructive, to read these old Records, and contrast the expenditures of to-day with that of 1829-30. Think of \$26, all told, covering the expenditure for fuel for all the schools of that day, and less than \$5,000 as the cost, per annum, for tuition, rent, etc. Contrast that sum with \$613,510, the total cost for running the schools for 1875.

The old yellow-leaved Records, to be found in the rooms of the Board of Education, contain many facts of the kind above mentioned, and serve as reminders of the struggles of the early friends of Free Education. In noting the names of those connected with the school of that day, and up to 1839, we find that all have gone down to the tomb excepting three, viz.: George Graham, Daniel F. Meader and Dr. Wm. S. Ridgeley, the last named gentleman being now a resident of Maryland.



HISTORY  
OF THE  
CIRCLEVILLE PUBLIC SCHOOLS,  
PICKAWAY COUNTY, OHIO.

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I.

ACCOUNT OF THE SCHOOLS BEFORE THE ADOPTION OF  
THE GRADED SYSTEM.

Previous to 1820, according to the recollection of the oldest inhabitants, all the schools held in Pickaway County were sustained entirely by subscription, and the only branches taught were reading, writing, and arithmetic. The school-houses, even in Circleville, were log houses of a single room. These were made comfortable by seaming the cracks with tempered clay, and light, by pasting oiled paper over the laticing in the window-holes cut through the unhewn logs. Slabs on rude legs supplied sittings, and other slabs along the walls, supported on pins fixed at a proper slope in the logs beneath the windows, were the convenient "writing benches" of that day.

Dilworth's Spellers, Readers and Arithmetic were among the first text-books used here, unchanged from before the adoption of our federal currency. The first reading classes began with the New Testament. The introduction, later, of Webster's Speller and the Columbian Orator, helped greatly to a more definite grading of classes. Lindley Murray's works afterwards gave an impetus to improved teaching.

Johnston Hunter was a successful teacher of this earlier time down to 1818. He taught in a log house of the kind described just south of the present market space. In another

similar building, not far south of the present High Street Building, Hans Hamilton kept school. Hugh Hannagan is spoken of as a teacher of excellent parts, but as often partaking too freely of the "liquid hospitality" of the country.

Marked improvement in the schools took place after 1820, when teachers of a superior class, of professional pride, were employed. Of these, we name Hon. Joseph Olds, Dr. Edson B. Olds, Dr. M. Brown and Hon. J. C. Groom.

No common schools, entirely free, can be said to have been established here until after the passage of the School Law of 1838. Soon after, the Little Academy was built by the district. It stood beside the Circleville Academy, the best private school here at that time or afterward, and consisted of a single room. By the boys who went to the pay school it was mockingly denominated the "Kitchen School." Pine desks ran around the walls, behind which, raised a step or two above the floor, sat the larger scholars, while the little ones were seated on benches ranged in front upon the floor, and facing the middle of the room. Other District Schools were held in rooms about town wherever they could be had.

On till 1849, male teachers were mainly employed at about \$20 per month. The County Examiners tested them by law only in the three R's, but added their qualifications in other branches if they desired to teach them. For such extra teaching the scholars were required to pay.

There were three directors elected by the people. George Gearhart, of whom mention will again be made, was a director from 1838 to 1849. The school funds were derived from the State school tax creating a State fund of \$200,000; from township school lands, and from interest on proceeds of "Section 16." No special provision was made for the books

or tuition of indigent pupils. The charity of the benevolent afforded some help of this kind. Judge H. N. Hedges, George Gearhart, Esq., and the "Ohio Common School Director" conducted in 1838 by Hon. Samuel Lewis, first State School Commissioner, are the sources of the facts narrated under this topic.

## II.

### ADOPTION AND ORGANIZATION OF THE GRADED SYSTEM.

On September 11, 1849, John Cradlebaugh, S. A. Moore, Joseph G. Doddridge, Jacob Rutter, Chester Olds, and seven others, issued a call to the qualified electors of the town of Circleville to assemble on the 22d prox. and "then and there to vote by ballot for or against the adoption of an Act for the better regulation of the Public Schools, etc., passed by the General Assembly of Ohio on the 21st of February, 1849." Ninety-seven ballots were cast on the day designated, of which "87 were For School Law, 9 Against School Law, and 1 blank;" whereupon the act of the Assembly aforesaid was declared adopted by the town of Circleville.

On the 4th day of October following, six directors of public schools were elected. This board, in the succeeding December, resolved that it was "inexpedient to open free schools in this district until such time as the Board of Directors can procure or build a suitable house to accommodate the scholars."

During the two or three months succeeding the passage of this resolution, a somewhat sharp division of views seems to have arisen, in and out of the board, as to whether it were better to erect a small school house in each ward, suitable to accommodate its scholars, or to "erect one school house in

this district of sufficient size and capacity to accommodate *all* the children of the town." Finally, it was decided to hold a meeting of the people at the court house, March 18, 1850, to decide by ballot "for or against levying a tax to build a school house." Three hundred and eighty votes were polled; 160 were for tax and 220 against tax, being a majority of 60 against the tax. This result, so far as the writer has been able to ascertain, did not spring at all from opposition to taxation for the support of free schools, but entirely from opposition to the evident purpose of the board to build but one house in a central location. It was deemed by the stronger party impracticable, if not absurd, to attempt to gather six to eight hundred children into one edifice for daily instruction. So many could not be profitably and healthfully provided for under one roof, nor could there be efficient government of such masses on the school grounds. Other reasons, no doubt, of a local nature, operated to strengthen the popularity of the decentralizing policy of the opposition.

Determined in their original purpose, the board now took measures to enlighten the people on this question. In May of the same year, William C. Taylor and George Gearhart were selected by the board to visit Massillon, Akron, Cincinnati, and other towns and cities for the purpose of "examining school houses and any and all matters connected therewith." Besides, Dr. A. D. Lord, then Superintendent of the Union Schools of Columbus, was invited to address the citizens of Circleville at the Lutheran Church on education and the organization of public schools under the law of 1849.

Messrs. Taylor and Gearhart returned from their tour of the cities full of enthusiasm in behalf of the union school house plan, and armed with facts and figures which wrought

a speedy change in the public mind. Again, on the 10th day of June, 1850, an election was held at the court house to decide "the levying of a tax of \$9,000, to be called for as follows, to-wit: \$3,000 in one year; \$3,000 in two years, and \$3,000 in three years, to enable the Board of Education to purchase grounds and build a school house." The motion before the board calling for such vote further proposed that, in the event of an approving vote, "Messrs. W. W. Bierce and George Gearhart should be a committee to purchase of the heirs of E. Everts their out-lot (known as Everts' Hill) at a price not to exceed \$800, and also of John Irwin and widow Darst portions of their in-lots adjoining said out-lot for an entrance to the same."

The result of the election was very gratifying to the enlightened and public spirited men, who, for nearly a year, had used every honorable endeavor to establish in Circleville as excellent a system of graded public schools as existed anywhere in the State. A majority of 117 votes decided in favor of levying the tax. The Everts property was promptly secured of O. E. Niles and others (heirs of E. Everts), and also the in-lots alluded to above.

A commemorative word should be added with regard to this Everts' Hill property. Mr. E. Everts was, for many years before this period, an earnest and successful school teacher of this district. In a log house of two rooms, an upper and a lower, standing near the old oak just east of the present Everts Building, he held a popular school. Many of our older citizens bear grateful testimony to the unwavering zeal he showed in behalf of the establishment in Circleville and throughout the State of a graded public school system, supported liberally by direct tax, and free to all of school age

in each district. Though his property was not large, yet he determined, if such a system could be established in his day, to donate this hill property to the town as a site. His views were in advance of his time. In his will, this out-lot of nearly four acres was to be sold by the heirs to the school district, if devoted forever to educational purposes, for the nominal sum of \$1,000. The heirs, in the true spirit of the testator, offered it to the Board for \$800, though at the time it would have yielded several thousands in town lots.

Besides the sum of \$9,000 provided for by tax, the Treasurer of the Board, Col. S. A. Moore, reported having received, up to January 14, 1851, from district and township treasurers and from State School Fund in full, \$1,461.

Early in January, 1851, Messrs. William C. Taylor and Stanley Cook submitted a plan for a school house "to be known by the name of the Union School House," which was unanimously adopted. Contracts were at once made (as far as practicable, with the mechanics of Pickaway County), for the material and building of the Union School House, and Thomas Pedrick was appointed superintendent to oversee its construction.

The old District School House, called the Little Academy, standing beside the Circleville Academy, near what is now Watt Street, between Court and Pickaway, was sold, with all its appurtenances, at auction. Still further funds were raised by increasing the annual levy beyond the amount necessary to meet the regular expenditures for schools when opened, and by the issue of bonds payable after certain dates with interest at from eight to ten per cent.

The building moved rapidly forward to completion, and was ready for occupancy in November, 1852.

I transcribe from the *Ohio Journal of Education* for 1853, the following account of this new edifice. The notice in the *Journal* is accompanied with an excellent full-page cut of the building and grounds :

" THE CIRCLEVILLE UNION SCHOOL HOUSE.

" This building, which is pleasantly situated on a lot of four acres, is 96 feet long by 69 feet wide. It is three stories high above the basement, and contains fifteen school rooms. Connected with each room is a closet, which is furnished with a wash-stand, looking-glass, combs, and all the paraphernalia of a dressing room.

" Neat and commodious apartments are fitted up in the basement for the residence of a janitor.

" Two of Chilson's No. 6 furnaces are placed in the basement, which afford ample means for heating the house. In each hall is a large cooler, which is constantly supplied with fresh water. We noticed, among other things, on looking over a neat pamphlet of sixteen pages, giving a very clear account of the organization of this promising school, that a janitor is employed, who has entire charge of the furnaces, keeping the rooms clean, providing water, ringing the bell, etc. This is as it should be. It is the poorest kind of economy to compel teachers or scholars to make fires and sweep the school-rooms, though no better arrangement can be expected till the plan of erecting large buildings is adopted.

" The cost of the house and grounds, when the latter is ornamented, will be about \$30,000."

Three of the lower rooms were furnished with long pine benches, divided into what are known as box seats; the boxes constituting the partitions between scholars along the settee and serving as deposits for books and slates. The remaining rooms—as many as were needed at first, nine in number—were supplied with double desks of walnut, the best of the day. The lower middle room on the first floor was used as an exercise room for the Primaries, especially in unpleasant weather. The middle room of the third floor was

used for morning exercises, and was long denominated the Chapel.

The school revenues were derived from the State Common School Fund; from interest on school lands, or "Section 16;" from Foreign Tuition Fund, and from an annual tax levied each year on the school district, and called Special Tuition Fund.

Besides the names given as signers of the call to adopt for Circleville the law of 1849, there are several others worthy of honorable mention, because of their activity in securing the adoption of the union school system and in consummating this movement by the completion of the noble edifice described and by the admirable organization of schools adopted as soon as the rooms were thrown open to the scholars of "District No. 3." Such a list must at least include William C. Taylor, first President of the Board; Col. S. A. Moore, first Treasurer; W. W. Bierce, George Gearhart, George W. Myers, and Dr. Wayne Griswold, President of the Board for four years from 1850.

At a meeting of the School Board held in May, 1852, Messrs. Griswold, Bierce and Moore were appointed a committee to secure, by correspondence or visitation, a superintendent and other teachers to take charge of the public schools. This committee reported at the August meeting that they had visited Cincinnati, Columbus, and other places, and had attended the Teachers' Convention at Sandusky, and that they felt full confidence in reporting the name of John Lynch, of Ashland, as one well qualified to act as Superintendent of the Circleville Public Schools. The report was accepted, and John Lynch was "unanimously chosen as the principal of said schools at \$1,000 per annum."



It was resolved on this occasion "that the teachers to be employed in the Union School shall be one superintendent, with one male assistant and eleven female assistants; and that in the selection of teachers by this Board preference shall be given, other qualifications being equal, to those who intend to make the business of teaching a permanent employment." A Board of Examiners was also appointed, consisting of John Lynch, Chauncey N. Olds, and H. N. Bishop.

The schools were opened on the 22d day of November, 1852, with the twelve assistant teachers. The full corps of teachers, with salaries, is appended:

Mr. John Lynch, Superintendent, at salary of.....	\$1,000
Mr. E. M. Colton, Principal Male High School.....	400
Miss Henrietta S. Matthews, Principal Female High School.....	300
' Mary L. McNeil.....	250
" Mary Ann Harris.....	250
" Eveline A. Humaston.....	200
" Harriet M. Keyes.....	200
" Frances H. Sprengle.....	200
" Celia Ann Minot.....	200
" C. J. Loveland.....	200
" Mary R. McCormick.....	200
" Lucy M. Atwater.....	200
" Rhoda L. Greenleaf.....	200
" Elizabeth C. Rice.....	200

The teachers were to be paid quarterly at the rates designated.

In October, Mr. Lynch, by direction of the board, prepared and reported a system of rules for the government of the schools, course of study and a list of text-books. These regulations, but slightly modified and with a few additions, remain in force to this day. The teachers were then required

to report weekly and quarterly. The daily sessions began at 9 o'clock A. M., closing at 12 M.; in warm weather at 2 P. M., closing at 5, and in cold weather at 1 P. M., closing at 4 P. M.

The schools were divided into four departments, called, respectively, the High School, Grammar, Secondary and Primary. The Primary department was divided into four grades of one year each, and four teachers assigned to it; the Secondary into two one-year grades and two teachers assigned; the Grammar into three grades of a year each and but two schools with two teachers assigned, and the High School into five grades of one year each. It has proved a difficult task to ascertain, with entire accuracy, the items enumerated above, as well as the studies pursued in each department about to be appended, but it is believed there is no material inaccuracy in the statements made.

The branches taught during the first year of the school, in the Primary department, were alphabet, spelling, reading, writing on slates, geography, oral and text-book; arithmetic, oral and text-book, and grammar, oral. In the Secondary, spelling, reading, slate-writing, penmanship, geography, arithmetic, and grammar. In the Grammar, spelling, reading, slate-writing, penmanship, geography, arithmetic, mental and written; grammar and drawing, with weekly exercises in composition and declamation. In the High School, spelling, reading, penmanship, geography, mental and written arithmetic, grammar, algebra, Latin and botany, with stated exercises in composition and declamation.

The course for the High School, adopted at this time, included all the higher studies found now in the best schools, but while undergoing organization the lower studies named were temporarily admitted.

## III.

## GROWTH OF THE SYSTEM.

I present herewith, in tabular form, the more important statistics as far as they can now be obtained by diligent research, of the first year of the schools, ending June, 1853; of the third year, ending June, 1855, when the system had been thoroughly tested under Mr. Lynch's superior management, and of every tenth year thereafter :

	1853.	1855.	1865.	1875.
Number of pupils enumerated.....	1201	1292	1800	1903
Number of pupils enrolled.....	845	813	875	1300
Average daily attendance.....	600	532	650	803
Number of teachers.....	12	13	15	25
Number of school-rooms.....	15	15	16	24
Number of grades or departments.....	4	4	5	5
Number of weeks in session.....	28	40	40	40
Amount paid teachers.....	\$3216	\$3466	\$6910	\$10917
Total expenditures.....	.....	.....	12597	14003
Value of school property.....	45000	45000	45000	80000

The public schools reached at once a marked degree of popularity, which they have steadily maintained. The Circleville Academy and all other private schools were closed in 1852. They have never been re-opened, nor have other pay schools gained foothold since. All classes, without distinction of politics, religion or wealth, have freely patronized the public schools, and fostered them by the election of directors who have labored wisely and disinterestedly in the discharge of their responsible trust.

## IV.

## IMPROVEMENT OF THE SYSTEM.

Before the close of Mr. Lynch's supervision, beginning

Latin and Algebra were introduced into the 9th year of the A Grammar grade, and, under Mr. Barney, United States History became a required study in the 8th year, and Physical Geography in the 9th. In 1873, Superintendent Smart removed the Latin of Senior Grammar to first year of High School. At this time, the sexes were seated in different rooms in the High School and Grammar grades.

Several changes in the course of study and text-books were effected during the administration of Mr. Smart. He had a text-book on English Grammar first begun in the Junior instead of the Senior Grammar, and Language Lessons in the grades below. Mitchell's Geographies were supplanted by the Eclectic Series; Oral Geography took the place of the introductory book in the Primary grade, and the text-book was begun in the Intermediate, to be completed in the Grammar. Oral instruction in numbers was substituted in the first three years for Ray's earlier book, and Ray's Intellectual and Third Part begun respectively in the 4th and 6th years.

*Music.*—The Quadrennial Report, issued by C. S. Smart in 1874, says: "In 1870, the Board employed a special teacher of Music, who, each week, gave a lesson of one hour to each room of the departments above the Primary." Thus Music continued to be taught in each white school. It was considered an optional study, and but one text-book was used from the Intermediate through the 9th year.

"The rudiments of Penmanship," says the Quadrennial Report, "are taught in the lowest grades by the use of slates and pencils. Copy-books, pens and ink are not used until the last term of the 4th year. The teachers are required to give such instruction each day as it is needed."

On the opening of the new High Street Building, under

the supervision of M. H. Lewis, in the spring of 1875, the Secondaries were increased from four to six; the Primaries from three to six, and, at close of the school year, the Primaries were increased to eight, and the 9th year of the Senior Grammar became the 1st year of the High School, while the sexes, heretofore separate, were seated in the same rooms in the Grammar and High School grades.

During the same period (since February, 1875), the word and phonic method was adopted for beginners in the lowest Primary. Very much less was made through the three lower departments of oral and concert spelling and more of written spelling and individual drill. Each scholar was required to keep lists of his misspelled words and undergo a drill upon them at close of the week. The use of McGuffey's Speller was dropped from the 4th year to the 8th, and the spelling of all words used in reader and other recitations in every grade required, and examinations held upon them.

Music was also placed upon a different footing in the fall of 1875. The single bulky and ungraded volume formerly in use was superseded by Jepson's Graded Music Readers, the first book being introduced in the 4th year. Oral instruction was begun in the first year. The study was made obligatory in all except the Grammar grades, and lessons of 15 to 20 minutes each were given daily by the special and regular teachers alternately. The same plan was carried out in the colored as in the white schools.

In the third term of 1875, a special teacher of writing was employed. Slate writing, with ruled lines, was begun in the first term of 1st year, followed in the next by lead pencil writing. The copy-book was begun in the 2d year, and pen and ink with advanced copy-books in the 3d year. The

special and regular teachers alternate in charge of the classes in both white and colored schools. It has added greatly to the efficiency of the schools in this branch that, about the same time with these changes, the Board determined to supply the Common Schools with slate and lead pencils, pen-holders and pens, and exercise paper.

Except the German adopted as an elective study in the last two years of the High School, taught by the regular teachers, no facilities were afforded for the pursuit of this language by the large number of pupils of German parentage or extraction in the schools. The fall term of 1875 opened with ample provision made for the study of German in the ten upper schools beginning with the Junior Secondaries. A special teacher, a lady of German parentage, thoroughly educated, gives daily instruction to all in these schools whose parents wish them to take German in addition to the regular English course. The school exercises are so arranged that the German teacher can have her classes in the several rooms during the general study hour. Over 200 scholars are now (December, 1875) under such instruction.

It is worthy of remark that successive examinations evidences no falling off in the scholarship of those who pursue this additional study, while there has been a marked gain in facility of expression and quickness of parts.

*Examinations* of pupils of all grades during Mr. Lynch's supervision were conducted by him orally at the close of each term. These examinations, in connection with the average of daily recitations, determined the advancement of the pupils. Mr. Barney continued these oral examinations, but under the charge of the several teachers, and made them occasions of special public interest, on which great numbers

attended to witness the exercises. These tests averaged with the daily records fixed the success or failure of pupils.

Until 1872, semi-yearly examinations, partly oral and partly written, of the several classes of the common schools were held by Mr. Smart. From 1872 on to the close of his administration in January, 1875, written examinations for the purpose of reclassification were conducted by the teachers in all the rooms above the Primary grades at the close of each term. Except for the High School, all the questions for the classes were made out by the superintendent. Each scholar wrote out the answers on paper of his own furnishing with lead pencil. The teacher examined and passed upon the papers, which were then folded and sent to the superintendent's office. Advancement was then based upon the general average made up from the daily class markings, the examinations, and deportment. Monthly examinations for trial were held at the option of the teachers, who furnished their own questions and took no pains to preserve the papers.

Since the spring term of 1875, Mr. Lewis has made monthly examinations, written with pen and ink upon uniform paper furnished by the Board, obligatory on all the scholars above the 3d year of the Primary grades, including the High School. The questions are all made out in the office of the superintendent and handed to teachers on the day of examination. The fall term opens in the common schools with a hurried review of the previous year's work. They are then pressed on in advance work, upon which monthly or six week's tests are taken until the close of the second term, when a public examination takes place. For a searching inspection of this public test of all the schools, together with the modes of recitation held for the four or six weeks pre-

viously, special committees of capable citizens, interested in school work, are appointed by the Board. During the third term, the monthly examinations are kept up, and, at the final one the test covers the year's progress. Promotions are then based upon the average of all the examinations of the year.

No note is now made of the daily recitations, the incentive of the coming examination being a sufficient spur to steady daily progress, while the teacher, uninterrupted before the class, is free to severely sift the knowledge gained, to amplify and illustrate the points not clearly comprehended, and to block out the ensuing tasks. The papers, faced with the questions, properly labeled, neatly bound, and with all the answers graded in the margin, are sent to the superintendent's office for final revision, together with a report in full of each scholar's per cents. in the several studies and his average in all.

In regard to the times of promotion, Mr. Smart says: "The nearest approach I have been able to make to such a classification as will accommodate the greatest number without making the manipulation of classes too cumbrous, has been to reclassify three times in the year, and to promote, at any time, pupils whom, on examination, I found prepared."

Mr. Lewis, on finding that these term promotions were, for several reasons, with so limited a corps of teachers, thwarting rather than accomplishing the objects for which graded schools was organized, returned as speedily as possible to the custom of yearly promotions except for the first two or three years. The increased number of Primaries enabled him to make this exception without disturbing the classification in the grades above. Honorable promotion of scholars who outstrip their fellows, and trial promotions of the large



number of irregulars, made such by field-work or sickness, bridge quite safely all the difficulties of exceptional cases in grading.

Improvements in school accommodations, buildings, etc., have been made since 1853. The original building, named the "Everts" in the spring of 1875, contains now 16 school-rooms, with sittings for 850 pupils, the laboratory, and superintendent's office. It has been furnished throughout since June, 1875, with the best single desks. The School Board has, of late years, added liberally, as needed, new and improved apparatus and chemical stores.

In 1871, the Board completed the Ohio Street Building for colored pupils, at a cost of \$7,000. It is a fine brick structure, with ample hall and two rooms. There are sittings for 150 pupils. The rooms are furnished with excellent double desks, with charts, globes, and wall maps. The site commands a wide sweep of the Scioto valley and river.

In the spring of 1875, the High Street Building was completed and furnished with single desks, giving 350 sittings. This edifice is architecturally beautiful, tastefully yet substantially finished in every part, and pleasantly located. It has a large entrance hall, from which the six school-rooms are easy of access; three of these opening upon the first floor and three upon the second. Three hot-air furnaces heat the rooms comfortably in the coldest weather, while the Reutan mode of ventilation, on the exhaust principle, keeps the atmosphere perfectly healthful. The total expenditure on this building and surroundings has been upwards of \$25,000.

Wm. Doane, Esq., Treasurer of the Board for 14 years past, and Chairman of the Committee on Buildings, furnished the design of these recent structures and supervised their erection.

## ORGANIZATION OF THE HIGH SCHOOL.

The High School was organized at the same time with the Union School, November 22, 1852.

Few changes of importance have been made in the course of study planned by Mr. Lynch and adopted by the Board of Education in 1852. The four years' course of the High School includes the following studies: Algebra, physiology, zoölogy, botany, geometry, natural philosophy, chemistry, rhetoric, general, English, Greek, and Latin history, trigonometry, physical geography, astronomy, geology, English literature, mental and moral science, political economy, Latin, Greek, German, and French.

About 20 pupils have gone from this school to college, although many more than that number have been adequately prepared. The first class graduated in March, 1858. There were five in the class. Sixteen classes have since graduated, with an aggregate of 129 members. Twenty-three of these were young gentlemen, and 106 young ladies. Number of scholars in the High School in 1855, 86; in 1865, 83; in fall term of 1875, 89. The changes made in conditions of admission will be found stated at length under the fourth topic.

*High School Principals, and Term of Service since Organization of the School.*

	<i>Employed.</i>	<i>Resigned.</i>
E. M. Cotton.....	November, 1852.....	June, 1859.
John P. Patterson.....	September, 1859.....	June, 1860.
D. N. Kinsman.....	September, 1860.....	Mar., 1863.
J. M. Atwater.....	April, 1863. ....	June, 1863.
O. C. Atwater.....	September, 1863.....	June, 1865.
Milton J. Warner.....	September, 1865.....	June, 1866.
Charles F. Krimmel.....	September, 1866.....	June, 1872.
James H. Clendennin.....	September, 1872.....	June, 1875.
P. M. Cartmell.....	September, 1875.....	

It is impossible to gauge precisely the usefulness of the

High School in this community. It has materially and beneficially affected all classes of society.

Representatives of these 17 classes are found in the college chair, in the press, in the learned professions, in the counting-house, in the great railway interests, in the navy, in the army, in our State Legislature, and at the head of schools at home and abroad. Twenty-four, at least, of the graduates, have been successful teachers in our Public schools, of whom 14 are still connected with them in the various grades. Besides these classes, in estimating the full usefulness and appreciation of the Circleville High School, large account must be made, also, of the 400 to 500 others, who, during the 23 years of its existence, have enjoyed one or more years of its advanced instruction and superior training, and have then gone forth and become citizens of influence and culture in this and other communities.

## II.

### SUPERVISION.

John Lynch, first superintendent, was elected at the opening of the Union School, in the fall of 1852, and, after ten years' service, resigned to enter the army in June, 1862. Of his very successful organization and management of the schools, much in detail has been given under the second topic.

Hon. H. H. Barney, who, as State School Commissioner, had been deservedly popular, succeeded Mr. Lynch in September, 1862, and continued in office seven years. He resigned in 1869, withdrawing altogether from the cares of any avocation to that studious ease which the weight of years and his cultured tastes made desirable. Our citizens still speak with regret of the loss from our midst of this scholarly gentleman and honored citizen.

Mr. C. S. Smart followed Mr. Barney in January, 1869, and resigned after six years' service in January, 1875, having been elected State School Commissioner in October previous. He was engaged at a salary of \$1,400, which was raised to \$1,800 at the close of the school year. Under "Improvement of the System," mention has been made of the changes introduced by him.

In February, 1875, M. H. Lewis entered upon the duties of superintendent, at a salary of \$1,800. Under the appropriate topic, the changes made through his recommendations in classification and course of study have been specified.

*Teachers' meetings* have been held weekly, or as occasion required, since 1852. Mr. Lynch, for a time, had all meet at the Chapel at 7:30 each Saturday morning, and continue in a kind of Normal Institute session until 11:30. Later, and still, the general teachers' meetings take place at 3 P. M on Friday. The several superintendents have used this hour for counsel, criticism, and general direction.

Since February, 1875, it has been the practice of the superintendent to hold general teachers' meetings only as necessary, once in two or three weeks, while two or three special or grade meetings are convened each week. In these, modes of instruction, government, and special cases are considered.

At the close of 1875, the Public Schools are arranged as follows: 1. The High School, taught by three teachers and divided into four regular classes. 2. The Common School, with four departments of two grades each, and 20 schools. 3. The Colored School, with two schools and two teachers.

Three special teachers, of music, penmanship, and German, complete the corps of 28 teachers.

HISTORY  
OF THE  
Public Schools of Columbus  
FROM THEIR ORGANIZATION.

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SCHOOL LEGISLATION.

All legislation for public schools not only for the State of Ohio, but for the northwestern territory, arose out of a general principle in the ordinance of 1787.

Article third, of the compact between the original states, and the people and states in said territory, declared: *Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education SHALL FOREVER BE ENCOURAGED.*

The General Assembly of 1824-5 passed an act February 5th for the regulation of the schools of the state. It provided for the election of three directors in each school district, and authorized the levy of one half a mill upon the dollar to be appropriated for the use of common schools.

In accordance with this act the first public school was opened in Columbus, in the fall of 1826. In 1829 an act was passed giving county commissioners power to raise the levy to three-fourths of a mill; in 1836, the levy was raised to one and a half mills; in 1838, it was raised to two mills; and in 1839, power was given the county commissioners to reduce the levy from two mills to one. The schools of Columbus were sustained and regulated from 1826 to 1845 in accordance with the above legislative acts.

A special act for the better regulation of public schools in the city of Columbus was passed by the General Assembly, February 5, 1845. It provided for the election of six directors for the city of Columbus, which shall be a body politic and corporate in law, by the name of the Board of Education of the City of Columbus.

It authorized the City Council to appoint three school examiners, whose duty it should be to examine applicants for positions as teachers in the public schools, authorized the board to appoint a suitable person to take an enumeration of all youth in the city between the ages of four and twenty-one. This act was amended February 16, 1849, authorizing the Board of Education to establish different grades of schools, and to make rules and regulations therefor, also to levy an additional tax not to exceed one and a half mills on the dollar of the valuation of the taxable property of the city.

It was again amended March 21, 1851, whereby the board was authorized to enlarge school buildings, purchase sites, and erect new buildings from time to time as they may deem expedient, and the increase of scholars may require; to this end the board was authorized to levy an additional tax not to exceed three mills on the dollar. The act passed February 3, 1845, was again amended March 25, 1864, as follows: On the second Monday of April, 1864, the qualified voters of Columbus shall meet in their respective wards and elect one member of the Board of Education for each of said wards, who shall serve for the odd wards one year, and in the even wards two years. The term of service shall be two years. Vacancies shall be filled by the City Council with the consent of the board. It authorized the board to hold its meetings at such time and place as it may think proper. It was further amended by act of April 16, 1867, making the treasurer of Franklin county ex-officio treasurer of the

Board of Education and requiring the board to publish an annual report of the condition of the schools, the proceedings of the board and such other matter as it may deem expedient.

An act passed March 30, 1868, so amended the school laws of the city as to allow the board to levy a tax not exceeding five mills on the taxable property of the city for building purposes, each year till 1871, when said sum shall not exceed four mills on the dollar.

By a special act of the General Assembly passed April 12, 1870, the Board of Education was authorized to raise money, and issue bonds to the amount of fifty thousand dollars, bearing eight per cent. interest payable semi-annually for the purpose of erecting the Sullivant and Central German school buildings.

By the act passed February 3, 1845, all legal titles to property were vested in the City Council. As early as 1849 the board was embarrassed by their connection with the City Council, and urged that to render the board efficient it should be entirely independent.

The act under which the public schools of Columbus are now organized was passed May 1, 1873, which repealed all other acts inconsistent with any of the provisions of this act.

#### BUILDINGS AND ACCOMMODATIONS.

At the time of the passage of the Act for the regulation of common schools in 1825, there was no building bearing the name of school house in Columbus.

The schools were held in such rooms as could be rented with one exception from 1826 to 1846. At the time Columbus was made a separate school district in 1845, there was one frame building out of repair and unfit for school purposes belonging to the city. It was situated on

Third Street near Rich. The first effort of the Board of Education was directed towards providing suitable school buildings. A vote of the people as was required by law for and against a tax for erecting school houses was taken in the spring of 1845 and resulted against the tax. At the annual election in the spring of 1846, the question of a tax for school houses was again submitted to the people and resulted in favor of the tax 776, and against 323. A committee consisting of P. B. Wilcox and James Cherry, was appointed by the Board to report plans and estimates for the erection of school houses. This committee recommended the erection of three houses one story in height, and containing each six rooms.

The same was reported with the approval of the Board to the City Council, and the estimated cost, seven thousand five hundred dollars, with a request that a tax to that amount might be levied for the purpose. The new buildings were located, one on the corner of Mound and Third streets, one on Third near Rich street, and the other on the corner of Third and Long streets, and were opened July 21, 1847. The primary rooms were furnished with seats having boxes for the deposit of books, slates, etc., between the seats of every two pupils; the secondary and grammar schools were supplied with seats and desks accommodating two pupils each. The expense incurred for school houses, sites, grading, outhouses, seats, desks and other furniture was about \$14,000. The erection of the buildings did much for the cause of popular education in this city.

The city grew rapidly, and soon the board found it necessary to take steps for increasing the number of buildings. During the school year 1851-2, the lot now occupied by the Sullivant building, on State Street, and a lot on the corner of Fourth and Court streets were purchased by the board. A frame building one story in height, at a cost of three thousand dollars was erected on



the lot on the corner of Fourth and Court streets and occupied during the winter of 1852-3. A brick building sixty by seventy feet, three stories above the basement, at a cost of about fifteen thousand dollars was erected on the State street lot, and was ready for occupancy the winter of 1853-4.

To this building the High School heretofore taught in the Academy on Town street was removed. During the summer of 1856, the buildings on Mound street and Long street were enlarged at an expense each of about three thousand two hundred dollars. No material change has been made in the Mound street house since that time, but the one on Long street known as the Loving School was thoroughly repaired during the summer of 1871, and has since been used for the colored children. Additional grounds were purchased for these buildings in 1857.

Nine hundred dollars were paid for an additional lot on Mound street building and two thousand five hundred and twenty-five dollars for a lot on Third and Long streets. In 1858 the lot immediately north of the Mound street building was purchased for four thousand three hundred dollars, and the brick house upon the lot was converted into school rooms.

The lot on the corner of Broad and Sixth streets with the foundation walls for a church was purchased from the vestry of the Trinity Church for \$8,820, upon which to erect a High School building in the spring of 1859. The plan of the High School building was made by Major W. B. Kelley. The contract of erecting the new High School building was awarded to Auld J. Miller for \$28,000, June, 1860. It was ready for occupancy the fall of 1862. The plan of the building on Third near Rich offered by Mr. Geo. Bellows was adopted and a building erected during the years 1860-1 at a cost of about \$6,850. The contract was awarded to Auld J. Miller. In 1861 an additional lot adjoining this building was purchased. A similar build-

ing was erected on Fourth and Court streets during the year 1862. It was occupied the succeeding year. An increase of the number of buildings was again found necessary in 1866. During this year three lots on Park street were purchased for three thousand dollars, also one on South Third and Sycamore streets and a building erected on each lot. These houses are in all respects similar and were built at an expense of \$33,920. During the year 1867, six lots on Spring street were purchased for \$5,000 and five on East Fulton for \$5,000. The board made a contract for two buildings to cost about \$34,000 and to be completed July, 1869. The Sullivant building and the building for the Central German Grammar School were completed in the fall of 1871. The contract price for the former was \$50,863; for the latter \$14,444. The Fieser building was built in 1873, at an expense of about \$11,000; the First avenue in 1874, costing \$12,400; the Second avenue costing \$17,145 and the New street, costing \$18,770 were ready for occupancy January, 1875.

#### THE SCHOOLS.

It will be impossible within the limits of this report to give a detailed account of the schools of this city, tracing their history and growth from the beginning to the present time.

To make a statement of the prominent facts, to describe the battles which were lost and won for popular education, the progress of the public schools and the slow but gradual improvement made by the teachers in methods of discipline and instruction, would fill a volume of many pages. The history of the public schools of Columbus has been repeated over and over again, in all the cities and towns of central and southern Ohio.

The birthplace of the free public school was New England, and in those portions of the state, settled by her people, the public school was supported without opposition, but where settlements were made by those who came from

the southern states, the establishment of the public school was difficult, being an institution with which they were not familiar in the states from whence they came.

From the year 1825 to 1840 the best public schools were to be found in the rural districts. In cities and towns the sum appropriated by the State was insufficient to maintain the public schools for a longer period than three or four months in each year; consequently, the intelligent and influential citizens gave their patronage to private schools which could be kept up through the whole year. In the country districts, private schools could not be supported, and as a result the influence of all classes was given to the maintenance of the public school. In Columbus, during this period, private schools were numerous and the drift of public sentiment was in their favor. To go to the public school was accounted a disgrace. No parent who could afford to pay the tuition of his child in a private school, would suffer himself to be enrolled as a pauper and subject his child to the taunts and sneers of the child of his more fortunate neighbor. The first public school was opened during the year 1826. With what success there is no record. In 1830 two schools were opened, one for the older pupils to be taught by a man, and one for the younger to be taught by a woman. There is no farther record of the number and character of the public schools till the passage of the special law for the better regulation of schools in Columbus, February 3, 1845.

The new board elected under this act found thirteen schools in operation, five of which were taught by men and eight by women. The schools were graded so far as to give the older and more advanced pupils to the men and the less advanced and younger to the women. Nothing was taught but the merest elements of the common branches and these in a very unsatisfactory manner. Without school houses, with indifferent teachers, and with the influence of the largest number of the prosperous and more cultivated

citizens against the public schools, these earnest and early friends of popular education struggled to raise the standard of the qualifications of teachers, and to procure suitable accommodations for the children. During the year 1845 about fifteen schools were kept in session, from May till the middle of October. From the spring of 1846, till the spring of 1847, fourteen schools were kept up with an average of five hundred and twenty-eight pupils for four quarters. The schools under their new organization had prospered. System began to be established. Action was taken to secure a uniformity of text books. At the close of the year in April, 1847, three new school houses were approaching completion and the board could look back upon the work they had accomplished with satisfaction.

At the beginning of their second year, the board saw that the one thing needed to make the schools still more efficient, was more personal attention. Not being able to do this themselves they determined to create the office of Superintendent of Public Schools. They selected for this place DR. ASA D. LORD, who entered upon the duties of the office, May 15, 1847.

DR. ASA D. LORD's first administration was from May 15, 1847 till February 25, 1854, when he resigned. Dr. Lord's efforts under the direction of the board were given to the classification of the schools and the arrangement of a course of instruction. The schools were divided into three general departments, called Primary, Secondary and Grammar. Soon after the schools were opened, and the pupils were distributed to the departments for which they were found qualified, there were many applications for admission by those who were able to enter in advance of the course of study arranged for the Grammar school department. The board wisely determined soon after the beginning of the second quarter, to open a school for the accommodation of these more advanced pupils, under the immediate direction

of the superintendent. The school was opened in a vacant room in the Third and Rich Street School, to which the superintendent devoted one-half of each day, while a woman was employed during the rest of the day.

Before the close of the year, the school became so large that it was deemed advisable to rent for its accommodation the Academy on Town street, and to employ another teacher. Thus the department, known in our system of public schools as the High School, had its origin. At the close of the year July 1848, the board in their report make mention of the gratifying change in public sentiment which had taken place within the last two years.

Many families who had never sent their children heretofore to the public schools, asked for their admission. The board with the advice of the superintendent instituted measures whereby better qualified teachers might be obtained. To this end, a board of examiners was appointed in accordance with the provisions of the law, and applicants for positions as teachers in the schools were required to undergo a thorough examination. The teachers were required by the board to attend at the room of the superintendent three hours every Saturday morning, during term time, for the purpose of reviewing the branches taught in the schools. In addition, the teachers were encouraged to form a society for mutual improvement. This was done, and a library of books on the subject of theory and practice of teaching was collected. These means of improvement of the teachers were kept up throughout Dr. Lord's administration.

In the spring of 1849 a course of study and rules and regulations were adopted for the High School. During the winter of 1850-1 the board decided to open evening schools, one in each of the three buildings, under the instruction of the teachers of the grammar schools. These schools were well patronized by pupils ranging from twelve to thirty-two

years of age. During the year 1851-2 there were, including the High School, twenty-two different schools and twenty-three teachers.

In January of this year the German-English schools were better classified than heretofore.

In 1853 the first public school was opened for the colored youth. There was an attendance of about seventy-five children. Three schools were necessary to accommodate them the succeeding year. During this year the schools were suspended six weeks, for the purpose of increasing the fund for building purposes.

The board in accepting the resignation of Dr. A. D. Lord, as superintendent of the schools passed the following resolution :

*Resolved,* That in the present flourishing condition of the public schools we recognize the results of the faithful labors of Dr. A. D. Lord, for the eight years last past. That his labors have been at all times acceptable to the board and they hereby tender him the assurance of their confidence and esteem.

#### DAVID P. MAYHEW'S ADMINISTRATION.

Mr. Mayhew was elected February 25, 1854. During Mr. Mayhew's term of service a special teacher of music, and a special teacher of penmanship were appointed for the first time in the history of the schools. The retirement of Dr. Lord left a vacancy in the principalship of the High School to which the Rev. Daniel Worley was appointed. He resigned in December and was succeeded by Mr. John G. Stetson. Mr. Mayhew during his term of service gave much attention to the improvement of the primary and secondary grades in elementary reading and spelling. July 10, 1855, Mr. Mayhew tendered his resignation. His labor and ability displayed while in office received special mention by the board.

At the same meeting held July 10, 1855, Dr. Asa D. Lord was again elected superintendent of the schools of Columbus.

During Dr. Asa D. Lord's second administration the rules and regulations were revised; teachers' meetings which had been omitted for some time were resumed; more time and care than ever before were given to examinations for promotion which tended to better the classification of all the schools.

At the close of the year 1855-6, there were twenty-seven schools with an average daily attendance of 1,533, in charge of thirty-eight teachers. The schools were now in a very prosperous condition. Dr. Lord's personal influence extended not only to the teachers, but reached every child in the schools.

#### E. D. KINGSLEY'S ADMINISTRATION.

Mr. Kingsley was elected to the superintendency of the public schools July 11, 1856. During his term of service, the course of study was revised; the classification changed from four to five general departments designated as primary, secondary, intermediate, grammar and high. The play grounds connected with the buildings were enlarged and so divided as to separate the sexes.

Programmes for the daily exercises were prepared for the teachers in the various grades, designating the time to be given to each of the different branches of study. The office of principal for the system of schools in a building of a district was created and the duties defined.

Before this time the teacher of the senior grammar school was the nominal principal. Mr. Kingsley's term of service as superintendent extended till July, 1865. During the exciting period of the war the schools were maintained notwithstanding the necessary withdrawal from them of public attention. Hon. Thos. W. Harvey was elected superintendent of the schools of the city, July 10, 1865, but declined to accept the appointment.

## MR. WILLIAM MITCHELL'S ADMINISTRATION.

Mr. Mitchell was elected superintendent of the schools, September 11, 1865. During his term of office and the latter part of Mr. Kingsley's, it will ever be a source of regret that the board did not cause to be put in permanent shape the school statistics, the growth, progress and condition of the schools of the city. Even the receipts and expenditures of the board have not been kept in a manner that reliable results can be given.

This is still more to be regretted since the administration of Mr. Mitchell in the general management of the schools and the board in devising measures for rendering more perfect and efficient the system of public instruction in the city, was one of marked ability and success. During this period the rules and regulations were revised, many of which still remain as then adopted; the course of study was materially changed and the time for the completion of the course for entering the High School reduced one year; the most approved methods of instruction were introduced; more rational methods of discipline were used; the standard of the qualifications of teachers was raised by the board of examiners; and the teachers at the regular meetings for conference and the discussion of professional topics were inspired with a love for, and an earnestness in their work which largely increased their usefulness. During this period Hon. Joseph Sullivant who served as President of the board twelve years gave much time and attention to the schools. He was an early friend of popular education, and his large experience, scholarly attainments, liberality, energy of character and wide influence, fitted him for an adviser for superintendent and teachers.

Mr. Mitchell resigned August 25, 1868, and Mr. S. J. Kirkwood was elected to the office of superintendent. Mr. Kirkwood declined to accept and Mr. Mitchell was elected at a largely increased salary, and continued to hold the office till June 1871, when he declined a re-election.



From 1865 to 1871 the rapid growth of the city largely increased the necessity for more schools for the accommodation of the children entitled to admission. This was met by the board with a promptness and liberality not exceeded by the school authorities of any city of the West.

Personal mention ought to be made of the members of the early boards of education for the ability, wisdom, and self-sacrificing spirit they displayed in laying the foundation for our present system of popular education, but space will not allow. They were most all educated men and men of wealth and high standing in the community—men of different political parties, and of different religious opinions, but united in their efforts for an efficient system of public schools.

#### R. W. STEVENSON'S ADMINISTRATION.

Mr. Stevenson was elected Superintendent July 13, 1871, and still continues in office. At the beginning of this year a radical change was made in the organization of the schools. The schools prior to this time were under the direction of one superintendent, who had the general management of the schools of the city, and seven men principals having special charge of the schools in their respective districts. It was the opinion of the members of the board that the schools could be made equally efficient, and could be conducted more economically by the substitution of women for principals instead of men. The city was divided into three school districts, over each of which was placed one man under the direction of the Superintendent and a woman was placed at the head of the schools in each large building. Messrs. E. O. Vaile, Alfred Humphreys, and C. Forney were elected to the position of district superintendents. Soon after the school year began Mr. Vaile resigned to accept a position as teacher in the Woodward High School, Cincinnati, O. His duties were divided between the two remaining

principals. By direction of the board the course of study was revised and many important changes were made. The time for the completion of the former course required a period of nine years. The names of the grades were changed from first and second primary, first and second secondary, first and second intermediate, and A, B, and C grammar, to A, B, C, and D primary and A, B, C, and D grammar. The elements of zoology, botany and physics were introduced in the new course of study and provision was made for drawing and music.

The A Grammar school classes which had formerly been distributed in six buildings, in different parts of the city were united into three classes. This arrangement reduced the number of teachers necessary for this grade, and greatly increased the class spirit of the pupils.

A new set of blanks for weekly, monthly, and yearly reports was prepared, with a view to collect full and reliable statistics of the work performed by the teachers and pupils. The system of daily marking recitations was abandoned and the plan of monthly or periodical examinations adopted in its stead. Many pupils were promoted from a lower to a higher grade during the year upon scholarship shown in these examinations. At the close of the year the standing of the pupils in the monthly examination was considered in the promotion of the pupils from one grade to another.

Grade meetings of the teachers were held at frequent intervals for the discussion of matters pertaining to the management, discipline, and methods of instruction. These meetings of teachers have been kept up every year with great interest and profit.

At the beginning of the school year 1872, Col. G. A. Frambes and C. F. Krimmel were elected to take the places of Messrs. Alfred Humphreys and C. Forney. Mr. E. H. Cook was appointed Principal of the High School *vice* Mr. A. Brown who resigned. The salaries of the Superintendent,

principals, and teachers were raised, and the basis of the amount to be paid teachers was made to depend upon the success and experience of the teacher irrespective of grade. The salary of the superintendent was fixed at \$3,000; Assistants at \$1,500; Principal of High School at \$2,000; Principals of Grammar and Primary Schools, minimum \$800, maximum \$1,000; teachers, minimum \$400, maximum \$700. /

The rules and regulations were carefully revised and adapted to the growing needs of the schools.

A course of study in music was adopted by the board but was not carried out till the following year. The progress made during this year was highly satisfactory to the board. At the close of this year Prof. T. C. Mendenhall retired from the High School to accept a professorship in the Agricultural and Mechanical College. Mr. A. G. Farr, a teacher of the High School, was elected to fill the place of Mr. Mendenhall, as teacher of physics.

Soon after the beginning of the school year 1873 Mr. Krimmel resigned his position as assistant superintendent. His duties were assumed by the superintendent and his remaining assistant. Walter Smith's system of Industrial Drawing was introduced by the board and the services of Prof. William Briggs of Boston were obtained to instruct the teachers and mark out a graded course of instruction for the pupils.

Early in the year Prof. H. Eckhardt teacher of music resigned and Col. J. A. Scarritt was elected in his place. The appointment of Col. Scarritt changed the whole course of instruction in this branch which had heretofore been exceedingly unpopular with the board, teachers and pupils. The progress made during the year in music, drawing, botany, and physics was unparalled in the history of the schools. During this and the two preceding years, the fact was demonstrated that the pupils of German parentage

required no longer time to complete the English course in connection with the study of the German language than the pupils who did not take the German.

Changes were made in the D primary grade so as to allow three classes of different stages of advancement in the grade.

Before the opening of the school year 1874, Prof. W. S. Goodnough was elected superintendent of art education in the public schools of the city. The course of study in the High School was revised and changed so as to make four courses, viz.: English, German, Latin, and Classical. The English covered a period of three and the remaining a period of four years. The attendance of pupils during this and the succeeding year was largely increased. At the beginning of the school years 1874 and '75 a teachers' institute for the benefit of the city teachers was held at the High School building.

In the spring of 1875 the supervising force was still farther reduced by adding to the duties of the assistant superintendent the duties of clerk of the Board of Education.

The schools are in a very prosperous condition. The amount of money in the treasury is sufficient to meet every obligation of the board if now due. A public school library has been opened in connection with the schools and an appropriation has been made for its permanent support. Steps have been taken for the establishment of a normal school for the training of teachers for the schools of the city.

Intelligence and liberality have been prominent characteristics of the members of the respective boards for the last four years, as well as in previous years of the history of the public schools of Columbus. Parents applying for accommodations for their children, have been promptly supplied with buildings comfortably seated, and with competent and pains-taking teachers.

The following comprises a complete list of all the members of the board and officers of the same, since 1845, and all prior

to this date which can be procured from records at hand. A statistical table is also appended which gives the details of the history of the schools :

## MEMBERS OF THE BOARD OF EDUCATION

FROM THE ORGANIZATION OF THE SCHOOLS.

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	1826.	
DR. P. SISSON.	WILLIAM T. MARTIN.	REV. C. HINKLE.
	1830.	
JOHN WARNER.	WILLIAM ST. CLAIR.	CHRISTIAN HEYL.
	1831.	
WILLIAM McELVAIN.	NATHANIEL McLEAN.	HORTON HOWARD.
	1847-8.	
WILLIAM LONG, <i>President.</i>		P. B. WILCOX, Esq.
S. E. WRIGHT, <i>Secretary.</i>		J. B. THOMPSON, M. D.
H. F. HUNTINGTON, <i>Treasurer.</i>		JAMES CHERRY.
	ASA D. LORD, <i>Superintendent.</i>	
	1848-9.	
WILLIAM LONG, <i>President.</i>		P. B. WILCOX, Esq.
S. E. WRIGHT, <i>Secretary.</i>		J. B. THOMPSON, M. D.
H. F. HUNTINGTON, <i>Treasurer.</i>		A. F. PERRY, Esq.
	ASA D. LORD, <i>Superintendent.</i>	
	1849-50.	
WILLIAM LONG, <i>President.</i>		J. B. THOMPSON, M. D.
J. L. BATES, <i>Secretary.</i>		S. E. WRIGHT, Esq.
H. F. HUNTINGTON, <i>Treasurer.</i>		J. W. BALDWIN, Esq.
	ASA D. LORD, <i>Superintendent.</i>	

MEMBERS OF THE BOARD OF EDUCATION—*Continued.*

1850-51.

J. B. THOMPSON, <i>President.</i>	WILLIAM LONG, ESQ.
J. L. BATES, <i>Secretary.</i>	S. E. WRIGHT, ESQ.
H. F. HUNTINGTON, <i>Treasurer.</i>	J. W. BALDWIN.

ASA D. LORD, *Superintendent.*

1851-2.

J. B. THOMPSON, <i>President.</i>	WILLIAM LONG, ESQ.
J. L. BATES, <i>Secretary.</i>	S. E. WRIGHT, ESQ.
H. F. HUNTINGTON, <i>Treasurer.</i>	JOS. SULLIVANT, ESQ.

ASA D. LORD, *Superintendent.*

1852-3.

J. B. THOMPSON, <i>President.</i>	S. E. WRIGHT, ESQ.
J. L. BATES, <i>Secretary.</i>	JOS. SULLIVANT,
H. F. HUNTINGTON, <i>Treasurer.</i>	THOS. SPARROW, ESQ.

ASA D. LORD, *Superintendent.*

1853-4.

JOS. SULLIVANT, <i>President.</i>	H. F. HUNTINGTON.
THOMAS SPARROW, <i>Treasurer.</i>	J. K. LINNELL.
S. E. WRIGHT, <i>Secretary.</i>	JAMES L. BATES.

ASA D. LORD, *Superintendent.*

1854-5.

JOS. SULLIVANT, <i>President.</i>	J. K. LINNELL.
THOMAS SPARROW, <i>Treasurer.</i>	J. J. JANNEY.
S. E. WRIGHT, <i>Secretary.</i>	J. L. BATES.

D. P. MAYHEW, *Superintendent.*

1855-6.

JOS. SULLIVANT, <i>President.</i>	J. K. LINNELL.
J. J. JANNEY, <i>Treasurer.</i>	A. B. BUTTLES.
S. E. WRIGHT, <i>Secretary.</i>	A. S. DECKER.

ASA D. LORD, *Superintendent.*

MEMBERS OF THE BOARD OF EDUCATION—*Continued.*

1856-7.

JOS. SULLIVANT, <i>President.</i>	J. G. MILLER.
J. J. JANNEY, <i>Treasurer.</i>	A. B. BUTLES.
S. E. WRIGHT, <i>Secretary.</i>	
E. D. KINGSLEY, <i>Superintendent.</i>	

1857-8.

JOS. SULLIVANT, <i>President.</i>	A. G. THURMAN.
S. E. WRIGHT, <i>Treasurer.</i>	J. G. MILLER.
A. B. BUTTLES, <i>Secretary.</i>	A. S. DECKER.
E. D. KINGSLEY, <i>Superintendent.</i>	

1858-9.

JOS. SULLIVANT, <i>President.</i>	J. G. MILLER.
THOMAS SPARROW, <i>Treasurer.</i>	WILLIAM TREVITT.
A. G. THURMAN, <i>Secretary.</i>	GEORGE GERE.
E. D. KINGSLEY, <i>Superintendent.</i>	

1859-60.

JOS. SULLIVANT, <i>President.</i>	A. G. THURMAN.
FRANCIS COLLINS, <i>Secretary.</i>	DR. EELS.
THOMAS SPARROW, <i>Treasurer.</i>	J. H. SMITH.
E. D. KINGSLEY, <i>Superintendent.</i>	

1860-61.

JOS. SULLIVANT, <i>President.</i>	A. G. THURMAN.
JOHN GREINER, <i>Secretary.</i>	J. H. SMITH.
THOMAS SPARROW, <i>Treasurer.</i>	GEORGE GERE.
E. D. KINGSLEY, <i>Superintendent.</i>	

1861-2.

JOS. SULLIVANT, <i>President.</i>	GEORGE GERE.
THOMAS SPARROW, <i>Treasurer.</i>	J. H. SMITH.
OTTO DRESEL, <i>Secretary.</i>	STARLING LOVING.
E. D. KINGSLEY, <i>Superintendent.</i>	

MEMBERS OF THE BOARD OF EDUCATION—*Continued.*

1862-3.

WILLIAM TREVITT, *President.*

GEORGE GERE.

THOMAS SPARROW, *Treasurer.*

STARLING LOVING.

OTTO DRESEL, *Secretary.*

E. WALKUP.

E. D. KINGSLEY, *Superintendent.*

1863-4.

WILLIAM TREVITT, *President.*

STARLING LOVING.

E. WALKUP, *Treasurer.*

E. F. BINGHAM.

OTTO DRESEL, *Secretary.*

S. S. RICKLEY.

E. D. KINGSLEY, *Superintendent.*

1864-5.

FREDERICK FIESER, *President.*

K. MEES.

E. F. BINGHAM, *Treasurer.*

H. KNEYDEL.

H. T. CHITTENDEN, *Secretary.*

S. W. ANDREWS.

T. LOUGH.

J. H. COULTER.

C. P. L. BUTLER.

E. D. KINGSLEY, *Superintendent.*

1865-6.

JOS. SULLIVANT, *President.*

J. H. COULTER.

FREDERICK FIESER, *Treasurer.*

K. MEES.

S. W. ANDREWS, *Secretary.*

T. LOUGH.

E. F. BINGHAM.

H. T. CHITTENDEN.

H. KNEYDEL.

WILLIAM MITCHELL, *Superintendent.*

1866-7.

JOS. SULLIVANT, *President.*

ISAAC ASTON.

FREDERICK FIESER, *Treasurer.*

STARLING LOVING.

PETER JOHNSON, *Secretary.*

S. W. ANDREWS.

E. F. BINGHAM.

T. LOUGH.

K. MEES.

WILLIAM MITCHELL, *Superintendent.*



MEMBERS OF THE BOARD OF EDUCATION—*Continued.*

1867-8.

JOS. SULLIVANT, *President.*

ISAAC ASTON.

FREDERICK FIESER, *Treasurer.*

STARLING LOVING.

PETER JOHNSON, *Secretary.*

S. W. ANDREWS.

E. F. BINGHAM.

T. LOUGH.

K. MEES.

WILLIAM MITCHELL, *Superintendent.*

1868-9.

FREDERICK FIESER, *President.*

STARLING LOVING.

PETER JOHNSON, *Secretary.*

K. MEES.

JOS. SULLIVANT.

S. W. ANDREWS.

OTTO DRESEL.

C. P. L. BUTLER.

T. LOUGH.

WILLIAM MITCHELL, *Superintendent.*

1869-70.

FREDERICK FIESER, *President.*

DANIEL CARMICHAEL.

R. C. HULL, *Secretary.*

K. MEES.

C. P. L. BUTLER.

R. M. DENIG.

STARLING LOVING.

LOUIS HOSTER.

OTTO DRESEL.

WILLIAM MITCHELL, *Superintendent.*

1870-1.

FREDERICK FIESER, *President.*

DANIEL CARMICHAEL.

R. C. HULL, *Secretary.*

K. MEES.

C. P. L. BUTLER.

R. M. DENIG.

STARLING LOVING.

LOUIS HOSTER.

C. L. CLARK.

WILLIAM MITCHELL, *Superintendent.*

1871-2.

FREDERICK FIESER, *President.*

S. W. ANDREWS.

R. M. DENIG, *Secretary.*

LOUIS HOSTER.

STARLING LOVING.

C. P. L. BUTLER.

C. L. CLARK.

T. C. MANN.

K. MEES.

E. W. STEVENSON, *Superintendent.*

MEMBERS OF THE BOARD OF EDUCATION—*Continued.*

1872-3.

FREDERICK FIESER, <i>President.</i>	ALEX. NEIL.
R. M. DENIG, <i>Secretary.</i>	LOUIS HOSTER.
STARLIG LOVING.	VAL. PAUSCH.
K. MEES.	L. J. CRITCHFIELD.
E. F. BINGHAM.	L. D. MYERS.
S. W. ANDREWS.	
R. W. STEVENSON, <i>Superintendent.</i>	

1873-4.

STARLING LOVING, <i>President.</i>	J. B. SCHUELLER.
OTTO DRESEL, <i>Secretary.</i>	VAL. PAUSCH.
L. D. MYERS.	LOUIS SIEBERT.
L. J. CRITCHFIELD.	S. W. ANDREWS.
C. C. WALCUTT.	ALEX. NEIL.
RUDOLPH WIRTH.	
R. W. STEVENSON, <i>Superintendent.</i>	

1874-5.

C. C. WALCUTT, <i>President.</i>	PHILIP CORZILIUS.
S. W. ANDREWS, <i>Secretary.</i>	LOUIS SIEBERT.
L. D. MYERS.	J. W. HAMILTON.
L. J. CRITCHFIELD.	ALEX. NEIL.
HORACE WILSON.	RUDOLPH WIRTH.
J. B. SCHUELLER.	
R. W. STEVENSON, <i>Superintendent.</i>	

1875-6.

CHAS. C. WALCUTT, <i>President.</i>	PHILIP CORZILIUS.
J. E. HUFF.	LEWIS SIEBERT.
L. J. CRITCHFIELD.	J. W. HAMILTON.
HORACE WILSON.	J. H. NEIL.
JOHN B. SCHUELLER.	ALEX. NEIL.
C. ENGEROFF.	
R. W. STEVENSON, <i>Superintendent.</i>	

LIST OF PRINCIPALS AND TEACHERS OF THE HIGH SCHOOL,  
FROM ITS ORGANIZATION, NOVEMBER 1847, TO THE PRESENT.

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1847-48.

Names.	Appointment.	Resignation.
ASA D. LORD, Principal.....		
S. S. RICKLY.....	May, 1848.....	

1848-49.

ASA D. LORD, Principal.....		
S. S. RICKLY.....		March 29, 1849.
MISS A. N. STODDARD.....	April 3, 1849.....	
E. D. KINGSLEY.....	April 3, 1840.....	

1849-50.

ASA D. LORD, Principal.....		
E. D. KINGSLEY.....		
J. C. CHRISTIAN.....	October 12, 1849.....	
MISS — TRACY.....		
MISS — ATKINS.....		

1850-51.

ASA D. LORD, Principal.....		
ALMON SAMSON.....		
ANNA C. MATHER.....		

1851-52.

ASA D. LORD, Principal.....		
ALMON SAMSON.....		
ANNA C. MATHER.....		

1852-53.

ASA D. LORD, Principal.....		
ALMON SAMSON.....		
ANNA C. MATHER.....		

1853-54.

A. SAMSON, Principal.....		
MISS L. A. HUNTINGTON.....		
MISS S. A. DUTTON.....		

PRINCIPALS AND TEACHERS OF HIGH SCHOOL—*Continued.*

1854-55.

Names.	Appointment.	Resignation.
A. SAMSON, Principal.....		March 30, 1855.
H. K. SMITH .....		
MISS L. A. HUNTINGTON .....		August 18, 1855.
MISS S. A. DUTTON.....		
DANIEL WORLEY, Principal.....	April, 1855.....	

1855-56.

DANIEL WORLEY, Principal.....		December 21, 1855.
H. K. SMITH.....		
MISS S. A. DUTTON.....		
MISS E. N. BURR.....	September, 1855.....	
J. G. STETSON, Principal .....	January, 1856.....	June 27, 1856.

1856-57.

J. F. FOLLETT, Principal.....	September, 1856.....	
H. K. SMITH .....		June 18, 1857.
MISS S. A. DUTTON.....		
MISS E. N. BURR .....		
A. MOT .....	September, 1856.....	
A. WITTE.....	September, 1856.....	

1857-58.

HORACE NORTON, Principal.....	January 18, 1857.....	
J. S. LIVINGSTON.....	September, 1857.....	
MISS S. A. DUTTON.....		
MISS C. L. DICKINSON .....	July 30, 1857.....	

1858-59.

HORACE NORTON, Principal.....		
J. S. LIVINGSTON.....		
MISS S. A. DUTTON.....		
MISS M. O. NUTTING.....	September, 1858.....	February 4, 1859.
MISS M. S. PRENTISS.....	February 4, 1859.....	

1859-60.

HORACE NORTON, Principal.....		
J. S. LIVINGSTON.....		
MISS M. S. PRENTISS .....		
MISS M. B. TREAT.....	September, 1859.....	

1860-61.

HORACE NORTON, Principal.....		
J. S. LIVINGSTON.....		
MISS M. S. PRENTISS.....		
MISS M. B. TREAT.....		

PRINCIPALS AND TEACHERS OF HIGH SCHOOL—*Continued.*

1861-62.

Names.	Appointment.	Resignation.
HORACE NORTON.....		October 31, 1861.
J. S. LIVINGSTON.....		December 19, 1861.
MISS M. S. PRENTISS.....		
MISS M. B. TREAT.....		
GEO. H. TWISS, Principal.....	November 7, 1861.....	
W. G. TUCKER.....	January 11, 1862.....	
MISS GEORGIE NICHOLS.....	April 20, 1862.....	

1862-63.

GEO. H. TWISS, Principal.....		
W. G. TUCKER.....		June 18, 1863.
MISS M. B. TREAT.....		
MISS M. S. PRENTISS.....		
MISS A. V. THOMAS.....	September 26, 1862.....	

1863-64.

GEO. H. TWISS, Principal.....		June 24, 1864.
JONAS HUTCHINSON, Principal.....	September, 1864.....	
MISS M. B. TREAT.....		
MISS E. B. PRENTISS.....		
MISS GEORGIE NICHOLS.....		

1864-65.

JONAS HUTCHINSON, Principal.....		
H. S. WESTGATE.....	September 5, 1864.....	
MISS C. A. PARKER.....	September 5, 1864.....	
MISS M. J. AMBROSE.....	September 5, 1864.....	
MISS ELLEN L. FAIRBANKS.....	September 5, 1864.....	

1865-66.

JONAS HUTCHINSON, Principal.....		June 11, 1866.
H. S. WESTGATE.....		
MISS C. A. PARKER.....		
MISS M. J. AMBROSE.....		January 8, 1866.
MISS E. L. VAUGHAN.....	June 12, 1865.....	May 28, 1866.
MISS E. A. BURR.....	January 8, 1866.....	

1866-67.

H. S. WESTGATE, Principal.....	June 11, 1866.....	
A. ARMSTRONG.....	August 27, 1866.....	November 12, 1866.
MISS E. N. BURR.....	June 11, 1866.....	
MISS M. RENNER.....		
MISS E. J. MORGAN.....		
CHAS. E. BURR, JR.....		

PRINCIPALS AND TEACHERS OF HIGH SCHOOL—*Continued.*

1867-68.

Names.	Appointment.	Resignation.
H. S. WESTGATE, Principal.....		
CHAS E. BURR, JR .....		
B. O. TRUE.....	September 10, 1867.....	
MISS E. N. BURR .....		July 28, 1868.
MISS M. RENNER.....		March 27, 1868.
MISS E. J. MORGAN.....		
MISS E. GRAY .....	March 30, 1868.....	

1868-69.

CHAS. R. PAYNE, Principal.....	June 26, 1868 .....	
T. C. MENDENHALL.....	June 26, 1868 .....	
A. BROWN .....	June 26, 1868 .....	
MISS E. J. MORGAN.....		
MISS T. A. PHELPS.....	June 26, 1868 .....	
MISS S. P. NEWTON .....	June 26, 1868 .....	
MISS LINA THOMA .....	September 5, 1868.....	
MISS BELLE MOODIE.....	September 5, 1868.....	

1869-70.

CHAS. R. PAYNE, Principal.....		
T. C. MENDENHALL .....		
A. BROWN .....		
MISS E. J. MORGAN.....		
MISS S. P. NEWTON .....		
MISS S. D. HARMON .....	June 15, 1869 .....	
MISS LINA THOMA.....		
MISS B. MOODIE.....		
MRS. W. C. CATLIN.....	September 4, 1869.....	
MRS. E. BROWN.....	March 25, 1870.....	

1870-71.

A. BROWN, Principal.....	June 28, 1870 .....	
T. C. MENDENHALL.....		
E. MERRICK.....	August 9, 1870.....	October 10, 1870.
MISS E. J. MORGAN.....		December 27, 1870.
MISS B. MOODIE .....		
MISS S. P. NEWTON.....		
MISS S. D. HARMON.....		
MISS LINA THOMA .....		
D. P. PRATT.....	October 10, 1870 .....	

PRINCIPALS AND TEACHERS OF HIGH SCHOOL—*Continued.*

1871-72.

Names.	Appointment.	Resignation.
A. BROWN, Principal .....		June 28, 1872.
T. C. MENDENHALL .....		
J. C. BATHGATE.....	August, 1871.....	January 9, 1872.
A. G. FARR .....	August, 1871.....	
MISS MARY P. RHOADS .....		
MISS LINA THOMA.....		
MISS MARY A. WIRTH .....		
MISS JEANETTE M. ALEXANDER.....	April 9, 1872.....	

1872-73.

E. H. COOK, Principal .....	July 23, 1872 .....	
T. C. MENDENHALL .....		August 29, 1873.
A. G. FARR .....		
MISS MARY P. RHOADS .....		
MISS JEANETTE M. ALEXANDEE.....		
MISS LINA THOMA.....		
MISS MARY H. WIRTH.....		

1873-74.

E. H. COOK, Principal.....		
A. G. FARR .....		
J. R. SMITH .....	September, 1873.....	
MISS MARY H. WIRTH.....		
MISS LINA THOMA .....		
MISS JEANETTE M. ALEXANDER.....		
MISS AURA L. COBURN.....		

1874-75.

E. H. COOK, Principal.....		
A. G. FARR .....		
J. R. SMITH .....		
C. F. PALMER .....	September 8, 1874.....	
MISS MARY H. WIRTH.....		
MISS LINA TH MA.....		
MISS JEANETTE M. ALEXANDER.....		
MISS AURA L. COBURN.....		
MISS LULU WEAVER .....	August 11, 1874.....	

## Showing Enumeration, Enrollment, Etc., from 1844 to 1875.

YEAR.	Enumeration.	Enrolled.	Average Daily Attendance.	No of Teachers.	Weeks in Session.	No. of Buildings.	No. of Rooms.	Receipts.	Expenditures.
1844—1845.....	1,612	600	350	13	12	1	12	\$1,174.81	\$1,277.95
1845—1846.....	2,430	1,000	590	15	31½	1	15	3,377.34	1,695.30
1846—1847.....	2,129	912	528	14	46	1	13	4,329.80	2,053.82
1847—1848.....	2,419	1,750	798	17	47	3	18	18,564.72	17,776.16
1848—1849.....	2,520	1,800	940	18	47	3	18	5,638.74	5,122.00
1849—1850.....	2,825	2,000	1,075	20	36⅔	3	18	7,737.32	6,643.52
1850—1851.....	2,785	2,000	1,107	22	42	3	19	9,615.24	7,992.75
1851—1852.....	2,790	1,691	1,100	22	42½	3	19	22,248.62	13,009.63
1852—1853.....	3,710	2,400	1,224	24	36	4	27	30,122.17	19,145.33
1853—1854.....	4,323	2,843	1,343	24	42	6	33	36,506.36	33,249.92
1854—1855.....	5,005	2,800	1,575	27	42	6	33	23,392.83	23,605.33
1855—1856.....	4,320	3,352	1,533	27	42	6	36	28,367.92	18,497.51
1856—1857.....	4,366	2,881	1,442	30	42	6	36	34,739.84	29,656.28
1857—1858.....	4,503	2,290	1,550	37	40	6	28	36,505.90	30,547.88
1858—1859.....	5,234	2,381	1,787	34	40	5	31	27,264.65	24,833.40
1859—1860.....	5,634	2,479	1,828	41	40	5	32	48,769.73	28,111.06
1860—1861.....	5,962	2,571	1,766	40	40	6	33	50,499.05	38,315.18
1861—1862.....	6,553	2,589	1,919	39	40	6	33	55,195.44	37,889.72
1862—1863.....	7,494	3,189	2,390	48	40	11	40	58,274.07	29,763.48
1863—1864.....	7,241	4,148	2,558	56	40	7	40	49,240.94	41,176.36
1864—1865.....	7,759	3,651	2,638	63	40	10	45	62,307.51	52,239.02
1865—1866.....	8,216	4,487	2,773	68	38	12	57	79,786.78	68,968.76
1866—1867.....	8,598	4,249	3,088	70	39	13	65	121,038.68	90,373.42
1867—1868.....	8,619	4,836	3,515	84	40	13	65	114,797.55	88,353.94
1868—1869.....	9,373	4,936	3,600	88	39	15	75	101,119.36	98,769.82
1869—1870.....	9,518	4,881	3,652	91	38	15	75	133,466.13	112,488.18
1870—1871.....	10,117	5,683	3,765	91	38	19	95	140,229.95	137,581.65
1871—1872.....	10,514	5,478	3,713	107	38	23	107	162,821.71	148,846.28
1872—1873.....	11,346	6,216	4,402	104	38	25	109	159,803.22	137,270.51
1873—1874.....	11,751	6,540	4,710	113	38	24	114	213,206.82	150,627.11
1874—1875.....	12,198	6,561	4,952	124	38	24	130	263,744.09	170,224.11



## COLUMBUS—AN EDUCATIONAL CENTER.

The substantial and rapid growth of Columbus is a source of pride to every citizen, and as it is the capital of the state the people of the whole state have a deep interest in her development and prosperity. Every part of the city from the center to her remotest boundary exhibits abundant evidence of growth and enterprise. Every department of industry which is necessary to make a great city has now obtained a foothold, and gives assurance to capitalists and laborers who desire to make investments and to find employment, that there is no place in the West, which offers greater inducements and affords greater chances for large profits than Columbus. The public schools are maintained with a spirit of liberality that shows much for the culture and progressive spirit of our people. The time was in the history of our city, when reading, writing, and a little knowledge of the art of computation by numbers, served all practical purposes for the transaction of business and the ordinary employments by which a livelihood might be secured. Now the manner of doing business is so changed, the number of different employments is so largely increased, and the best trained skill in the arts of designing and the mechanic arts are in such demand, that the exigencies of the times call for a more extended course of study in the public schools. The board of education has kept up with the spirit of the age and has added such branches of study as would meet the educational wants of the people. Notwithstanding many deficiencies and imperfections in our system of public schools, they nevertheless afford opportunities for a thorough and practical education, in accordance with the requirements of an enlightened and progressive people.

In addition to the public schools, there are located in our city the State institutions for the education of the unfortunate, fostered and cherished by the people of Ohio as their crowning glory. The men at their head are able and indus-

trious students of the specialties pertaining to the training of a class of persons whose condition make them worthy of the grandest efforts of the human intellect, and the deepest sympathies of the human heart. The magnificent buildings—the gift of a generous and charitable people—are in keeping with the ability, devotion, and enthusiasm of the superintendents and teachers.

The Agricultural and Mechanical College, situated in the northern part of the city is the most munificently endowed institution of learning in the state. Although, but three years have elapsed since it opened its doors to the public, it has accumulated a splendid philosophical and chemical apparatus, and made a good beginning in materials for illustrative teaching in the other departments of natural science. Among the faculty are men of high attainments and of known ability as teachers, and enthusiastic students in their respective specialties.

When it is possible to mark out a permanent general course of instruction, it is reasonable to believe that it will begin in its course where a well regulated high school ends, and secure for itself as preparatory schools, what the University of Michigan has done, the High Schools of the State.

In the southeast, in close proximity to the city limits is located Capital University. This is an old and time-honored institution, and there has recently been erected a new and commodious building and its facilities for usefulness have been otherwise increased.

These institutions afford to the citizens of Columbus opportunities for giving to their sons and daughters a higher education than can be obtained in the public schools, without the expense and anxiety consequent upon sending them abroad.

St. Mary's of the Springs, situated in the northeast, near the city, is beautifully located and has a reputation as a school for doing well the work for which it is designed.

There are several other popular schools in the city under the auspices and guardianship of the Catholic church, where citizens who are good Catholics and others who may desire, can obtain for their children a liberal education and training in the religion of the church.

There are in the city professional schools and some of them of high standing. Among these is Columbus Business College which is a well established institution.

Starling Medical College was chartered in 1848, and has grown in reputation and influence and now ranks with the best medical colleges in the west.

A new College of Medicine has been recently organized under the name of the Columbus Medical College and will, from the well established reputation of its faculty secure a respectable patronage.

The Tyndall Association organized in 1870, having for its object the investigation, development, and popularization of the sciences has had a vigorous growth. To all who are pursuing any specialty in the natural sciences, this and its two sister associations, known as the Natural History Association and the Humboldt Verein, have special attractions. The State Library and the Free Public Library furnish great literary advantages to a reading public. No city in the west furnishes greater inducements in an educational point of view to those who seek a home, where living is cheap and work is plenty than the city of Columbus.



HISTORICAL SKETCH  
OF THE  
SCHOOLS OF DAYTON.

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BY ROBERT W. STEELE.

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No authentic information can be obtained as to the time when the first school supported by taxation was opened in Dayton. The proper history of the public schools begins with 1839. For a few years previous to that time a common school, as it was then called, was taught in a rented room for a short time each year; but the large majority of the children attended private schools. It appears from the books of the auditor of Montgomery County that in 1829 the total amount for school purposes apportioned to Dayton Township, at that time comprising the present city of Dayton and parts of Mad River and Van Buren townships, was only \$133.00. In 1833 the school fund from all sources for Montgomery County was \$1,865.00. In Ohio, until 1825,\* no uniform system of taxation for school purposes was adopted, and until 1838 no adequate tax was levied. The lack of means rather than the lack of interest on the part of the people prevented the general establishment of public schools at an early day.

The pioneer citizens of Dayton were not insensible to the claims of education for their children. As early as 1807 an act incorporating the Dayton Academy was obtained from the legislature. The incorporators were James Welsh, Daniel C. Cooper, William McClure, David Reid, Benjamin Van Cleve, George F. Tennery, John Folkerth, and James Hanna. In 1808 the trustees erected by subscription a substantial two-

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\*Credit is due to the "Ohio School System," by James W. Taylor, for many of the facts respecting Ohio school legislation referred to in this sketch.

story brick school-house, on the ground now occupied by the Park Presbyterian Church. Mr. D. C. Cooper, the proprietor of the town, a man of large views, donated in addition to his subscription, two lots and a bell.

William M. Smith, afterward for many years a prominent citizen of Dayton, was the first teacher employed. In his contract with the trustees he proposed to teach "reading, writing, arithmetic, the classics, and the sciences." Training in elocution was made prominent, one of the rules of the school requiring that "for the improvement of the boys in public speaking a certain number, previously appointed by the teacher, shall at every public examination pronounce orations and dialogues, in prose and verse, to be selected or approved by the teacher, and familiar pieces shall be recited in the presence of the teacher by all the boys, in rotation, who can read with facility, every Saturday morning."

In 1820 the Lancasterian or "mutual instruction" system of education was exciting great interest throughout the United States, and the trustees of the Dayton Academy determined to introduce it in that institution. The trustees were Joseph H. Crane, Aaron Baker, Wm. M. Smith, George S. Houston, and David Lindsly. It was necessary to erect a building specially adapted to the purpose. The house was built on the lot adjoining the academy, and consisted of a single room, sixty-two feet long and thirty-two feet wide. The floor was brick, and the room was heated by "convolving flues" underneath the floor. The walls were hung with printed lesson-cards, before which the classes were placed to recite under the charge of monitors selected from their own number. A long, narrow desk, thickly covered with silver sand, was provided, upon which, with sticks, the youngest scholars copied and learned the letters of the alphabet.

Gideon McMillan, an expert, was appointed teacher; and in the fall of 1820 the school was opened. It was continued until, like so many other theories of education, the system was superseded, leaving no doubt a residuum of good which has been incorporated with our present advanced methods of instruction.

A few of the rules adopted for the government of the school may illustrate some of the peculiarities of the system :

“The moral and literary instruction of the pupils entered at the Dayton Lancasterian Academy will be studiously, diligently, and temperately attended to.

“They will be taught to spell and read deliberately and distinctly, agreeably to the rules laid down in Walker’s Dictionary; and in order to do that correctly they will be made conversant with the first rules of grammar. The senior class will be required to give a complete grammatical analysis of the words as they proceed.

“They will be required to write with freedom all the different hands now in use, on the latest and most approved plan of proportion and distance.

“There will be no public examinations at particular seasons; in a Lancasterian school every day being an examination day, at which all who have leisure are invited to attend.”

In 1821 the trustees adopted the following resolution, which would hardly accord with present ideas of the jurisdiction of boards of education or the authority of teachers :

“*Resolved*, That any scholar attending the Lancasterian School who may be found playing ball on the Sabbath, or resorting to the woods or commons on that day for sport, shall forfeit any badge of merit he may have obtained, and twenty-five tickets; and if the offense appears aggravated, shall be further degraded, as the tutor shall think proper and necessary; and that this resolution be read in school every Friday previous to the dismissal of the scholars.”

The high hopes excited by the Lancasterian system of education, its general adoption in the towns and cities of the United States, and its entire abandonment, is an interesting episode in school history, and may serve to moderate our enthusiasm for new methods of instruction until thoroughly tested by experience.

Many interesting reminiscences of early Dayton teachers might be given if space permitted. Among these was Francis Glass, the author of a life of Washington in Latin. This work created quite a sensation when first published, and was cer-

tainly very remarkable as the production of a poor, country school-teacher,]remote from libraries. It was introduced in many schools as a Latin text-book. This characteristic advertisement of his school was published in the *Dayton Watchman* of 1824: "The subscriber having completed the biography of Washington, which had engaged the greater portion of his attention and solicitude for the last two years, and being constrained to remain in Dayton for some months for the purpose of correcting the proof-sheets\* of said work, respectfully announces that his school is now open for students of either sex who may wish to prosecute classical, mathematical, or English studies. As respects his literary attainments, or standing as a scholar, he refers to the faculty of arts of any university or college in the United States."

In 1833 the academy property was sold, and a new building erected on lots purchased on the south-west corner of Fourth and Wilkinson streets. At this time the trustees were Aaron Baker, Job Haines; Obadiah B. Conover, James Steele, and John W. Van Cleve. Mr. E. E. Barney, a graduate of Union College, New York, was elected principal in 1834. By the introduction of the analytical method of instruction, Mr. Barney exerted an important influence on our public schools. Teachers educated by him carried these methods into the schools in advance of most places in the West, and gave them in their early history a high reputation.

In 1857 the academy property was donated by the stockholders to the Board of Education, and the Central High-school building stands on the site formerly occupied by the academy. Our high-school may thus trace its history back to 1807.

The records of the Dayton Academy were carefully preserved by the late John W. Van Cleve, and are deposited in the Public Library. Mr. Van Cleve served as secretary of the board from 1822 until the dissolution of the corporation in 1857. If similar records everywhere had been as well kept

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\*Proof-reading was only the too sanguine *anticipation* of the poor author, as the work was not published until 1835, after his death. See *Cyclopedia of American Literature*, Vol. I. p. 673.



and as carefully preserved, what rich material for history they would furnish.

In 1844, before the establishment of a high-school, the Cooper Female Seminary was incorporated. The members of the first Board of Trustees were Samuel Forrer, J. D. Phillips, E. W. Davies, R. C. Schenck, and R. W. Steele. The principal object of its founders was to provide a school for the thorough education of their daughters at home. The trustees of the Cooper estate donated a large and valuable lot on First Street, extending from Wilkinson to Perry streets, on which a building was erected designed to accommodate boarding and day pupils. This institution has maintained a high reputation; has sent out a large number of graduates to all parts of the country, and is now in successful operation.

In 1837 Samuel Lewis was elected, by the legislature, state superintendent of schools. Mr. Lewis entered upon his work with great enthusiasm, visiting every part of the state, and addressing the people at all important points. It was one of these addresses that led to the public meeting in 1838, which resulted in the building of two school-houses. Prior to that time not more than \$300.00 in any one year could be raised by taxation in a school district for the purpose of building school-houses. By the law of 1838 it was provided that "a special meeting might be called after twenty days, notice, stating an intention to propose a school-house tax, at which a majority of the voters present, being householders, were authorized to determine by vote upon the erection of a school-house, and how much money should be raised for such purpose." Legal notice was given, and a public meeting assembled in the church which formerly stood on Main Street, between First and Water streets. Strenuous opposition was made to the levy of the tax by a few wealthy citizens, but after a heated discussion the measure was carried by a large majority. The amount to be raised was fixed at \$6,000, and it was resolved to build two houses, one in the eastern and one in the western part of the city.

The opposition did not end with the meeting, and an injunction was applied for to prevent the levy of the tax. It

was believed that it could not be proved that the law had been complied with in giving notice of the meeting. This had been anticipated by Mr. E. E. Barney, who had taken the precaution to post the notices in person, and, accompanied by a friend, had visited them from time to time to see that they were not removed. The injunction was not granted, and the houses were built on the sites now occupied by the second and fourth district school-houses. The plans were taken from the *Common School Journal*, and embodied the most advanced ideas of the time on the subject of school architecture.

Unfortunately no records of this important period of our school history have been preserved, and relying on tradition for our scanty facts, justice can not be done to the public-spirited citizens who were the early and zealous friends of our public schools.

Ralph P. Lowe, Simon Snyder, and Thomas Weakley were the directors of the schools in 1839. The latter two have deceased. Mr. Lowe removed many years ago to Iowa, where he has held the distinguished positions of judge of the Supreme Court and governor of the state. In March, 1839, the schools were opened and continued for three quarters of twelve weeks each. Mr. Collins Wight was principal of the Western District, and Mr. Elder of the Eastern. The salary of principals was \$500 per annum. In addition to the principals, one male assistant and three female teachers were employed in each house.

In 1841 a city charter was granted to Dayton, by which the control of the common schools was given to the City Council. In the interim between the enactment of the city charter and the appointment of a board of managers of common schools as provided for, a committee of the City Council was appointed to take charge of the schools. This committee consisted of Henry Strickler, David Davis, and David Winters. On the records of the City Council is found the first report of the condition of the schools, made June 14, 1841. The committee say, "It was necessary to suspend the schools from April, 1841, until January, 1842, to enable the directors

of 1841 to discharge the indebtedness incurred in 1839 by the directors of that year requiring the schools to be kept open the whole school year, thus anticipating \$800 of the school fund of 1840. The schools were kept open in 1840 six months; then suspended until January, 1841, with a view of closing without indebtedness. But the great change in money affairs defeated the object, as the poll-tax of fifty cents a scholar could not be collected. The school-houses are now in use by the principals of the schools, in which they are teaching private schools. They hold them on condition that in each house twenty charity scholars shall be taught each quarter."

The city charter fixed the levy for school purposes in Dayton at two mills on the dollar, and directed that the "school tax so levied, and all other funds that may be collected or accrue for the support of common schools, shall be exclusively appropriated to defray the expenses of instructors and fuel, and for no other purpose whatever." No provision was made for contingent expenses, which rendered it necessary to require a tuition fee of fifty cents per quarter from each scholar. Parents who were unable were not expected to pay. This tax was continued for several years, until suitable provision was made by law for contingent expenses. In addition to the levy of two mills for tuition purposes, ample power was given to the city council to issue bonds, by vote of the people, for the erection of school-houses.

The city charter directed "that the City Council shall in the month of January, each year, select from each ward in the city one judicious and competent person as a manager of common schools; the persons so selected shall constitute and be denominated the Board of Managers of Common Schools in the city of Dayton, and shall hold their offices for one year, and until their successors shall be chosen and qualified."

The general management of the schools was committed to this board, but in the most important particulars it was merely the agent of the council. The power to levy taxes and issue bonds was vested in the council, and the board could only recommend the amount that in its judgment was needed.

Practically, however, the board exercised complete jurisdiction, as in no case was its recommendations disregarded. The fact that the two bodies co-operated for so many years without serious difference of opinion or conflict, conclusively shows the unanimity of public sentiment in favor of liberal provision for the schools.

The first board of managers was appointed by the City Council in January, 1842, and was composed of the following members: First Ward, Ebenezer Fowler; Second Ward, Robert W. Steele; Third Ward, Simon Snyder; Fourth Ward, Edward W. Davies; Fifth Ward, William J. McKinney.

From a report made to the City Council December 12, 1842, it appears that the total amount of school fund in the treasury January, 1842, was \$2,482.85. From this had to be deducted a loss on uncurrent money of \$317.35, and an indebtedness from the last year of \$552.55, leaving only \$1,582.95 with which to conduct the schools.

Four schools were opened; two in the public school-houses and two in rented rooms. Six male and ten female teachers were employed. The principals were W. W. Chipman, W. J. Thurber, E. H. Hood, and William Worrel. The salary of principals was \$110.00 per quarter; of male assistants, \$80.00; and of female teachers, \$50.00. The board was determined to close the year without debt, and the schools were continued only one quarter, one month, and one week, exhausting every dollar of the fund. The houses, however, were not closed, the teachers continuing private schools in them throughout the year.

The text-books used were Pickett's Spelling-book, McGuffey's readers, Colburn's and Emerson's arithmetics, Mitchell's Geography, Smith's Grammar, and Parley's Book of History. A resolution was offered in the board to make the Bible a text-book, which was passed with the amendment that the teachers be requested to read a portion of it each morning at the opening of the schools. This exercise has been continued in the schools until the present time. In the revised rules adopted by the board in 1874 the following sec-

tion was passed without opposition: "The schools shall be opened in the morning with reading the sacred Scriptures, without comment, and repeating the Lord's Prayer, if desired."

The amount received from the fifty-cent tuition charge in 1842 was only \$162.48. It was a time of great pecuniary embarrassment, of broken banks and unpaid taxes, and most inauspicious to inaugurate the public-school system. No taxes, however, were so cheerfully paid as those for the maintenance of schools, and the board was cheered in this day of small things by the cordial support of the people.

In 1843 the schools were open for six months, and the year closed without debt. The time was lengthened as the funds would justify, until in 1849 the full school-year was reached.

Confined to the narrow limits assigned by the Centennial Committee to this historical sketch, it is impossible to give details with any fullness. Much matter of local interest must be omitted, and only those points touched upon that illustrate the gradual development of our school system. As no mention can be made in the appropriate places of many of the members of the board, and teachers, who have been influential in molding and giving character to our schools, in justice to them, the names of the presidents of the board from 1842 to 1875, of those members who have served four or more years, and of the principals of the schools from the beginning, are given in an appendix. Many of the assistant teachers are more worthy of mention than some of the principals; but to give a few names would be invidious, and to print all is impossible.

In 1841 the legislature passed a special act, directing that a German school should be opened in Dayton, to be supported by the school tax paid by German citizens. This law, false in principle, and calling for a division of the school fund, like much of the special legislation before the adoption of the constitution of 1851, was evidently enacted without due consideration. It was found to be impracticable, and no action was taken until 1844, when the board was authorized by law to introduce German on the same basis as other studies. In that

year a German school was opened, and William Gemein appointed teacher. Since that time this department has been a constituent part of our school system, and has increased proportionally with the English, as the wants of the German population required. In the German schools one half the time is given to instruction in English.

In 1845, in response to a petition from apprentices and others unable to attend the day-schools, a night-school was opened. Night-schools have been continued during the winter months, and have reached a large class of pupils, who otherwise would have been deprived of the benefits of our public schools.

Until 1849 no provision was made by law for the education of colored youth. By the school law of 1849 school authorities were authorized to establish separate school districts for colored persons, to be managed by directors to be chosen by adult male colored tax-payers. The property of colored tax-payers was alone chargeable for the support of these schools. Under this law a school was opened in 1849, and continued until the law of 1853 placed schools for colored youth on the same basis as those for white. By that law, boards of education were directed whenever the colored youth in any school district numbered more than thirty, to establish a separate school or schools for them, to be sustained out of the general fund. Since that time the colored schools have been conducted under the management of the Board of Education, and colored youth have the same facilities of education extended to them as to white. Pupils prepared in these schools are admitted to the intermediate and high-schools.

After much discussion it was determined in 1849 to introduce music as a branch of study in the public schools. An effort was made to pay the salary of the teacher by subscription, but that failing, it was ordered to be paid out of the contingent fund. Every dollar of the tuition fund was required to pay the salaries of the teachers already employed. If progress in the early history our schools was slow, it was because the funds at the disposal of the board were very limited.

Only a few hours of each week were devoted to music, and instruction was given in the upper grades only. This arrangement was continued until 1870, when the board employed a superintendent of music, and an assistant, both of whom were to devote their whole time to the schools, and give instruction in all the grades. In 1872, William H. Clarke was elected superintendent of music, and introduced the plan now adopted in the schools of using the teachers as assistants. This in some measure meets the objection that no one man can do the work necessary to be done in this department. The teacher in each room is now responsible for the proficiency of the scholars in this as in the other branches of study. The aim is not simply to teach the scholars to sing by rote, but to give them a thorough knowledge of the rudiments of music.

After the resignation of Mr. Clarke, James Turpin was elected superintendent, but died before his term of office expired. Mr. Turpin was the first music-teacher elected by the board, in 1849, and at different periods rendered many years of faithful and efficient service in this department. F. C. Mayer is the present incumbent.

As the public schools grew in popularity, and the large majority of the children of all classes in the city attended them, the need of instruction in the higher branches was more and more felt by the public. In 1847 the Board of Education procured from the legislature the extension to Dayton of the provision of the Akron school law, granting to that town authority to establish a high school. In 1848 the principals of the schools petitioned the board for the privilege of teaching some of the higher branches to meet a want expressed by many of their more advanced pupils. In their petition they state that many of their best scholars are drawn from the public to private schools from the lack of this instruction, and say that "we at present desire to introduce the elements of algebra and geometry, and perhaps physiology and natural philosophy." A committee of the board reported on this petition that it would not be wise to introduce such instruction in the district schools, but recommended the establishment of a high-school. It was not, however, until 1850

that decisive action was taken. On April 4, 1850, Mr. Henry L. Brown offered the following resolution, which was unanimously adopted:

*Resolved,* That this board do now establish the Central High-school of Dayton, in which shall be taught the higher branches of an English education, and the German and French languages, besides thoroughly reviewing the studies pursued in the district schools.

On April 15, 1850, the school was opened in the North-eastern District school-house. James Campbell was principal, Miss Mary Dickson assistant, and James Turpin teacher of music. In the fall of 1850 the school was removed to the academy building, the free use of which was granted by the trustees to the Board of Education. In June, 1857, an enabling act having been obtained from the legislature, the trustees executed a deed for the property to the Board of Education, and the same year the old building was removed and the present high-school building erected. While the house was building the school was taught in rented rooms in the Dickey Block, on Fifth Street.

The curriculum of the school has been enlarged from time to time until now it embraces all the branches of study usually pursued in the best city high-schools. Latin, or its equivalent,—German or French,—is required to be studied by all the pupils. Greek is taught, but comparatively so few desire to study it that it has been questioned whether it is right to expend the public money in such instruction. A large number of pupils have been prepared for college in our high-school, and many of them have taken high rank in their classes; and yet this may have been accomplished at too great cost to the public. It is so difficult to adjust the course of study in a high-school to the wants of the mass of pupils and the requirements for admission to a college class, that it is to be hoped that these requirements may be so modified by our best colleges that this difficulty may be removed, and more of the graduates of our high schools induced to avail themselves of the broader culture these colleges offer.

In 1857 the total enrollment of pupils in the high-school



was one hundred and one; in 1867, one hundred and fifty-four; in 1875, two hundred and thirty-eight. The number of teachers in 1857 (including Mr. Campbell, who gave half his time) was four; in 1867, five; in 1875, seven. In 1857 the salary of the principal was \$1,200; in 1867, \$1,500; in 1875, \$2,000. The following persons have filled the office of principal: James Campbell, from 1850 to 1858; John W. Hall, from 1858 to 1866; William Smith, from 1866 to 1872; Charles B. Stivers, from 1872 to the present time.

The first class was graduated in 1854, and consisted of two members; the class of 1875 of thirty-two members. The total number of graduates is three hundred and sixty. It is interesting to note that the graduates of the first class are *now* teachers in our public schools, and have always ranked among the best. No one familiar with our city can glance over the list of graduates, and trace their history as teachers in our schools, or as filling prominent positions in business circles and society, without being impressed with the noble work accomplished by this school.

The Constitution of Ohio adopted in 1851 directed "that the legislature shall make such provision by taxation or otherwise as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the state." The first legislature elected under the new constitution enacted the excellent school law of 1853. Up to this time our schools had been conducted under the city charter, and parts of several acts of the legislature that were construed to apply to them. To simplify and make certain the law applicable to our schools, and to relieve the board in its action from the supervision of the City Council, it was determined, in accordance with a provision of the law of 1853, to submit to a popular vote the question of conducting the schools of the city under that law. The vote was taken at the city election in April, 1855, and decided, without opposition, in the affirmative. The City Council passed an ordinance May 25, 1855, defining the number, the mode of election, and the term of office of the Board of Education. Heretofore the board had consisted of one member from each ward, appointed

by the City Council to serve one year. Under the ordinance the board was to be composed of two members from each ward, one to be elected each year by the people, with a term of service of two years. The first board it provided should be appointed by the council. From 1855 until the present time the schools have been conducted under this ordinance and the general school laws of the state. The first board appointed—one half to serve until the next city election—was composed of the following members: First Ward—D. A. Wareham, Harvey Blanchard; Second Ward—Robert W. Steele, J. G. Stutsman; Third Ward—Henry L. Brown, James McDaniel; Fourth Ward—E. J. Forsyth, W. S. Phelps; Fifth Ward—John Lawrence, J. Snyder; Sixth Ward—William Bomberger, W. N. Love.

The need of a general superintendent to give unity to our school system had long been felt by members of the Board of Education, but the opposition of some of the teachers who had influence with a majority of the board, and the plea of economy, prevented for years the establishment of the office. Duties of supervision were imposed on members of the board, which at the best were very imperfectly discharged. It was not until August, 1855, that the office was created, and James Campbell, principal of the high-school, elected superintendent with the understanding that he should retain his principalship and devote one half of his time to the high-school. In July, 1858, he was released from his duties in the high-school, and instructed to devote his whole time to the supervision of the schools. Mr. Campbell prepared a report of the condition of the schools for 1856-57, which was the first extended report of our schools published. In May, 1859, he resigned, to engage in private business.

Although the office was not abolished, repeated efforts were made in vain to elect a superintendent until 1866. In that year, impressed with the urgent need of supervision for the schools, Mr. Caleb Parker, a member of the board, who had retired from business, and who possessed the requisite experience and leisure to discharge the duties of the office, agreed to accept the position, with the distinct proviso on his part

that his services should be without compensation. He was elected in July, 1866, and served until April, 1868, when he tendered his resignation.

The second published report of the board for 1866-67 was prepared by him. On retiring from the office Mr. Parker received a unanimous vote of thanks from the board for his disinterested and very useful services.

Again it was impossible to find a man who could command the vote of the majority of the board for superintendent. Various expedients were resorted to by members of the board friendly to the office to secure an election. To remove the objection of unnecessary cost in conducting the schools, a plan which had been adopted with marked success in Cleveland was proposed. A committee of the board was appointed to consider it, and reported June 22, 1871, that "the efficiency of the school system would be increased without expense by the election of a superintendent, a supervising male principal, and female principals for the district schools." This report was adopted by the board, and Warren Higley elected superintendent, and F. W. Parker supervising principal. This plan was continued for two years with excellent results; but the majority of the board of 1873 decided to return to the old system.

In 1873 Samuel C. Wilson was elected superintendent, and served one year.

In 1874 John Hancock, whose reputation for ability and large experience as a teacher and superintendent commended him to the board, was elected, and re-elected in 1875.

The necessity of the office of superintendent as a part of a system of city schools is now conceded by all, and it is believed that in Dayton in the future the office will never be vacant.

It was found that owing to the removal of scholars from school before reaching the eighth-year grade, the classes of that grade were very small in some of the districts. The principals, who were receiving the highest salaries, were giving the most of their time and strength to these classes, and the cost of teaching them was excessive. To remedy

this the intermediate school was established in 1874, and all the pupils of the eighth-year grade in the city were assigned to that school. As at present organized the course of study has not been enlarged, and the school is simply a union of the classes of the eighth year for convenience and economy. After one year in this school pupils, upon examination, pass to the high-school. The school is located in the Fourth District School-house, and is taught by a male principal and two female assistants. W. P. Gardner was the first principal, who, after serving one year, declined a re-election. Samuel C. Wilson was elected principal in 1875.

It has been objected to the strict system of gradation adopted in city schools that pupils who from necessity are irregular in attendance are excluded from the benefits of the schools. To meet this objection, and to test its validity, the Board of Education in 1875 determined to open an ungraded school. This school has been in operation a few weeks, with an attendance of twenty-six scholars. If, after a fair trial, it should be found to meet a real want of the community, it will be continued.

It was impossible to procure experienced teachers to fill the vacancies constantly occurring in the schools. Young girls, without knowledge of methods of government or teaching, were placed over rooms full of children just at the most irrepresible period of their lives. These positions were confessedly the most difficult to fill of any at the disposal of the board; but there was no alternative. Ambitious and experienced teachers naturally sought the rooms where the higher branches were taught, leaving the lower grades for the novices. It is true that many of the best and most valued teachers now in the schools began without experience; but the first year of their teaching was a heavy labor to themselves and an injustice to their pupils. A partial remedy was found by making the position of an experienced and successful primary teacher as honorable, and the pay as large, as that of any teacher in the district schools below the grade of principal. But this did not fully meet the case, and the board determined to educate its teachers. A committee of the board,

August 18, 1869, presented a detailed plan for a normal school and teachers' institute, which was unanimously adopted.

The first week of each school-year is devoted to the Teachers' Institute. All the teachers of the public schools in the city are required to attend, and to render such assistance in instruction as may be requested by the superintendent of schools. The best methods of teaching and government are discussed and taught, and lectures on these subjects given by experienced teachers at home and from abroad.

As the great majority of the teachers in the schools are women, instruction in the Normal School is confined to them. Graduates of the high-school are admitted without examination, and comprise a large part of the school. Others desiring admission are required to pass a thorough examination in the ordinary branches of an English education. Applicants must be not less than seventeen years of age, and must pledge themselves to teach in the schools of Dayton two years after their graduation, should their services be desired by the board. The board on its part guaranties to the graduates situations as teachers in the public schools whenever vacancies occur.

In the Normal School the studies to be taught in the district schools are reviewed, new methods of teaching are explained and illustrated, and thorough instruction is given in the theory and practice of teaching. Rooms in the school building where the school is located are placed in charge of pupils of the school, who, under the constant supervision of an experienced critic-teacher, thus learn the practical work of the school room.

In the fall of 1869 the school was opened in the Sixth District house, and up to this time has graduated seventy-one teachers. A large majority of these are now employed in our schools, and are doing excellent work. It would be unreasonable to expect that all the graduates of the Normal School would prove equally good teachers; but that the instruction received has been invaluable to them and a great gain to the schools no one acquainted with the facts can doubt. In the primary departments the beneficial effects of this school are particularly noticeable.

Col. F. W. Parker was the first principal of the school, assisted by Miss Emma A. H. Brown, a graduate of a normal school. Upon the election of Col. Parker as supervising principal of the schools, Miss Brown became principal, and continued at the head of the school until her resignation in 1873. In 1873 Mr. W. W. Watkins, principal of the Sixth District School, was made principal of the Normal School also, and held the position one year. In 1874 Miss Jane W. Blackwood, a successful teacher in the Cincinnati Normal School, was elected principal, and re-elected unanimously in 1875.

The school law of 1873-74 directs the Board of Education of each city district of the first-class to appoint a board of examiners, "who shall have power to examine the schools established in such district, and shall examine all persons who desire to hold teachers' certificates, valid in such district." The Dayton Board of Education had long felt the need of a board of city examiners, and was influential in securing the insertion of this and other clauses in the excellent school law of 1873-74, sending its president, E. Morgan Wood, to Columbus, to confer with the House Committee on Common Schools. Under this law George P. Clarke, J. A. Robert, and William Smith were appointed city examiners, and constitute the present board.

By the school law of 1853 a tax of one tenth of a mill on the dollar was levied for library purposes; but it was not until 1855 that this tax was available. At that time the city of Dayton was entitled to fourteen hundred dollars of the fund. Mr. H. H. Barney, the state school commissioner, had made large purchases of books for distribution, but had necessarily adapted his list of books mainly to the wants of country districts. It was found that Dayton would have to accept a large number of duplicates and triplicates if supplied with books out of the purchases made for the state. It was very desirable that a committee of the board should be permitted to select the books for the Dayton Library; and application was made to Mr. Barney for this privilege, which he promptly and cheerfully granted. The first purchase consisted of twelve hundred and fifty volumes, comprising books

in every department of literature. Great care was taken in the selection of the books to meet the popular wants, and the library, small as it was, at once became a favorite with the people, and was extensively used. The library was opened in the fall of 1855, in a rented room on the north-east corner of Main and Fourth streets. W. H. Butterfield was the first librarian. At this time the library was accessible only on Saturdays, from 10:00 to 12:00 A. M. and from 2:00 to 5:00 P. M. As the numbers drawing books increased the time was lengthened, until now the library is open each secular day of the week from 9:00 A. M. to 9:00 P. M.

In 1856 the legislature suspended the tax of one tenth of a mill on the dollar, and from that time until 1866 the library was sustained and increased by appropriations made by the board from the contingent fund. By concerted action on the part of boards of education of cities of the first and second class, the legislature was induced to pass the law of 1866, conferring power on such cities to levy a tax of one tenth of a mill for library purposes. This tax, so insignificant to the individual tax-payer, amounting to only ten cents on one thousand dollars' valuation, in 1875 in Dayton yielded about \$2,000. As this sum is exclusively appropriated to the purchase of books, all other expenses of the library being paid out of the contingent fund, the increase of books each year is considerable and valuable.

Dayton may claim the honor of having obtained from the legislature the first act of incorporation for a public library granted by the State of Ohio. The incorporators were Rev. William Robertson, Dr. John Elliott, William Miller, Benjamin Van Cleve, and John Folkerth. This act was passed by the legislature February 1, 1805, and the library formed under it contained a good selection of books and existed for many years.

The Dayton Library Association was organized January 12, 1847, by the election of the following officers: President, M. G. Williams; vice-president, Dr. John Steele; treasurer, V. Winters; secretary, R. W. Steele; directors, C. G. Swain, E. Thresher, James McDaniel, John G. Lowe, and D. Beckel.

A large sum of money was raised by subscription, a choice collection of books was purchased, and rooms in the Phillips Building, on the corner of Main and Second streets, were expressly prepared and elegantly fitted up for the reception of the library. This library, in connection with a reading-room, and with its winter course of lectures, was sustained for many years, and was one of the marked features of our city. A free public library having been established, it was manifest that there was no need for the library association in a city of the population of Dayton, and that the public interests would be best served by a union of the two. In 1860 the stockholders of the library association by vote transferred their valuable library and furniture, without cost, to the Board of Education. At the time of the transfer the officers of the library association were, D. A. Haynes, president; Wilbur Conover, vice-president; I. H. Kiersted, secretary; B. G. Young, treasurer; directors, J. D. Phillips, L. B. Gunckel, L. B. Bruen, Dr. John Davis, and Daniel Waymire.

In 1860 the public library was removed to the rooms of the library association, where it remained until 1867. In 1867 a room was prepared in the city hall for its reception, where it is at present located.

The public library is an essential part of the public school system. The one is the complement of the other. Without access to books of reference by teachers and pupils, many branches of study can not be satisfactorily and thoroughly taught. The daily use of the library by the scholars, particularly of the high and normal schools, for consultation on subjects connected with their studies, is very noticeable and gratifying.

The value of a good library as an educator of the community at large can not be estimated. The taste for reading is stimulated and cultivated by furnishing the means for its gratification. During the week ending December 4, 1875, nine hundred and ninety volumes were drawn from the library. This will fairly represent the average for the winter months. From September 1, 1874, to September 1, 1875, thirty thousand three hundred and eighty-eight volumes were



drawn, and one thousand three hundred and thirty consulted. The number of volumes in the library is over fourteen thousand. The library is well supplied with books of reference.

A comparison of the condition of the schools at different periods of their history will forcibly illustrate the progress that has been made. It would be more satisfactory to compare the years 1855, 1865, and 1875, but the records of the board for 1855 and 1865 have been searched in vain for full and reliable statistics; and 1857 and 1867 are selected because reports were published in those years, and the facts thus made accessible. Full and reliable statistics need not be hoped for when there is no general superintendent whose duty it is to prepare them.

	1842.	1857.	1867.	1875.
Total enrollment.....	No Record.	3,440	4,213	5,238
Average daily attendance.....	No Record.	1,660	2,809	3,711
Number of teachers.....	16	45	70	98
Amount of school fund.....	\$2,483	\$40,000	\$60,000	\$139,056
Amount paid teachers.....	1,583	24,180	31,055	75,826
Value of school property.....	6,000	75,000	143,000	210,000

The increasing proportion from period to period of the average daily attendance to the total enrollment is marked, and indicates the growing efficiency of the schools. In 1857 it was forty-eight per cent; in 1867, sixty-six per cent; in 1875, seventy-one per cent.

The population of Dayton in 1840 was six thousand and sixty-seven; in 1870, thirty thousand four hundred and seventy-three, showing that the increase of school facilities has been much greater than the growth of the city.

It is not so easy to represent to the eye the growth in other and more important particulars. A complete system of gradation has been established, consisting of a seven-years' course in the district schools, one in the intermediate, four in the high, and one in the Normal School, supplemented by a large and free public library. New methods of instruction have been introduced, and as far as they have stood the test of trial in the school room, are now in use; and such salaries

are paid teachers as to secure the services of the best and most experienced.\*

It would be vain to attempt to point out the distinct steps by which our present system of gradation has been reached. It has been a growth rather than a creation. The principle was recognized, and, as far as circumstances would permit, practiced at the very beginning of our schools in 1842. At different times teachers of marked ability and large experience have been employed, who have left their impress on the schools by bringing to them advanced methods of instruction, the result of their own experience or learned in other cities. Our system now comprises nearly all the departments which experience has shown to be desirable.

Equal progress has been made in school architecture. As new buildings have been erected no pains has been spared to introduce whatever improvements in lighting, seating, heating, and ventilating, experience in our own and other cities has suggested. A new house is now building which, it is claimed, will combine every possible appliance to promote the health and comfort of the scholars and facilitate their studies.

No doubt, similar progress has characterized the schools of the other cities of the state. It is matter for congratulation that boards of education everywhere are encouraged by popular support to make such liberal provision for schools. The progress made in the past should only incite to greater efforts in the future. The aim should be that perfection which is ever to be pursued but never fully attained.

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\*For salaries paid teachers see appendix.

# APPENDIX.

## MEMBERS OF THE BOARD FOR 1875-76.

E. M. THRESHER, President.      A. A. BUTTERFIELD, Clerk.

*First Ward.*—C. G. Parker, Robert M. Allen.  
*Second Ward.*—E. M. Thresher, James Campbell.  
*Third Ward.*—George L. Phillips, Samuel W. Davies.  
*Fourth Ward.*—Charles B. Clegg, J. E. Lowes.  
*Fifth Ward.*—Charles Wuichet, Louis H. Poock.  
*Sixth Ward.*—W. C. Slifer, Jacob Linxweiler.  
*Seventh Ward.*—James Carberry, D. G. Bridenbach.  
*Eighth Ward.*—Jacob Stephens, C. L. Bauman.  
*Ninth Ward.*—Thomas Kincaid, William H. Rouzer.  
*Tenth Ward.*—George M. Lane, S. E. Kemp.  
*Eleventh Ward.*—J. R. Andrews, William H. Johnson.

## MEMBERS OF THE BOARD OF EDUCATION FROM 1842 TO 1875 WHO HAVE SERVED FOUR OR MORE YEARS.

W. J. McKinney.	S. Boltin.	Joseph Herhold.
R. W. Steele.	H. Elliott.	D. Dwyer.
H. L. Brown.	Jonathan Kenney.	H. Anderson.
J. G. Stutsman.	John Howard.	N. L. Aull.
L. Huesman.	John H. Stoppleman.	Joseph Fischer.
Wm. Bomberger.	E. S. Young.	James Carberry.
D. A. Wareham.	H. Miller.	E. Morgan Wood.
Wilbur Conover.	W. L. Winchell.	George Vonderheide.
W. S. Phelps.	Caleb Parker.	W. H. Johnson.
James McDaniel.	George S. Ball.	B. F. Kuhns.
A. Pruden.		

## PRESIDENTS OF THE BOARD OF EDUCATION.

1842. E. W. Davies.	1850-61. R. W. Steele.
1843. W. J. McKinney.	1861-63. H. L. Brown.
1844. E. W. Davies.	1863-64. Thomas F. Thresher.
1845. Thomas Brown.	1864-69. H. L. Brown.
1846. Henry Stoddard, sr.	1869-73. E. Morgan Wood.
1847. R. W. Steele.	1873-75. Charles Wuichet.
1848-49. H. L. Brown.	1875-76. E. M. Thresher.

For parts of the year 1853 Henry L. Brown and John J. Ackerman served as president.

## SUPERINTENDENTS OF INSTRUCTION.

James Campbell.	Samuel C. Wilson.
Caleb Parker.	John Hancock.
Warren Higley.	

## PRINCIPALS OF THE NORMAL SCHOOL.

F. W. Parker.	W. W. Watkins.
Emma A. H. Brown.	Jane W. Blackwood.

*PRINCIPALS OF THE HIGH-SCHOOL,*

James Campbell.	William Smith.
John W. Hall.	Charles B. Stivers.

*PRINCIPALS OF THE INTERMEDIATE SCHOOL.*

William P. Gardiner.	Samuel C. Wilson.
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*SUPERINTENDENTS OF MUSIC.*

James Turpin.	W. H. Clarke.
Charles Soehner.	F. C. Mayer.
W. B. Hall.	

*PRINCIPALS OF THE DISTRICT SCHOOLS FROM 1839 TO 1875.*

Collins Wight.	William Pinkerton.	H. B. Furness.
— Elder.	W. H. Butterfield.	N. L. Hanson.
Thomas E. Torrence.	Rufus Dutton.	J. C. Ridge.
Charles Barnes.	E. W. Humphries.	James C. Gilbert.
Edwin H. Hood.	A. C. Fenner.	J. C. Morris.
R. W. Hall.	P. D. Pelton.	Tillie B. Wilson.
W. W. Chipman.	H. Anderson.	Belle M. Westfall.
W. I. Thurber.	A. B. Leaman.	Ella J. Blain.
William Worrel.	William Denton.	Lucy G. Brown.
J. D. French.	A. C. Tyler.	Esther A. Widner.
Charles Gaylor.	W. F. Forbes.	A. Humphreys.
Watson Atkinson.	J. B. Irvin.	C. H. Evans.
A. Stowell.	E. C. Ellis.	W. W. Watkins.
John A. Smith.	William Isenberg.	W. P. Gardiner.
W. Knight.	A. P. Morgan.	A. J. Willoughby.
W. I. Parker.	Samuel C. Wilson.	Charles L. Loos.
Joseph McPherson.	H. H. Vail.	Alice Jennings.
M. N. Wheaton.	W. H. Campbell.	G. Bergman.
R. L. McKinney.	O. S. Cook.	L. H. Pooock.
James Campbell.	S. V. Ruby.	Samuel Peters.
W. F. Doggett.	S. C. Crumbaugh.	Solomon Day.
Charles Rogers.		

*SALARIES PAID TEACHERS—1875.*

Superintendent of instruction.....	\$3,000 00
Principal of high-school.....	2,000 00
Male assistant in high-school.....	1,900 00
Female assistants in high-school.....	1,200 00
Principal of intermediate school.....	1,800 00
Female assistants in intermediate school.....	1,000 00
Principals of normal and district schools.....	1,500 00
Superintendent of music.....	1,500 00
Assistant in Normal School.....	1,000 00
Female assistants in district schools.....	\$450 00 to \$650 00
Teachers senior department German schools.....	\$1,100 00
Average salary German assistants.....	675 00
Principal colored school.....	1,000 00

# DEFIANCE PUBLIC SCHOOLS.

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## EARLY HISTORY.

Any history of the early schools of Defiance must of necessity, at this late day, be imperfect. The lack of official records, if any were kept, the ease with which past events are forgotten, and the limited time allowed for the collection of facts, all conspire to render the task difficult to perform.

## THE FIRST SCHOOL.

As nearly as can be ascertained at present, the first school taught in this town was conducted by Mr. William Seamans, in the winter of 1824 and 1825. It is probable, also, that this was the first school taught in Williams County, which, at that time, embraced the present counties of Williams and Defiance.

The second and third schools were conducted by Mr. Brice Hilton, of this place, from whom the above and many of the following items have been obtained. Inasmuch as there were no school funds or even school laws of a general character in operation at that time, the schools were sustained by subscription, the price paid ranging from \$1.50 to \$2.50 per scholar for a term of three months. Any young man who proposed to "set up a school," would pass around the neighborhood, introduce himself and his business, and solicit subscriptions and scholars. We say any young *man*, for not until many years after the first schools, were women employed as teachers. As to whether the young man was possessed of the proper qualifications for teaching or not, that matter was settled by those who had children to send to school, each in turn becoming an examiner for himself if he

chose. When a sufficient number of subscribers was obtained, the school would begin.

The only regular expense connected with these schools, besides the wages of the teacher, was for fuel. Wood, being everywhere very abundant, was obtained *by the teacher* at a trifling expense, the expense being made still less, if he chose, by cutting the wood himself. Then sometimes the neighbors would make a "bee," and draw the winter's supply to the school house.

#### PUPILS ADMITTED.

The pupils admitted to these early schools were of all ages, from 4 to 18, and no restrictions were made as to sex or color.

No provision was made for the tuition of indigent pupils, for, so far as can be learned, there were none until some years later. *Then*, if pupils were found too poor to pay, the teacher either allowed them to attend without pay, or else charged enough to the others to make a fair *average* compensation.

#### BRANCHES OF STUDY.

The branches of study which were taught were Reading, Spelling, Writing and Arithmetic, and sometimes Geography and Orthography. There were no regular text-books in use which pupils were required to supply themselves with, but each pupil had to use such books as he could by any means obtain. In writing, the goose-quill pen was the only one in use, and the "master" was expected "to set the copy and fix the pens." Although a general State school law was passed about the year 1825, and in some parts of the State was in operation soon thereafter, very little change was made in the character or operation of the primitive schools in Defiance for eight or ten years.

#### THE FIRST SCHOOL HOUSE.

The school conducted by Mr. William Seamans, of which mention has been made, was held in the first house erected especially for school purposes in the county. This school

house stood on the land now occupied by Strong & Cheney for a lumber yard, west of the first lock of the Wabash and Erie Canal. It has long since gone to decay, and no traces of it can now be found. It was built by subscription, and most of the subscribers *worked out* their subscriptions at the rate of seventy-five (75) cents per day. It was constructed of logs hewn on two sides, and laid one above another, and the crevices filled up with clay, after the manner of all the log houses of that day. Its floor was made of smoothed slabs or puncheons. Its roof was made of clapboards, split from logs about four feet long, laid on the rafters, and held in place by the weight of poles laid crossways upon them. The house was about 16 by 24 feet in size. In one end, near the corner, stood the door. At the opposite end were the fireplace and chimney. The chimney was built of clay and sticks, and being on the outside of the house, resting on the ground, the logs of the building were cut away sufficiently to give access to it. The ends and parts of the logs thus exposed to the fire were then plastered over with clay. In spite of this protection, however, it not infrequently happened that the exercises of the school were suspended a few moments for the purpose of extinguishing the burning jambs. On three sides, at about the height of a man's head, one log was cut out and its place filled by a single, continuous row of window-lights, and besides this there was no other window or means of lighting the house. The furniture of the room was of the roughest and most primitive character. The seats were simply slabs or puncheons, split out from logs and smoothed, supported by pegs inserted at the four corners. Backs to the benches were considered quite superfluous. Underneath the row of window-lights, at a height convenient for writing, pegs were inserted into the wall, and a smooth slab laid on them and fastened in a slightly slanting position. This was the writing desk, and those pupils who wrote sat of necessity with their backs to the middle of the room. Besides these items, there was no other furniture in the room, except sometimes a chair, which the teacher was obliged to furnish for himself. This

school house was *the* school house of the place till about the year 1836, when it was abandoned, and the school removed to the lower story of the Court House,\* as it was then.

#### THE SECOND SCHOOL HOUSE.

In July, 1841, a meeting of the townspeople was held to consider the question of building a commodious school house. The necessity for some such building was generally admitted, but when a proposition to raise \$800 by general taxation for this purpose was made, it was voted down. Likewise the proposition to raise \$700, and again \$600, was voted down, and the meeting adjourned.

Three weeks later, however, the \$800 first proposed was voted, and a two-story brick house decided upon. This house was erected on Wayne street, between Fourth and Fifth, the following season. It contained two rooms.

#### SCHOOL OFFICERS.

By this time the school system of the State had come into full operation, and the schools and school funds had passed into the control of school *Directors*. These were three in number, and held their offices at first for one year, but after 1842 the term of office was lengthened to three years, and one Director was elected each year.

#### WAGES OF TEACHERS.

The wages of teachers at this time ranged from \$15 to \$20 per month for female, and from \$25 to \$40 per month for male teachers. Catherine Colby received \$20 per month, and Mr. B. F. Reed \$40 per month in the year 1840, which wages were the highest ever paid at this time. Not infrequently bargains were made with the teachers "to teach so long as the publick funds hold out." If a school was continued a longer period than could be provided for by the public funds, the pay of the teachers was made up by a *rate-bill*, as

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\* It is now the residence of Hon. Henry Hardy, and stands on Wayne street, north of Second street.



it was called, which was a special tax levied on the patrons of the school in proportion to the number of children each sent to school, and the number of days each child attended. Such a rate-bill was levied in the year 1842 for the payment of John H. Crowell and Catherine Colby, teachers.

#### GROWTH OF THE SCHOOLS.

The number of children in the District had increased now to such an extent that it was found expedient at times to employ two teachers, one to take charge of the advanced pupils, and the other of the primary pupils.

These schools were sometimes separate from each other in organization, each teacher being directly responsible to the Board of Directors. At other times the principal teacher, receiving an extra compensation, perhaps, would hire his own assistant. The length of the school term was usually three months. The branches taught were the same as in the earlier schools, with the addition of Grammar. From this time on the teachers were required to pass an examination at the hands of the District or County Examiners, whose certificate showed ability to teach Reading, Writing, Arithmetic, Geography and Grammar, and testified to good moral character.

*List, etc., of Teachers in Defiance before the Graded School System was Adopted.*

NAMES.	Date of beginning.	Length of time.	Wages.	Conditions.
William Seamans..	Winter 1824-5..	3 mos..	\$1 50	Per scholar.
W. A. Brown.....	1835.....	3 mos..	about 35 00	Per month.
W. A. Brown .....	1836.....	3 mos..	35 00	"
Edwin Phelps .....	1837.....	3 mos..	2 50	Per scholar.
E. C. Betts.....	Nov. 30, 1840...	3 mos..	35 00	Per month.
Catherine Colby...	Dec. 30, 1840...	2 mos..	20 00	"
B. F. Reed.....	March 15, 1841..	3 mos..	40 00	"
.....	March 25, 1841.	2½ mos	20 00	"
Catherine Colby...	Dec. 6, 1841.....	3 mos..	20 00	"
John Crowell.....	Dec. 6, 1841.....	6 mos..	35 00	"
John Estabrook ...	Dec. —, 1842 ...	3 mos..	30 00	"
Calvin B. West....	May 23, 1843...	2½ mos	30 00	And assistant.
Calvin B. West....	Oct. 9, 1843.....	53 days	40 00	And assistant.
B. B. Southworth ..	— 1844-5.....	3 mos..	30 00	
Robert Evans .....	May 5, 1845.....	3 mos..	14 33	
R. L. Taylor.....	Nov. 10, 1845...	3½ mos	37 15	And assistant.
B. F. Southworth..	Nov. 16, 1846...	3 mos..	25 00	And assistant.
S. M. McCord....	Oct. 29, 1847.....	4 mos..	25 00	
E. A. Greenlee.....	Dec. 18, 1848...	3 mos..	33 33	Furnish his wood.

ADOPTION AND ORGANIZATION OF THE GRADED SYSTEM.

The graded school system was adopted by the citizens of Defiance in the spring of 1851. Of the eighty-two votes cast at the election to determine whether such a system should be adopted, thirty-eight were cast against the change and forty-four in favor of it, a majority of only six. The occasion which led to the consideration of an improved system of schools was the fact that the enumeration of

the children of school age, *i. e.*, between the ages of four and twenty-one, showed a total of three hundred and forty-eight, for whom increased accommodations and more systematic instruction seemed to be urgently demanded. The "Akron School Law," which had then recently come into operation, gave the favorable opportunity. Among those who were active in securing the adoption of the new system, under the new law, we can mention as most prominent Woolsey Welles, Hamilton Davison, Rev. E. R. Tucker, Jonas Colby, Horace Sessions and W. A. Brown.

#### DIFFICULTIES ENCOUNTERED.

Of the difficulties encountered the chief arose from an unwillingness to bear the increase of taxation which would necessarily arise, but no *organized* opposition was met, or other serious or permanent impediment thrown in the way of the wishes of the majority, though that majority was small.

#### FIRST BOARD OF EDUCATION.

Three weeks after the vote to establish graded schools was taken, a Board of Education, consisting of six members, was elected, to-wit:

Woolsey Welles.....	For the term of one year
Calvin L. Noble.....	For the term of one year
John H. Kiser.....	For the term of two years
James B. Kimball.....	For the term of two years
Hamilton Davison.....	For the term of three years
John M. Stillwill.....	For the term of three years

This Board was organized by the election of the following officers:

Hamilton Davison.....	President
Woolsey Welles.....	Secretary
John M. Stillwill.....	Treasurer

Immediate steps were taken to put the new system into full operation.

The "brick school house" on Wayne street, which, up to this time, had not been entirely completed, was repaired at

an expense of \$421.00. In June the schools were divided into three grades, the Primary, Intermediate and Grammar.

#### FIRST COURSE OF INSTRUCTION.

In the Primary grade were taught the "Alphabet, Spelling and Reading the English Language through the Second Reader, Exercises on the Numeral Frame, Singing and general exercises appropriate to small children."

In the Intermediate grade were taught "Spelling, Reading and Writing the English Language, Mental Arithmetic, Written Arithmetic through Compound Numbers, Intermediate Geography with outline Maps, Singing and other appropriate exercises."

In the Grammar grade were taught "Spelling, Reading and Writing the English Language, Geography, English Grammar, Mapping, Arithmetic, Algebra, Book-keeping, Natural Philosophy, Analytical Orthography, etc."

#### TEXT BOOKS.

The following text books were adopted by the Board of Education: Wright's Primary Lessons, the Elementary Spelling Book, Mandeville's Readers, Davies' Mathematical Course, Clark's Grammar, Olney's Geography (the Intermediate and School), Cutter's Physiology, Hitchcock's Geology, Fulton and Eastman's Book-keeping, Comstock's Philosophy (Natural), and the Boston Writing Book.

#### FIRST TEACHERS.

The teacher of the Grammar grade was also made the Superintendent of all the schools, with power to act in cases of grading, discipline, etc. The first Superintendent was Mr. F. Hollenbeck, of Perrysburg, Ohio, and his assistant teachers were Mrs. Ariette Hutchinson and Miss Permilla Woods. Mr. Hollenbeck's salary was five hundred dollars per year, and that of the other teachers, each one hundred and fifty dollars per year.

By the following January it was found, necessary on account of the size of the two lower grades, to form another, which should be composed of the most advanced pupils of the Primary and the least advanced pupils of the Intermediate grades. To this grade was given the name of Secondary.

These four schools were located as follows: The Grammar and Intermediate in the brick school house on Wayne street; the Primary in a building adjoining the Wabash Railroad track on Fourth street, south side; the Secondary in a building adjoining the Wabash Railroad track on Fifth street, north side.

#### HIGH SCHOOL ORGANIZED.

In 1853, under the Principalship of Mr. D. C. Pierson, the High School was organized from the most advanced pupils of the Grammar School, and a more complete organization and classification secured. A regular course of instruction was laid out, and "rules and regulations for the better organization of the schools," were adopted by the Board of Education, the latter of which only have been preserved on record. In the following year (1854) the Primary School was transferred from the building on Fourth street to the Baptist Church, on Wayne and Third streets, which was rented for that purpose, at an expense of one hundred dollars a year. During this year an important change of text books occurred. McGuffey's Readers were substituted for Mandeville's, Ray's Arithmetics for Davies', and Pinneo's Grammar for Clark's. Of these, the Readers and Arithmetics are still in use (1876), making a period of twenty-two years. In 1857 the Primary School was transferred to the house of Mr. David Marcellus, which stands in the rear of the County Jail, on Wayne street, and in the following year this department was divided, and those pupils who lived west of the canal were formed into a separate school.

Of the internal workings of these earlier schools, the changes wrought, methods of teaching employed, attend-

ance, etc., etc., absolutely nothing has been put on record, so far as is now known, or, if records were made, they have been scattered or lost, and are unavailable. Respecting these items there must be a blank, except as it may be filled from the memory of those interested in such matters at those times. Judging from the length of service and from general report, Mr. John R. Kinney appears to have been one of the most successful Superintendents. Among the teachers who have served faithfully and long, mention should be made of Mr. B. F. Southworth, Miss Kate Hoover and Miss Hattie Deatrick, the former of whom began his services in Defiance as early as 1846, and has been employed since then more or less of the time to the present.

The following table will show, though imperfectly, the growth and condition of the Defiance Public Schools every tenth year, beginning with 1845:

	1845.	1855.	1865.	1875.
No. Pupils enrolled.....	90	.....	.....	768
Average daily attendance	71	.....	.....	482
No. of Teachers.....	2	5	4	17
No. of school rooms.....	1	5	4	15
No. of grades.....	1	5	4	9
No. weeks of school.....	24	42	40	40
Amount paid teachers.....	\$133 00	\$1,732 50	\$1,275 00	\$6,975 00
Total expenditures.....	.....	2,249 12	5,864 61	11,074 15
Value of School Property	.....	2,500 00	4,000 00	75,000 00

#### COURSE OF INSTRUCTION REVISED.

When the present Central School Building was opened for use, in 1868, a course of study and new rules and regulations were adopted, and, for the first time in the history of the schools, published. The course of study was as follows:

*First Primary Department* — Reading and Spelling from

Chart, and First Reader, Counting, Figures, writing numbers to 100, Addition and Subtraction of Concrete Numbers from 1 to 5, Singing, Gymnastics.

*Second Primary*—Reading and Spelling from Second Reader, Counting and Writing Numbers to 100, Roman Notation to C, Primary Arithmetic through Subtraction, Writing on Slates the letters a, c, e, i, m, n, o, r, s, u, v, w, x, Singing and Gymnastics.

*First Secondary Department*—Reading and Spelling from Third Reader, Primary Arithmetic through Division, Slate and Board Exercises in Writing Numbers to 1,000, Roman Notation, Writing on Slate small letters, Singing, Gymnastics.

*Second Secondary*—Fourth Reader, Spelling Book to page 40, Practical Arithmetic through Division, Mental Arithmetic through Division, Primary Geography, Orthography (1st part), Writing (Copy Books 1 and 2), Singing, Gymnastics.

#### GRAMMAR DEPARTMENT.

*First Year*—Fifth Reader (first half), Spelling book to page 60, Practical Arithmetic through Compound Numbers, Mental Arithmetic through Compound Numbers, Intermediate Geography (first half), Orthography (second part), Writing, (Copy Books 3 and 4), Singing.

*Second Year*—Fifth Reader completed, Spelling Book to page 80, Practical Arithmetic through Common Fractions, Mental Arithmetic through Common Fractions, Intermediate Geography completed, Orthography completed, Primary Grammar, Writing (Copy Books 3 and 4), Singing.

#### INTERMEDIATE DEPARTMENT.

*First Year*—Sixth Reader (first half), Spelling Book completed, Practical Arithmetic through Equation of Payments, Mental Arithmetic through Percentage, Common School Geography, Grammar to Syntax, Writing (Copy Books 5 and 6).

*Second Year*—Sixth Reader completed, Spelling Book re-

viewed, Practical Arithmetic completed and reviewed, U. S. History, Grammar completed, Writing (Copy Books 5 and 6).

Exercises in Composition and Declamation throughout the course.

To this course of Primary instruction was added a High School course of two years, which will be given under the description of the High School.

#### THE CENTRAL SCHOOL BUILDING.

In 1868, as has been stated before, the Central School Building was completed and occupied. This building is made of brick, two stories high, with slate roof and good basement. Its length is about 95 feet, and width about 56 feet. It is divided into eight school-rooms, Superintendent's office, and appropriate halls. Each school-room is furnished with double desks, blackboards, etc., etc. For five years the building was heated with stoves, which, in 1873, were exchanged for hot-air furnaces, burning wood. This building is very pleasantly situated at the head of Clinton street, with five acres of ground attached for play grounds. On the westerly side of the house is a fine grove of oaks, a part of the natural forest, which affords to the children a most delightful resort, such as is seldom found in towns. The grounds are enclosed on the north and west sides with a wood and iron picket fence of a very handsome pattern, and on the south and east sides with a substantial fence of palings.

#### INCREASED ACCOMMODATIONS.

These school accommodations were so much superior to any previously enjoyed, that it was supposed that they would be sufficient for many years, and the "Brick School House" on Wayne street was sold to the Universalist Church Society.

But the village had made and was making rapid strides in increase of population, and in 1873 the eight departments had an average enrollment of 78 pupils each. This made it



necessary to form an additional (Primary) school, and the brick school house, now called the Universalist Church\* was rented for its accommodation.

During the following year, 1874, the average number of pupils to each grade, which had been reduced to 69, increased to 75, and increased accommodations were again urgently called for.

In response to this demand, the Board of Education, in the summer and fall of 1874, erected a two-story brick building (slate roof), north of the Maumee River, for the accommodation of the small children living on that side of the river. This building contains two school-rooms, which were immediately filled with pupils, many of whom, in the lower grade, entered school now for the first time. At this same time the A Primary grade (fourth year) in the Central Building was crowded to the extent of about 85 pupils, and it was decided to divide it and rent the Lutheran school house on Wayne street for the accommodation of one section.

It was still felt, during the years 1874-5, that the number of pupils in each school was too great for the best interests of the schools. Though in November, 1874, the average number in each school was 56, by the end of the school year, June, 1875, it had increased to an average of 64 pupils.

Again it was decided to build; this time two houses, one east of the Auglaize River, at the head of Second street, and the other on Holgate avenue, in the western part of the town.

These buildings were erected in the summer of 1875, and were occupied in December of the same year. They are built of brick, with slate roofs. Each floor has one school room, a cloak-room, and a hall. The seats in the school-rooms are so arranged as to allow the light to fall upon the back and left of each pupil. The outer doors of the cloak-rooms may be locked, and the wrappings thus secured from depredations.

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\* Since this building had been occupied for school purposes it had been deprived of its upper story, making it one story high, and *somewhat safer*.

Each school has a separate entrance door and hall, by which all collisions in the halls between pupils of the different schools are prevented. Attached to the upper school room is a recitation room. The furniture of all these Ward buildings is of the most recent and improved patterns. The rooms are heated by wood stoves. The grounds attached to the North School House consist of one and a half acres, on which is a fine grove of young hickory trees. The grounds are enclosed by a substantial fence. The grounds of the East School House consist of one acre, well drained, but without shade. The grounds of the West School House consist of one acre, well shaded by an apple orchard.

Each house is supplied with a well or cistern of good water, and good walks to the front gates and outbuildings.

On the completion of the West School House, the Lutheran School House was vacated.

#### SCHOOL APPARATUS.

Of school apparatus there is very little, compared with the present needs. Two twelve-inch globes, one terrestrial and one celestial, both 30 years old, though in a good state of preservation, two sets of outline maps, chemicals to the value of about ten dollars, a very small air-pump, a fountain in vacuo, physiological charts, and some 50 first-rate geological specimens, will include about everything.

#### BOARD OF EDUCATION.

Among the members of the Board of Education who have had most to do with the schools, we make mention of those who have served more than one term of three years:

Woolsey Welles.....	4	Years
John H. Kizer.....	5	"
John M. Stillwell.....	4	"
Jacob J. Greene.....	12	"
Finley Strong.....	6	"
William A. Brown.....	9	"
S. R. Hudson.....	7	"

Edwin Phelps.....	13	Years
J. P. Ottley.....	6	"
W. D. Hill.....	6	"
C. C. Tuttle.....	6	"
Henry Newbegin.....	6	"

The present Board of Education are:

Charles P. Tittle*.....	Term expires	1876
Asa Toberen*.....	"	" 1876
Jacob J. Greene.....	"	" 1877
Isaac Corwin.....	"	" 1877
Edwin Phelps.....	"	" 1878
Adam Wilhelm.....	"	" 1878

Officers for the year ending April, 1876:

President.....	Edwin Phelps
Clerk.....	Charles P. Tittle
Treasurer.....	Asa Toberen

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\* Re-elected April, 1876, for three years.

Table showing the names of successive Superintendents, date of election, length of time, and salary:

NAMES OF SUP'TS.	DATE OF ELECT'N.	TIME.	SALARY.
Francis Hollenbeck.....	June 9, 1851.....	One year.....	\$500 00
Blanchard.....	1852.....	One year.....	500 00
D. C. Pierson* .....	1853.....	Three months	500 00
R. Faurot.....	November 14, 1853	Four months..	500 00
John R. Kinney.....	April 4, 1854.....	Three months	500 00
" .....	September, 1854.....	One year.....	500 00
" .....	September, 1855.....	One year.....	700 00
" .....	September, 1856.....	One year.....	700 00
" .....	September, 1857.....	One year.....	700 00
" .....	September, 1858.....	Four months..	700 00
Finlay Strong.....	December 30, 1858	Three months	700 00
Michael W. Smith.....	March 30, 1859.....	Eight months	700 00
" .....	September, 1859.....	One year.....	700 00
John R. Kinney .....	September, 1860.....	One year.....	633 33
W. I. Baker .....	September, 1861.....	One year.....	650 00
C. Z. Eddie .....	September, 1862.....	One year.....	650 00
Henry Newbegin†.....	September, 1863.....	Four months..	600 00
(Temporary.)			
No Superintendent	from Jan., 1864, to	Sept., 1865.	
W. H. H. Jackson.....	September, 1865.....	Six months...	650 00
Charles K. Smoyer.....	1866 .....	Four months..	650 00
J. C. McKercher .....	January, 1866.....	.....	650 00
Charles K. Smoyer.....	September, 1866.....	.....	650 00
James M. McBride.....	September, 1867.....	.....	650 00
" .....	September, 1868.....	.....	650 00
W. C. Barnhart.....	September, 1869.....	.....	1,000 00
A. S. Moore.....	September, 1870.....	.....	1,000 00
Lem. T. Clark .....	September, 1871.....	.....	1,000 00
" .....	September, 1872.....	.....	1,200 00
" .....	September, 1873.....	.....	1,200 00
H. H. Wright.....	September, 1874.....	.....	1,100 00
" .....	September, 1875.....	.....	1,200 00

\*Mr. Pierson was well liked, but did not remain, on account of ill health,

†Mr. Newbegin took the school only at the solicitation of the Board, that the opening of the school might not be delayed, the teacher elected having failed to come.

## THE HIGH SCHOOL.

The High School was organized in 1853, under the Principalship of Mr. D. C. Pierson. But little is known at this day as to the branches of study pursued, or the changes in the course of study, if any occurred. Probably Algebra, Composition, Physiology, Natural Philosophy, Physical Geography and Higher Arithmetic were taught, with

possibly some others. It is not probable that the course of study required more than two years to complete it, for as late as 1868 the course, as revised at that time, was as follows:

#### FIRST YEAR.

*First Term*—Algebra, Physical Geography and Analysis.

*Second Term*—Algebra, Physiology and Composition.

*Third Term*—Algebra, Physiology and General History.

Latin and German optional.

#### SECOND YEAR.

*First Term*—Geometry, Natural Philosophy and General History.

*Second Term*—Geometry, Chemistry and Mental Philosophy.

*Third Term*—Rhetoric, Botany and Astronomy.

Latin and German optional.

Exercises in Composition and Declamation throughout the course.

#### THE PRINCIPALS.

Until 1873, the Superintendent had, for his first duty, the charge of the High School, and what time he could spare from the care of this school, necessarily but little, he was expected to devote to the general duties of superintending. In September of the above year, the advanced Grammar grade was united with the High School, and all placed in charge of the Grammar School teacher, Mr. B. F. Southworth.

Mr. Lem. T. Clark, Superintendent at that time, being in this manner relieved of the charge of a schoolroom, was still obliged to hear (in his office) six classes daily; but, nevertheless, he had more freedom of movement, and more time for superintending than before. In the fall of 1875, the number of schools having increased to fifteen in number, an assistant was given the Superintendent, who taught all his classes, thus enabling him to devote his whole time to the supervision of the schools:

COURSE OF INSTRUCTION EXTENDED.

In 1873 the course of study was revised. The following studies were placed in the Preparatory year: Higher Arithmetic, Physical Geography, Book-keeping, Composition and Analysis and United States History. The High School course, extending over a period of three years, consisted of Algebra, six terms; Philosophy, two terms; Latin, nine terms; General History, two terms; Geometry, two terms; Natural Philosophy, Trigonometry, Chemistry, Astronomy and Botany each one term.

This course was still further modified in 1875, giving less time to Algebra and Latin, and more to English Literature and United States Constitution.

CLASSES GRADUATED.

Four classes have graduated from the Defiance High School as follows:

Number graduated, 1872.....	2
“ “ 1873.....	4
“ “ 1874.....	5
“ “ 1875.....	3
Total.....	14

# PREBLE CO. PRIMITIVE SCHOOL HOUSE.

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BY A. HAINES, SR.

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This county was organized in 1808. The territory was originally attached to Montgomery county, and known as Hardin township of that county. The first settlers came from nearly all of the older States. The settlements commenced in different parts of the county about the year 1800. As the pioneers built their cabins in close proximity, they immediately began to look after the education of their children, and for this purpose they selected some central point in the woods for a school site, near a branch, for the convenience of having water near at hand for the use of the scholars.

This being done, the pioneer settlers, on a day agreed upon, turned out with their axes, crosscut saw, broadaxe, pow and some augers, and convened early in the morning at the school site agreed upon. Some went to felling the tall trees overshadowing the site, others cutting logs near by in the woods, others felling a large oak for clapboards, and still others cutting a slightly blue ash tree for puncheons, benches and writing desks. By the time the site was cleared, the logs began to arrive, being snaked through the woods by horses. The foundation was soon laid, and four men were selected as corner men, who took their respective stations, and, with axe in hand, saddled and notched down the corners as the logs were delivered to them on skids. When the structure was about eight feet in height, the joists were laid from one side to the other, which consisted of round saplings cut the proper length. This was called the basement. The gable ends were then commenced by shortening the logs, sloping the ends and inserting the rib poles, until the slopes terminated on a pole

at the top. The upper log of the basement projected about eight inches, to receive the butting or eve log, against which the slanting roof rested. From this point the clapboards were projected and carefully placed, and the points covered by an additional board. The knees were placed on the roof, with ends resting against the butting or eve log, and the wight pole resting against the upper ends of the knees, and so on until the house was covered.

As the building was going up, the crosscut saw was heard in the woods, the mail and wedge severing the cuts, and the butts were removed to some fork of a tree near by, where they were rived into boards four foot in length. Not far distant the puncheons were being prepared for the floor, benches, desks and doors. As the work progressed, logs were removed from three sides of the house, and window styles prepared, which were adjusted in their places, about sixteen inches apart, to which newspapers were pasted, and oiled by "coon" grease to render them transparent, in order to afford light for the scholars. The chimney space was made about ten feet in width, by removing the logs in one end of the house, and a wooden mantelpiece and jams adjusted, and a stick and clay chimney built on the outside, projecting higher than the comb of the roof, and the whole structure covered with clay mortar. The cracks being chinked and daubed, the floor laid, the puncheon door hung on wooden hinges, the writing desks attached to the wall, resting on standers slightly inclining towards the scholars, who sat on benches and learned to write in front of the large paper windows. In this way the primitive school house was reared and usually completed in one day, without a nail or a window glass connected with the structure. Many of these primitive school houses were still standing in Preble county as late as 1826, and the last one was only removed a few years ago. It stood a long time as a memento of the past, but finally, with all the pioneer settlers, it passed away, and the site where it stood has long since been plowed over, and not a vestige of it now remains.

But what a change. The county is now divided into convenient school districts, in which neat and substantial school



houses have been erected, with all modern improvements and architectural designs. There is not a district in the county destitute of all modern school facilities, where the children may receive a common English education free of charge. In many parts of the county are High Schools and Academies, where young persons can be sufficiently advanced in education at home to enter College. Such are the school facilities of Preble county.

#### THE PRIMITIVE SCHOOL MASTER.

This was a consequential individual among the pioneer settlers. He was generally either an Englishman, Irishman or Scotchman, and seldom, if ever, a Dutchman or Frenchman. Sometimes he was from the older States, but always a morose, forbidding in manner, and never assimilating himself to the feelings of the scholars. He entered the primitive school house with an air of authority, and woe betide the urchin who crossed his imperious sense of propriety. With gads and rods stored away in the sight of the scholars, he was a terror to the school. Before the free school system was thought of, he taught by the quarter for so much a scholar, and generally boarded around among his employers in proportion to the number of scholars subscribed. No allowance was made for the sickness or inability of the scholars to attend, and he exacted the stipulated price per scholar, provided he was able and did teach the school according to contract. For trivial offenses or small irregularities, he inflicted corporeal punishment, by either applying the rod or striking the open hand with a rule. Other punishments were adopted, such as compelling the delinquent to stand before the school in some conspicuous position, or keeping him in during play time or after school was dismissed.

Among the pioneer settlers the primitive school master was looked upon as a prodigy of knowledge, and in all misunderstandings between him and the scholars, they always sided with the master, who was generally superstitious, and believed in witches and ghosts, which he took especial pains to communicate to his scholars. From the signs of the times he

foretold the future, and to him the hoot of an owl in the distant woods was the omen of some approaching disaster; but in general he was a scholar according to the books, but knew little or nothing about human nature. He was a stickler in spelling and in arithmetic, and these were his chief elements of education, which he instructed and enforced in school. Consequently, spelling schools were very fashionable in that day, and prizes and awards were offered to scholars who excelled in this branch of education. It was then common for the scholars to meet at some pioneer's cabin during the long winter nights and divide and spell against each other, on which occasion the master always put in his appearance to give out the words. It was thought by all that he could spell correctly any word in the English language. In fact, no one questioned it, and he never put himself to any trouble to disabuse public opinion upon the subject.

On Christmas or New Year's eve, the custom then prevailed to bar the master out of the house. The larger scholars engaged in this pastime; and for this purpose they would repair to the school house early in the evening, build a large fire, and bar the door with benches and other obstructions, and then quietly await the arrival of the master and younger scholars next morning. When the master arrived and found himself barred out, he would become very angry, and threaten to inflict all kinds of punishments on the inmates unless they immediately opened the door, which they invariably refused. Such refusal only infuriated the master further, and drove him to use all means within his power to force an entrance into the house; and often, in his desperation, when he found himself unable to remove the obstructions, he would break the paper window or come down the chimney. But as soon as he entered, the inmates would nail him and tie him hand and foot, and proceed with him to the nearest branch, for the purpose of ducking him, unless he consented to treat the school to the apple cider and gingerbread. At this crisis his nerve would generally fail, and the apple cider and gingerbread were sent for, and of which the whole school would partake. The master would soon quiet down,

and the school go on as usual. In this sport the pioneers generally sided with the scholars, which contributed to render an acquiescence, on the part of the master, to so wild and rash a custom. Such was the primitive school master, and such were the customs of early pioneer life, but with the march of progress they have passed away.

The scholars then, having some distance to travel, always took their dinners to school, which consisted of corn pone or Johnny cake, fat meat and a keg of milk. They eat in the school house, using some bench for a table. They often swapped victuals, but seldom, if ever, had wheat bread or butter. They were cheerful, and in vacation played ball and swung to and fro on a grape vine swing among the trees. Then the wild haw bush skirted the margin of every stream, and, when in bloom, perfumed the air with a sweet fragrance.

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# HISTORY OF PUBLIC SCHOOLS

IN THE TOWN OF

# EATON, PREBLE COUNTY, OHIO.

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PREPARED BY ROBERT MILLER, IN BEHALF OF THE BOARD  
OF EDUCATION, FOR THE CENTENNIAL EXHIBITION.

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## I. HISTORY OF SCHOOLS BEFORE THE ADOPTION OF THE GRADED SYSTEM.

Eaton, the county seat of Preble County, was laid out by Wm. Bruce in 1806.

In and by the plat, Mr. Bruce dedicated the four principal squares or blocks formed by the two principal streets, Main and Barron, for public purposes. These blocks were each twelve rods square, and one was set apart for a Court House and other public buildings, two for churches, and one for "an academy and school house for the town."

A school house of a very primitive character was erected on the school lot some time prior to 1812, but the exact date of opening a school therein, name of teacher, his wages, qualifications, how funds were provided, number of scholars, branches taught, etc., etc., are not definitely known.

Hon. Geo. D. Hendricks, one of the oldest citizens of Eaton, and familiar with the earlier history of schools in the county, as well as the town, says the first school in Eaton was taught in 1807-8, in one of the many log houses on the south side of Wadsworth street, west of Judge Haine's present residence, by John Hollingsworth. He speaks of him as being traditionally a fair scholar. This was, doubtless, a private house, and before a school house was built on the lot dedicated for that purpose by Mr. Bruce.

On the 23d day of December, 1811, a special act was passed by the Legislature of the State, appointing three Trustees—Alexander Mitchell, William L. Henderson and Samuel Hawkins—to sell lots designated for churches and a school house, and invest the proceeds in lots in other parts of the town better situated for such purposes, and in the building of a public church and school house.

From an old record, containing the proceedings of these Trustees, it appears that the square set apart by Mr. Bruce, the proprietor, for an academy and school house, was subdivided into four lots and sold for \$409.66 in the aggregate, and that \$30.00 of this amount was paid for another lot, and the balance was expended in the erection and furnishing of a frame school house thereon, the items of which expenditure are given, showing that a stove, nails and glass amounted to \$76.32. Metal materials were then much higher than now. The stove cost \$31.00.

This building, it further appears from the same record, "was used both as a Court House and meeting house for some time, while the Court House was building."

From this time until the organization of the schools, under an act of the Legislature, passed February 15, 1849, entitled "An Act for the Support and Regulation of Common Schools in District No. 4, in Washington township, Preble County, in this State," we cannot give many details of interest.

We have not been able to find any records or reports of schools during this period, and cannot state, except from tradition, how accommodations were provided, current expenses were paid, etc.

Gen. Hendricks, in a long letter, received since this history was prepared, furnishes from memory, in the absence of memoranda, which he had not at hand, a pretty full history of the schools of Eaton and vicinity from 1806 to 1850, which we regret cannot be inserted. It appears from his letter that the first school houses were "log," with but little furnishing, some not even "chinked" or "daubed" until winter; and then, for windows, at a convenient height a log was taken out and greased paper, instead of glass, used, making a win-

dow "all long but no wide." The second class of school building, he says, was the "hip-roofed frame"—doubtless the one which was used both as a Court House and meeting house while the Court House was building. School accommodations, he says, were provided by voluntary contributions. Fuel was provided by "a chopping frolic." Most teachers permitted indigent pupils to attend free. One, he says, undertook to seize chattels (the *dog irons* of a poor widow) for pay and came out second best. The branches taught were Orthography, Reading, Writing, and Arithmetic to the "single rule of three." One teacher he mentions—a Presbyterian minister by the name of Gaines—he says taught all the *dead*, but none of the living languages, promoting his pupils at once from Dillworth Spelling Book to Latin, Greek and Hebrew. Nearly all the old-time teachers used the rod, and used it freely, some of them *soaking* their switches, and using as much as *three* at a time on the largest scholars.

After describing a number of pioneer teachers, who came and went from 1819 to 1826, "with but little fame or learning," he says: "In 1826, Hon. Abner Haines came to our town, staff in one hand and a new pair of shoes in the other, who, by the generous aid of C. Van Ausdal and Sheriff John Hawkins, raised a school, as all previous schools were raised, by *subscription*. Terms, \$1.50 per scholar for Spelling, Reading and Writing, and \$2.00 per quarter of sixty-five days for Arithmetic and English Grammar in addition." "The Judge," says Mr. H., "was a success as a teacher." Gen. H. then describes his own teaching as follows: "In 1827-8-9 and part of 1830, your humble servant, flushed with success as a country teacher, taught about three years in Eaton, having enrolled on my list the names of 120 scholars—range of attendance 70 to 100. I taught from eight to ten hours a day, 'setting' all 'the copies,' and made and mended all the pens for from 40 to 60 scholars out of school hours. Had never less than four, and often eight, classes reciting at once, and all 'studied out' sometimes with a deafening yell. Notwithstanding all this noise and apparent confusion, I never knew greater advances made, before or since, by a whole school."

The school population of Eaton had increased, long before the passage of the act of 1849, beyond the capacity of the building which had previously been erected, and there was no successful attempt at grading or classification.

## II. ADOPTION AND ORGANIZATION OF THE GRADED SYSTEM.

Since the organization of the schools of Eaton and adjacent territory included under the name of "District No. 4, Washington Township," we have full records, and can report progress towards a graded system.

The territory included in this District is one and a half miles square, including, of course, the town.

This act provided for the election of six Directors and their division into three classes, so that, after the first election, two Directors should be elected annually for the term of three years, with power to the Board to fill vacancies, and that said Board should organize by electing a President, Secretary and Treasurer. The act gave the Board "the entire management and control of all the schools in said District;" required them to establish within its bounds three or more Common Schools, in which the rudiments of an English education shall be taught for at least eight months in each year; to make all necessary rules and regulations for the government of both teachers and pupils; to purchase all necessary books and apparatus for poor and indigent children; to determine what branches should be taught in any or all of the schools; to admit scholars from abroad; to levy taxes not exceeding three mills on the dollar, to be assessed on the valuation of taxable property in the District to raise funds, in addition to the Common School Fund, to defray the expenses of the system; to appoint a Board of Examiners for said District, whose duty it should be to examine all persons applying to become teachers in such District; to superintend the progress of the scholars in said District, and personally ascertain the order and government of the scholars; to adopt text books, and to see that the scholars are properly classified and impartially dealt with; and, for the purpose of securing these

ends, it was made the duty of the Board, or some members thereof, to visit the schools at least once every month and observe the discipline, mode of instruction, progress of the scholars in each department, etc., etc.

The persons most active in securing the passage of this act were probably the first Board of Directors elected under it, who were : Abner Haines, W. H. H. B. Minor, John Acton, Hiram Jones, Benjamin Neal and Richard M. Stannah. Hon. Geo. D. Hendricks and Hon. Felix Marsh, both citizens of Eaton, were then members of the State Legislature and urged and voted for it.

Like every other marked change in a school system, this one met with some opposition, but it was soon generally acquiesced in and put in operation ; and, under the provisions of the act in question, the erection of a new two story brick school building, with four rooms, was let to contract to Pierson Smith for \$3,597.23, under the superintendency of Ellis Minshall, then a Director, who was also authorized to sell the old frame building in the north part of town, on which the new one was to be erected, and also the old brick building and lot in the south part.

On the 30th day of November, 1850, Superintendent Minshall reported the building completed according to contract, with a few unimportant exceptions ; and the first school in it was opened December 2, 1850, under the following teachers, at the prices named : David M. Morrow, Superintendent and teacher, room No. 4, at \$1.50 per day ; Enos Adamson, room No. 3, at \$1.25 per day ; Mary A. Gram, room No. 2, at 80 cents per day ; and Miss M. E. Merthiet, room No. 1, at 80 cents per day.

Mr. Morrow was a grandson of Governor Morrow, of Ohio. He died about a year ago in Wisconsin.

The building thus opened soon proved inadequate for the increasing number of pupils, but the Board took no formal steps for the erection of an additional building until the 22d day of January, 1859, when they resolved to build another brick school house.

In the mean time, school rooms were rented, and the pub-



lic church was used for school purposes until the second building was completed.

The difficulty of classification before the opening of the second building was such as could not be fully overcome, and was so great that the Board, on the 24th of April, 1858, directed the Superintendent "to devote two days of each month for the purpose of classification."

Superintendent Morris, then in charge of the schools, writes, in reference to his effort for classification, that it produced "much weariness of the flesh."

The second school building, determined upon in January, 1859, was not completed until September 12, 1864, and then only three rooms were finished and occupied.

This event marks a new epoch in the history of the Eaton schools.

Six departments were now opened and numbered from 1 to 6. Three teachers were assigned to each building. The corps and their wages were as follows: M. L. Holt, Superintendent and teacher, Sixth Department, at \$4.00 per day; S. S. Dix, Fifth, \$4.00; Sophie Miller, Fourth, \$1.50; Maggie McClung, Third, \$1.50; Maria Balentine, Second, \$1.25, and Lucy Stroud, First, \$1.25.

The branches taught at this period were the common branches and a few of the higher.

The new building thus erected is brick, two stories, four rooms in each, with cellar, intended for heating apparatus, but which has not as yet been provided.

It is pleasantly situated at the southeast extremity of the town, upon an elevated site of four acres of ground. At the period of opening schools in the same, the grounds were not improved; no ornamentation and but indifferent out-buildings were provided. Much room still existed for "improvements in the system," which will be spoken of under that head; but it may be said that, in the way of furniture, maps, blackboards, etc., we were up with the times for villages of like size.

### III. GROWTH OF THE SYSTEM.

The growth of the schools of Eaton will appear further by the following statistical table :

	1845.	1855.	1865.	1875.
Number of pupils enumerated... ..	495	630	722	
Number of pupils enrolled..... ..	379	403	548	
Average daily attendance..... ..	203	294	413	
Number of teachers..... ..	5	7	11	
Number of school rooms..... ..	5	7	11	
Number of grades..... ..	4	4	10	
Number of weeks in session..... ..	32	32	36	
Amount paid teachers..... ..	\$1,284 80	\$2,480 00	\$5,864 94	
Total expenditures .....	2,512 45	3,423 00	11,361 73	
Value of school property..... ..	10,000 00	25,000 00	30,000 00	

### IV. IMPROVEMENTS OF THE SYSTEM.

Changes in classification and grading were from time to time made. Some of these, as well as changes in text books and course of study, will appear by the following action of the Board at the times stated :

March 16, 1852, Mandrill's Series of Readers adopted.

December 2, 1852, Cutter's Physiology introduced.

May 8, 1855, Ray's Arithmetic, parts 1 and 2, adopted, in place of Stoddard's.

February 18, 1859, Mitchell's Geography and Atlas adopted as a class book.

October 21, 1862, Board ordered exchange of Mandrill's Readers for McGriffey's New Eclectic Readers.

November 3, 1868, Harvey's Grammar adopted.

August 6, 1869, Board fix branches to be taught in highest department: Latin, Algebra, Geometry, Physiology, History, Composition, and such other appropriate branches as may appear necessary.

September 7, 1869, Board adopted Anderson's Grammar School History.

June 11, 1870, German Department established.

September 5, 1870, C Grammar grade established.

December 12, 1870, Additional (3) Primary Department created.

August 22, 1871, regular course of study in all departments provided for and new code of rules and regulations adopted.

These rules and regulations and course of study were adopted on the recommendation of Superintendent Barnhart, and published, by order of the Board, in pamphlet form.

These rules were copied, in part, from the Manual of the Cleveland and Dayton schools, due acknowledgment of which was made.

Of course, much embodied in these rules and course of study were in force before, but the adoption and publication of the Manual secured more system and stability in our schools.

These rules fix the Academic year at thirty-six weeks, to commence on the first Monday in September, and to be divided into three terms—the first to continue sixteen weeks, the second twelve, the third eight—with vacations of such a length intervening as might be designated by the Board. The rules further provide for the purchase of books, to be loaned to children whose parents are unable to supply them ; fix the prices of tuition for foreign pupils for A Grammar and High School at \$8.00 for the first term, \$6.00 for the second and \$4.00 for the third, and in the other grades at \$6.00 for first, \$4.50 for second and \$3.00 for the third term ; provide for monthly examination of pupils and final examination for promotion at the close of third term ; that students “who have properly completed the course prescribed in the High School shall, at graduation, receive diplomas certifying the same, and signed by the President and Secretary of the Board and by the Superintendent ;” define the duties of Superintendent, in general and in detail, as far as possible, requiring him to direct the classification of the pupils, promote the same from one department to another, when found competent, give direction in manner of teaching and government, aid in disciplining pupils, and give any instructions to teachers in the several departments that may be necessary for carrying out the object desired ; to visit the different departments, examine classes, investigate grievances, and redress or

refer same to the Board ; see that parents are notified of absence of their children, notice cases of tardiness or other irregularities of teachers and want of order in their rooms ; see that the janitors discharge their duties ; to hold weekly meetings of teachers, and require of each of them a full report of the past week, as to attendance, punctuality, deportment, etc., and, at such meetings, consult with teachers in regard to the welfare of their respective departments, hear complaints of teachers and adjust the difficulties ; inspect the grounds and buildings from time to time, and report to the Board whenever their condition and arrangement is not adapted to the *best classification of the schools* or is not convenient ; require him, also, to make monthly, term and annual reports to the Board ; to be present (unless otherwise directed) at the meetings of the Board ; and, when not occupied by his other duties, to assist in teaching in the High School Department.

These rules also define the duties of teachers and pupils. Space will not permit a statement of these duties in detail. Their leading object is to secure punctuality of attendance, diligence in imparting and receiving instruction, and obedience to all the requirements of the Board.

The course of study prescribed was as follows :

## COURSE OF INSTRUCTION.

### PRIMARY—NORTH AND SOUTH.

Oral Lessons, Lessons on Objects, Counting, Addition and Subtraction (three orders), Drawing Plain Geometric Forms and Copying from Objects, Spelling, Writing (Slate and Board), Phonic Reader (B Division), Second Reader (A Division), Calisthenics and Music.

### FIRST INTERMEDIATE—NORTH AND SOUTH.

Oral Lessons and Lessons on Objects, Roman Numerals, Fundamental Rules (four orders), Arabic Notation and Numeration (to 1,000,000), Drawing Solid Geometric Forms and Copying from Objects, Spelling, Writing (Slate and Board), Third Reader, Calisthenics and Music.

## SECOND INTERMEDIATE—NORTH AND SOUTH.

Ray's Rudiments to Fractions (or an equivalent), Elementary Geography, Writing (books 1 and 2), Spelling, Drawing from Objects and Copy, Fourth Reader, Music.

### C GRAMMAR—SOUTH.

Mental and Practical Arithmetic (to ratio), Intermediate Geography (first half), Map Drawing, Writing (books 3 and 4), Spelling, Fifth Reader (first half), Grammar (oral), Music.

### B GRAMMAR—NORTH.

Mental and Practical Arithmetic (to Exchange of Currencies), Intermediate Geography (complete), Primary Grammar (complete), Map Drawing, Spelling, Writing, (books 5 and 6), Fifth Reader (complete), Music.

### A GRAMMAR—SOUTH.

Mental and Practical Arithmetic (complete), Common School Geography, Writing (books 7 and 8), Orthography, Map Drawing, English Grammar (complete), Algebra (to Equations), Music.

## HIGH SCHOOL—SOUTH.

### FIRST YEAR.

*First Term*—Continue Algebra, first part. Human Anatomy and Physiology. Begin Latin or German, or both.

*Second Term*—Complete Algebra, first part. Begin English Analysis. Continue Latin or German, or both.

*Third Term*—Begin higher Arithmetic. Complete English Analysis. Latin or German Reader, or both.

### JUNIOR YEAR.

*First Term*—Continue higher Arithmetic. Begin Elementary Geometry. Cæsar or Tell, or both.

*Second Term*—Continue Elementary Geometry. Begin Natural Philosophy. Cæsar or Tell, or both.

*Third Term*—Begin higher Algebra. Continue Natural Philosophy. Begin Virgil.

#### SENIOR YEAR.

*First Term*—Higher Algebra. English Composition or Physical Geography. Virgil. Begin Greek (optional).

*Second Term*—Higher Algebra, General History, Cicero's Orations, Greek Reader (optional).

*Third Term*—Constitution of Ohio, and United States, Cicero's Orations, General Review, Anabasis (optional).

#### GERMAN DEPARTMENT.

As this must necessarily be a miscellaneous department, it is difficult to establish a permanent course of instruction. Proper arrangements will be made, from time to time, to meet the wants of this school; however, pupils who enter this department during the first term must remain here throughout the term, and those who enter during the second term must remain here the remainder of the school year.

NOTE.—In the Primary, 1st and 2d Intermediate and German departments, Language Lessons and Composition are to be considered in the course, and in all other departments Composition, and also recitations, declamations and original English productions are essential as often as desired by the Superintendent. Whenever the Primary rooms become too much crowded, a new grade for Primaries will be formed temporarily in the South Building, as has been the case heretofore.

The German department was discontinued in 1873.

The above course has been modified to suit new grading hereinafter spoken of. The following are the more important modifications now in force:

Grade 1, same as B Primary.

Grade 2, same as A Primary, except that First Reader is used instead of Second.

Grade 3, same as 1st Intermediate, except that Second Reader is used instead of Third.

Grade 4, slate exercises in fundamental rules, numbers not

to exceed 10,000; Spelling, Writing, (slate, board and book), Third Reader, Music.

Grade 5, Slate Exercises, as in grade 4. Spelling, Writing, Third Reader.

Grade 6, Ray's Rudiments to Fractions; Spelling, Writing, Elementary Geography. Reading—Fourth Reader.

Grade 7. Complete Ray's Rudiments of Arithmetic, Spelling, Writing of Elementary Geography. Reading—Fourth Reader; Map Drawing.

Grade 8, same as C Grammar.

Grade 9, same as B Grammar.

Grade 10, same as A Grammar.

High School course not materially changed. In the first second, third, fourth and fifth grades, special attention is given to correcting language of pupils and to the proper use of words. In all the other grades, composition receives careful attention. Drawing is but imperfectly taught, because the teachers have not been taught in that important branch.

The most important change in grading was introduced in 1874, on the recommendation of Superintendent W. L. Shaw. Instead of dividing grades, as previously, into Primary, First and Second Intermediate, A, B and C Grammar, they were distinguished by numbers from No. 1 to No. 10, exclusive of High School; and instead of containing, as did the Intermediate and Grammar grades, two classes, each (A and B), each room (except Nos. 1 and 2 Primary), contain but one class.

This change met a very determined opposition from a portion of our citizens, principally on account of the increased distances some of their children had to go to school over that required under the previous arrangement.

This change produced some inequalities in the number of pupils on the opening of schools this year, to remedy which a temporary change in assignment of scholars in certain grades was made, but it is hoped that the "one class" principle of the system will adjust itself, and prove a decided improvement over the *two-class* arrangement of the previous system of grading.

The principal change in the mode of conducting examination of pupils was the introduction of written examinations. This change was not effected all at once. It is now, however, fully established, and is considered a decided improvement over oral examinations, or examination by classes of one pupil in presence of others.

Improvements in school accommodations, buildings, furniture, apparatus, etc., worthy of note, have been made as follows :

The two buildings alluded to contain, as stated in the aggregate, twelve rooms, nearly all of which are furnished with the Excelsior Seat, manufactured at Eaton, which we consider one of the best school seats in use; the rooms, which require it, are supplied with maps and charts, and are all provided with large-sized blackboards, in good order, and the Board furnish crayon and erasers for the pupils. The rooms are all provided with small clocks, the highest department at North Building and High School, South Building, are supplied with organs, and the Board, in 1874, purchased a fine philosophical apparatus, at a cost of \$175.00.

The grounds belonging to the North Building are rather small, and do not admit of proper ornamentation or landscape improvements; but they have been graded and pretty well shaded with forest trees, but cannot be swarded, as they are all needed for play grounds. In 1874, the grounds belonging to the South Building were properly graded, forming a gentle descent on the north (fronting Israel street), and a more rapid but not abrupt descent to the west, with nearly level grounds to the east and south. A new fence, with iron rod pickets, was constructed on the front (Israel street), and neatly painted; two large and well constructed privies were erected, and walks were gravelled.

In the spring of 1875, the grounds were sown with mixed grass seed, which took, and they were also thickly set with forest (maple) and evergreen trees, nearly all of which are growing. In a few years we cannot but have one of the finest campus grounds to be met with.



No school library was ever organized, except that provided under the school law of 1853, the library provisions of which, it is known, were in force only a few years. There still remains a portion of the books thus provided, but no great interest attaches to them.

#### ORGANIZATION AND GROWTH OF A HIGH SCHOOL.

The highest department of our schools was *growing* into a High School from 1850 to 1872, at which last period it was fully recognized as such, and we think entitled to that designation.

The present course of study in the High School is, as stated, substantially as prescribed in printed manual of 1871.

The intention of this department is to prepare its graduates to enter the Freshman Class of first-class Colleges, which we think it can do.

The first class graduated from this school, at the close of the school year ending in June, 1872, when regular Commencement Exercises were held, as they have been each year since, attended with great interest by the public.

The following are the names of graduates :

##### CLASS OF 1872.

William Neal, Frank G. Thompson, Emma Tizzard, Eddie Worrall.

##### CLASS OF 1873.

Charles V. Hendricks, J. P. Sharkey, Mary B. Show.

##### CLASS OF 1874.

Marianna Morris, John Risinger, Abel Risinger, J. W. B. Siders.

##### CLASS OF 1875.

Minnie Foos, Kate Huston, Susan L. Lockwood, Minnehaha Rensmain, Kate L. Thompson, Mary Tingle, Lizzie Truax, William Campbell, Frank C. Marley, Levin Siler.

## SENIOR CLASS OF 1876.

(To Graduate in June.)

Lola Alexander, Grace Hendricks, Ella Huston, Clarence A. Miller, Clarence G. Reynolds, Alice Sliver, William D. Stephens.

The Principal of the High School, in 1872, when the first graduation took place, was Miss Catherine Oaks. She was re-employed for the next year, but soon after resigned, to accept a position in Antioch College, and Miss Oliva T. Alderman was employed as Principal, and she has remained in charge ever since.

The public highly appreciate this department. But few, if any, of our citizens now pretend to send their children to Colleges or Academies without first having them graduate from the High School. Pupils from abroad also seek it.

It would be invidious to name any particular one or more of our graduates who have become distinguished for superior ability or service. Most of them have engaged in teaching. Four of them, Miss Tingle, Miss Show, Miss Rensman, and Mr. Thompson, are now teaching in our own schools with success. Others are at College.

### SUPERVISION.

We have already indicated the progress of our schools up to a permanent Superintendency over all the departments. This point was fairly reached in 1867, when Capt. William L. Shaw was employed as Superintendent. Previous to this time it could hardly be said the principal teacher, though sometimes called *Superintendent*, had the full control and authority of Superintendent. But regarding the principal teacher before this time in that light, the following are the names in order, terms of service, and salaries of Superintendents since 1850 :

D. M. Morrow, one year—1850-51.....	\$1.50 per day.
James Long, two terms, 1851-2.....	1.62½ “
Samuel McClune, one year, 1852-3.....	1.62½ “

I. S. Morris, from March, 1853, to close of schools, in 1860. Salary, first year, \$500.00; second, \$500.00; third, \$600.00; fourth, \$600.00; fifth, \$700.00; sixth, \$700.00; last year, \$3.00 per day.

A. McAdow.....1860-1.....	\$3.00	per day.
J. N. Lake.....1861-2.....	2.00	"
A. C. Messenger...1862-3.....	1.75	"
S. S. Dix.....1863-4.....	3.00	"
M. L. Holt.....1864-5.....	4.00	"
J. N. Lake .....1865-6.....	4.00	"
S. S. Dix.....1866-7.....	4.00	"
C. C. Fetherling...1867 (vacancy).....	3.00	"
W. L. Shaw.....1867-8.....	1,200	per year.
Same .....1868-9.....	1,200	"
Same, employed for 1869-70 at \$1,500, but re- signed October 21, 1869.		
Peter Sellers.....1869-70.....	1,200	"
W. C. Barnhart..1870-71.....	1,400	"
Same.....1871-72.....	1,400	"
Same .....1872-73.....	1,500	"
B. F. Morgan..... 1873-74.....	1,150	"
(Mr. M. resigned March 27, 1874).		
W. L. Shaw .....1874-75.....	1,500	"
L. D. Brown.....1875-76.....	1,300	"

The amount of time devoted by each in school hours to supervision, cannot be definitely stated. Prior to 1867, but a small fraction, since then about one-third.

No definite measures have been employed by the Board to secure the improvement of teachers, except to require from time to time a higher standard and better certificates, and to enhance wages and promote for success in teaching. The teachers adopt measures to improve themselves, by attending Institutes, visiting other schools, etc.

The Board allows each teacher one day in the school year to visit other graded schools, and one-fourth day each month to visit the rooms of each other.

No particular method has been adopted of examining and employing teachers. Generally written applications are required, and recommendations and references from new appli-

cants. But personal interviews are much preferred with new applicants, to applications by letter, sustained by recommendations.

The best evidence of the value of supervision is the results of it since this policy was adopted. It is difficult to describe these results. They can be seen in the workings of the schools, the order and discipline, and the advanced standard of scholarships produced.

From 1850 to 1853, while the act of 1849 remained in force, the District had its own Board of School Examiners. The list would be too long to name all these.

After the County Board of Examiners reached a proper point of efficiency, which was soon after 1850, a certificate from them was generally accepted in lieu of a formal examination by the District Board.

The following is the roll of the members of the Board of Education since the organization, in 1850, with the approximate period of service and offices held in the Board :

W. J. Gilmore, Secretary.....	12	years.
W. H. H. B. Minor, President and Treasurer .....	9	"
Ellis Minshall, Treasurer.....	9	"
George W. Thompson, Prest, Sec'y and Treas.....	9	"
A. Haines, President .....	8	"
W. B. Tizzard, Secretary.....	7	"
C. F. Brooke, Treasurer.....	7	"
George D. Hendricks, President.....	6	"
C. W. Swain, President and Treasurer .....	6	"
J. W. King, President.....	6	"
William Curry, Treasurer.....	5	"
E. W. McGuire, Secretary .....	5	"
Robert Miller, Secretary .....	5	"
Benjamin Neal .....	4	"
Thomas J. Larsh, President.....	4	"
J. V. Campbell, Secretary and Treasurer .....	4	"
J. N. Lake, President.....	4	"
S. S. Dix .....	4	"
R. G. D. McKemy.....	3	"
B. Hubbard .....	3	"
P. M. Crume, President.....	3	"
J. P. Brokins, Secretary .....	3	"
Melyne Miller .....	3	"
J. A. Crume .....	3	"

R. E. Pryor, President.....	3	years.
Joseph Wilson, Treasurer.....	3	"
Joseph Fisher.....	3	"
J. L. Chambers, Secretary .....	3	"
J. D. Lauer.....	3	"
W. A. Swihart .....	3	"
W. C. M. Brookins, Secretary.....	3	"
W. C. Huston.....	3	"
Hiram Jones, Secretary.....	2	"
Josiah Campbell.....	2	"
B. H. Alexander.....	2	"
L. C. Abbott, Secretary.....	2	"
John Acton, President.....	1	"
R. M. Stannah.....	1	"
S. H. Hubbell, Treasurer.....	1	"
J. B. Drayer, Secretary .....	1	"
M. Filbert.....	1	"
R. Homan.....	1	"
G. W. Gans.....	1	"
Joseph N. Pinney.....	1	"
H. B. Vanausdal .....	1	"
C. P. Thum.....	1	"
C. W. Larsh, Secretary .....	1	"

The Board now in office, 1876, is as follows :

J. W. King, President ; C. F. Brooke, Treasurer ; W. C. M. Brookins, Secretary ; W. C. Huston, Robert Miller, John V. Campbell.

#### CORPS OF TEACHERS AND SALARIES.

IA D. Brown, Superintendent.....	\$1,300.00	per year.
Oliva T. Alderman, Prin. High School....	3.75	per day.
Elizabeth Lauer, Nos. 9 and 10.....	2.25	"
Susan Pence, No. 8.....	2.25	"
Kate Clabby, No. 7.....	2.25	"
F. G. Thompson, No. 6.....	2.25	"
Mary B. Show, No. 5 .....	2.25	"
Minnie Rensman No. 4.....	2.00	"
Laura Corson, No. 3, (South).....	2.25	"
Mary Tingle, No. 3, (North).....	2.00	"
Mary Stevens, Nos. 1 and 2, (North).....	2.50	"
Mary Gard, Nos. 1 and 2, (South).....	2.25	"

In the preparation of the foregoing history, the undersigned has been aided by other members and ex-members of the Board, Superintendent Brown and ex-Superintendents

Morris, Barnhart and Shaw, and others acquainted with the history and workings of our schools.

With its acknowledged imperfections, it is hoped that it will be found of sufficient interest to secure a place in the History of the Schools of Ohio, to be exhibited at the Centennial.

ROBERT MILLER,  
*Committee.*

# HISTORY OF ELYRIA SCHOOLS

FROM

**Settlement of the Village up to Jan. 1, 1876,**

BY N. B. GATES:

Elyria, which now comprises the Union Schools of our village, was settled by Heman Ely and his associates, a small colony from West Springfield, Mass., in the year 1817. This colony was soon increased by other settlers from other New England States, and from the State of New York, who were descended from the same parent stock. These early settlers were generally imbued with the importance of establishing a system of schools, adequate to giving every child a good common-school education.

## THE FIRST SCHOOL HOUSE

Erected in the now Union School District of Elyria, was a log building, situated on the hill near the east end of the bridge over the railroad, on or about the year 1820. This, for a time, was used both for school and church purposes, by the early settlers of town and township. Some years after, there was erected on the west side of the Public Square what was called the "Yellow School House," in which was kept the only district or public school in Elyria corporation, for a series of years. This building was two stories high. In the lower room was taught the district school; in the upper, a select

school. Dr. L. D. Griswold, Jabez L. Burrell, and others, during that time, taught the district school. Miss Mary Green, now the widow of Thompson Miles, and others, taught the select school.

#### EARLY HISTORY AND STRUGGLES.

Owing to defective laws, and the struggles of the early pioneers, incident to all new settlers in a heavily-timbered country, very little progress was made in educational matters until the year 1831, when Heman Ely erected what was considered for those days, a large and commodious building for the Elyria High School. In 1832, the Rev. John Monteith, then a resident of Cambridge, Washington county, New York, was called to open and take the superintendence of the Elyria High School. During that year, Mr. Monteith, as principal, assisted by his wife and Miss Mary Eells, opened the Elyria High School under favorable auspices, as was considered for that day and age. In that school the pupils were not only instructed in the common and elementary branches, but were also taught in the more advanced studies, fitting for college all those who were inclined in that direction. It was at this school that J. H. Fairchild, now President of Oberlin (O.) College, and his brother, E. H. Fairchild, now President of Berea (Ky.) College, were wholly, or in part, prepared to enter college. In 1835, Mr. Monteith was succeeded in this school by Mr. and Mrs. Branch, from Oberlin College. After them, Dr. A. B. Brown and wife taught one year. In 1836, the Rev. John P. Cowles, formerly professor in Oberlin College, and his wife, took charge of the Elyria High School, and continued in the same to 1844, when he was succeeded by the Rev. Mr. Mills, and after him, Luther M. Oviatt. During all these years, the common schools, particularly in district No. 1, including the incorporated village of Elyria, were at a low ebb, and very little attention was paid to them.



### \$1,000 TAX VOTED DOWN.

In the early spring of 1846, a meeting was called by the voters of school district No. 1, for the purpose of voting a tax to build a school-house for the uses of said district. At that meeting, a motion was made to raise, by taxation, the sum of \$1,000, for the purposes aforesaid, which motion was opposed by the heaviest tax-payers of the district, and was voted down. Many of the citizens of the district, feeling mortified and chagrined at this vote, held a council, and determined not to "give it up so," but to persevere. A bill was drawn up, dividing district No. 1 into two school districts, Nos. 1 and 9, and sent immediately to the Legislature at Columbus, then in session, which was at once passed into a law.

### DIVIDE AND CONQUER.

The next winter, the friends of common schools organized, and put their plans into operation. Their policy was to divide and conquer. Public meetings were called in districts Nos. 1 and 9, and, after a spirited contest, a tax of \$1,000 was voted in each of said districts, for the purpose of erecting a school-house in each, which was in due time carried out, by erecting in district No. 1, a stone, and in district No. 9, a brick school-house, both of which are standing to this day, as monuments of the early struggles for the system of union schools, which have become so much in favor with a large majority of the patrons of the same.

### NOTICE FOR ADOPTION.

In 1850, in accordance with a notice posted and published in said village of Elyria, notifying that a public meeting would be held at the court house, on the 24th day of May, 1850, to vote, by ballot, for or against the adoption of an act passed by the Ohio Legislature, February 21, 1849, entitled "an act to provide for the better regulation of public schools in cities and towns," etc., which notice was signed by Robbins Burrell,

Roswell Snow, N. H. Manter, Herrick Parker, Tabor Wood, and William Olecott, and dated Elyria, May 13, 1850. The meeting was held in accordance with the aforesaid notice, and the qualified voters then and there voted to accept the provisions of said school law. In pursuance of the requisite legal notice, an election was held at the court house, on the 8th day of June, 1850, and the following directors were elected to put in operation, the Elyria Union School, to wit: For three years, E. DeWitt and O. Cowles; for two years, M. W. Pond and Tabor Wood; for one year, C. S. Goodwin and P. C. Dolley. In due time the directors perfected their organization by electing E. DeWitt, President, and P. C. Dolley, Secretary.

#### STARTED ON ITS CAREER.

In the winter of 1850-51, the Elyria Union School started on its career by securing the services of Jason B. Canfield as Superintendent, at a salary of \$30 per month, with two female assistants, with a compensation of \$4 per week. In 1851, Mr. M. J. Oatman, of Buffalo, was appointed Superintendent of said schools, at a salary of \$450 per annum. Mr. Oatman was re-employed for 1852, at a salary of \$600; again employed for 1853, for \$600; in 1854, at \$700. Mr. N. W. DeMunn commenced as Superintendent of said schools, September 11, 1854, at a salary of \$700; re-employed for another year, 1855, at \$800 per annum. Frank L. Robbins commenced as Superintendent of said schools, September 6, 1856, at a salary of \$900 per annum. Mr. Joseph H. Barnum commenced as Superintendent, September 5, 1857, at a salary of \$900 per annum; re-employed, 1858, at \$900 per annum. Mr. W. C. Catlin commenced as Superintendent, September 4th, 1859; salary, \$900; re-employed for the years 1860-61, at the same salary. Mr. Henry M. Parker was employed as Superintendent in August, 1862, at a salary of \$600; re-employed for 1863, at a salary of \$700. John S. McKee, as Superintendent, 1864, at a salary of \$800. Mr. L. A. Mills, employed as Superintendent

for 1865-66, at a salary of \$1,000 ; re-employed for 1866-67, at same salary. Peter H. Kaiser, Superintendent for the year 1867-68 ; salary, \$1,000. George N. Carruthers employed as Superintendent, 1868, at a salary of \$1,000 ; re-employed, 1869, at a salary of \$1,200 ; re-employed, 1870, at a salary of \$1,500 ; re-employed, 1871, at a salary of \$1,500 ; re-employed, 1872, at a salary of \$1,500. Henry M. Parker, employed as Superintendent, 1873, at a salary of \$2,000 ; re-employed, 1874, at a salary of \$2,000 ; re-employed, 1875, at a salary of \$2,000.

#### PIONEERS OF THE SYSTEM.

Tabor Wood, M. W. Pond, and P. C. Dolley, are justly entitled to the credit of laboring more zealously and assiduously, perhaps, than any others, in introducing and putting into successful operation, the Elyria Union Schools. M. J. Oatman, the second Superintendent, having had some previous experience in teaching in eastern union and graded schools, was well adapted by education, experience, and being, withal, a thorough disciplinarian, to put the system into working order, and on the high road to success. The following gentlemen have been successively Presidents of the Board of Education : Elijah DeWitt, Tabor Wood, Philemon Bliss, Luther D. Griswold, George G. Washburn, Isaac S. Metcalf, John H. Boynton, Henry E. Mussey, Thomas L. Nelson.

#### UNITY OF THE BOARD

The Board of Directors of the Elyria Union Schools have generally acted in harmony, having but one object in view : to furnish the best facilities for the education of the masses. They have said, and say now, to all children living within the bounds of the Union School District : Come without money and without price, to obtain an education. Every branch is taught, saving that of Greek, to prepare pupils to enter any of our colleges of learning. In addition to the ordinary branches, there are also taught, as specialties, penmanship, drawing, and music, each by a competent professor.

#### TARDINESS AND IRREGULARITY IN ATTENDANCE.

In the early history of our schools, these were a standing grievance, until the Board instituted a rule which worked a suspension from school for these irregularities. A few examples of this kind ; a few suspensions, showing that the Board had authority in these matters, had a most salutary effect, and remedied the evil.

#### BIBLE IN THE SCHOOLS.

It has always been customary by the Superintendent and teachers, without any action or instruction on the part of the Board, for or against the practice, to open the school in the morning by reading or repeating passages of scripture, without note or comment, and no opposition to their course has ever manifested itself; to any extent, on the part of the patrons of our schools. Our people have wisely abstained from the agitation of this subject. Their acts, in this regard, have indicated that they are satisfied to let well enough alone. Our schools have always been in the hands of their friends. No person has ever been elected to the Board who was in any way an enemy to the system. All have had an eye single to their greatest efficiency in promoting the interest of education.

#### ENUMERATION OF YOUTH

In Elyria Union School district, from six to twenty-one years of age: 1855, males, 381; females, 408. 1865, males, 422; females, 454. 1875, males, 654; females, 686. 1875, colored males, 11; colored females, 13. No distinction is made in Elyria Union Schools on account of color. They have always been admitted on equal terms by the acquiescence of all patrons of our schools, no opposition from any one or from any quarter. Our people favor free and universal education, and, if need be, make it compulsory.

From small beginnings the Elyria Union Schools have grown and spread out until, at the present time, its structures consists of six substantial stone and brick school buildings, with a High

School department with female principal and two assistants, A. B. C. and D. Grammar Schools, two Intermediate, and six Primary Schools, all taught by females, and generally in a flourishing and satisfactory condition.

#### SCHOOL BUILDINGS.

While it has been the purpose of the Board, and the people, to furnish all necessary buildings, furniture, and apparatus for the successful workings of our school, still they have always refrained from going into those extravagancies which are so common in many places, which have led to exorbitant taxes, and created an opposition and prejudice against the system, which a more moderate course, and a more judicious expenditure of money, would have avoided.

#### “ WISE MEN CHANGE. ”

There is one fact connected with the Elyria schools which is worthy of special notice in this brief history of the rise and progress of the same. In the early struggles to establish this admirable system of schools in Elyria, the whole scheme was strenuously opposed by a majority of the active, influential monied men of the place, while the poorer classes of all parties, sects, creeds and persuasions, rallied to their support, and were willing and did on all occasions and under all circumstances, when called upon, vote all the taxes necessary to inaugurate and perfect the system. But of late years this has changed somewhat, and at a public meeting called at the Town Hall, in the spring of 1875, for the purpose of voting to raise, by taxation, the sum of ten thousand dollars, to erect an additional building to accommodate the increase of scholars in the Elyria Union Schools, a matter which had become a necessity, an imperative one, the measure was only carried by one majority. The active business monied men of the district, many of them were there to vote to tax themselves for that purpose, while the poorer or more moderate tax payers were there to vote against the tax. A certain religious sect were out in full force, to vote

down the tax. The tax carried, the school house went up, and is now ready for occupancy, a fine substantial brick building, another monument erected to perpetuate free schools and free institutions.

#### CONCLUSION.

The prevailing sentiment among the liberal and enlightened patrons of the Elyria Union Schools, is to provide all suitable accommodations, the best and most experienced teachers, the best modelled school buildings and fixtures, and to support the same by taxing all property, fairly and equitably, thus offering to all children between the ages of six and twenty-one, living in the district, to avail themselves of these advantages to obtain an education. Taxes levied and money expended in the education of the rising generation without regard to sex, color or nationality, is the true system, and the only safe one for a republican form of government—where universal suffrage prevails. Universal education and universal suffrage are twin sisters, the guardian angels of our liberties. They must go hand in hand. There is no safety in one without the other. This sentiment is fully endorsed among our people, and while this is so, and the people are awake to the subject, the Elyria Union Schools may be considered to be upon a permanent basis, and will go on in the future as they have in the past, educating and enlightening our youth, and fitting them for the active duties and responsibilities of advancing years.

# HISTORY OF FINDLAY SCHOOLS.

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The historians of Rome find fact and fancy so intimately blended in accounts of its origin and rise, that they are often at a loss where to draw the line of separation, and although the historian of the Findlay schools has had no fables of Romulus or the Seven Kings of the Seven Hills to puzzle over, yet scarcely less perplexing have been the efforts to harmonize the accounts of the oldest inhabitants concerning those times of which the memories of men run to the contrary.

Findlay was laid out in 1828, and derived its name from old Fort Finley, built a short distance north of the city during the war of 1812. The spelling was subsequently changed to Findlay.

The history of its schools, at this early date was similar to that of most places of like origin. A small log school house, where a school was kept supported by public funds, succeeded the little "pay school" which offered the only educational advantages of the early settlers. This stood on the present site of the C. S. & C. depot, and answered the double purpose of church and school house until about 1835, when a building was completed, where the National Bank now stands, on the southwestern corner of Main and Crawford streets. This building was also used for a court house, there being two stories. This alliance continued until 1840, when the present court house was completed, and the old building was converted into a hotel. The school was moved from one place to another, until the completion of the new building on the corner of East and Crawford streets, in 1840. This was a two-story building of four rooms.

Among the earliest teachers of note may be mentioned the name of John Bowman. He was a man of moderate attainments, but he had that peculiar fitness and aptness to teach which, with his genuine good nature and perfect honesty, gained him the respect of both patrons and pupils. He died in 1873, near Carey, Wyandot County, having left the teachers' profession for that of farming, after a service of about thirty-five years.

In 1852, under the law of 1849, the schools were divided into four independent districts, two on the east side of Main street and two on the west side, and school houses were built in each, the northeastern continuing to occupy the old building. Three of these soon abandoned their organizations, but the southwestern still continues to exist under the name of District No. 9, although several attempts have been made to unite it with the other schools. These buildings, however, continued in use. There was no system of grading at this time, except that a few of the more advanced pupils were gathered into the old building, where, in connection with more advanced classes in the common branches, Algebra, Natural Philosophy, and the like were sometimes taught. Otherwise the pupils attended that school which was most convenient.

There were no changes of consequence in the management of the schools for a number of years.

The enrollment slowly increased, and other small buildings were from time to time erected for their accommodation. These were, some of them, rather disreputable affairs, with long seats around the walls, and tables in front instead of desks, while the smaller pupils were not supposed to need anything but a small seat without any back. Upon seats of this kind many of the men and women of to-day dragged the long hours away, interrupted by an occasional monotonous exercise in a-b ab. But the more fortunate little fellows who attended one of the buildings sometimes varied the exercises by creeping out a hole in the wall, which afforded convenient egress, and running the risk of getting back again before the teacher should find it out; otherwise they were not so fortunate.



Among those who had control of the schools during this period may be mentioned Alonzo Kimber and W. K. Leonard. Both were in office a considerable length of time, and discharged their duties to the satisfaction of all.

In 1860, Mr. Ephraim Miller took charge of the schools. He devoted his time to teaching in the High School grade, giving very little to the work of supervision.

There were classes at times in most of the ordinary High School branches, but there was no prescribed course of study. A considerable number of resident pupils were in attendance, and these, together with the others, each pursued whatever course his fancy dictated, without much regard to personal fitness or the efficient working of the school. To a very great extent, pupils in the lower grades continued to be ranked according to their size, the reader they were "in," or the section of the town in which they happened to reside, and other things being regarded as subsidiary to these, were warped to suit the conditions of the basis. The fact that two pupils were in the same reading class was no proof that they were in the same class in arithmetic, or, in fact, that they were even pursuing that study at all.

The schools also continued to occupy the same buildings as before until the fall of 1868, when the Central building was completed. This is still the principal structure. It is four stories high, including the basement, and is surmounted by two towers, which give it a very commanding appearance. A very pleasant and commodious hall occupies a portion of the upper floor, and is used for general exercises of the schools. The basement is used for playrooms in inclement weather and for the furnaces by which the building is heated. The remainder is devoted to school rooms which are well fitted up with modern appliances.

The old building was moved to the west end of Crawford street, where it now stands, and is occupied by the Primary schools of that section. The north building still continues to answer a like purpose in the north end.

About this time, also, a set of chemical and physical appa-

ratus was purchased, which, although by no means complete, supplies a want that was long felt.

Mr. Miller, at this time, made the first attempt at a system of grading, which consisted of a course of study below the High School, extending through seven years, viz: Junior and Senior Primary, each consisting of two grades; Secondary, Intermediate, and Grammar. Object lessons were introduced into all the grades, and drawing into the Primary rooms. There were also exercises in composition, declamation, and map drawing prescribed in some of the higher grades, and the word-method was employed in the lowest Primary in connection with the alphabet. No exercises in numbers were given until the third year. This was the course marked out, but it was not closely followed, principally because the teachers employed were not acquainted with the methods of teaching.

Two courses of study were adopted for the High School, English and Classical, each extending through four years. The Classical differed from the English chiefly in substituting the study of Latin and Greek for the higher English studies and some of the natural sciences, thus accommodating those pupils who were preparing to enter college.

The schools continued in this way for two years; the Superintendent teaching in the forenoon and devoting the afternoon to supervision.

Mr. Miller at this time, 1870, resigned his position, and accepted a similar one in Lawrence, Kansas. He was a man of good education, and an enthusiastic and able teacher. He was educated at Allegheny College, Penn. His successor was William S. Wood, previously connected with the schools of Cleveland. He began by giving all the schools a thorough examination to determine the exact degree of advancement of each pupil. He found that a great many pupils were in grades for which they were totally unfitted, but he put each one where he belonged, notwithstanding what he or she might think of it. Wounded pride naturally played its part in creating considerable dissatisfaction at first, but gradually parents and pupils fell in with the new regime, and accepted

the situation. He also revised and changed the course of study into one of eight grades, four Primary and four Grammar. Music was introduced into all the grades, and a systematic course of Object Lessons into the Primary grades. United States History was introduced into the A and B Grammar classes. The four years High School courses were cut down to three years, and Greek, or its equivalent, excluded. Finding that there were a number of pupils in the High School who were principally pursuing the common branches for the purpose of becoming teachers, he organized them into a Normal Department, and prevailed upon the Board to employ a teacher for them. The prescribed courses of study, up to this time, seem not to have been very strictly adhered to, and no class was graduated from the High School until the third year of Mr. Wood's administration. The second year the upper floor of the Central building was completed, making a total cost of about \$40,000. Mention is due to Mr. G. W. Galloway, under whose special direction the building was built. He was one of the oldest and most efficient members of the Board. He retired after a service of about twenty-four years.

At the beginning of this year, the A and B Primaries were separated, as also were the C and D Grammar grades, and the High School and A, and B Grammar grades were moved into the upper story, the Grammar grades remaining under one teacher as before.

Elementary Physics was also introduced into the B Grammar and map drawing into all the Grammar rooms, with good results. The course of instruction was also much improved in the lower Primaries, especially in the methods of teaching reading.

The following year, drawing was introduced into all the Primaries. Most of this was done upon slates and the black-board, the teacher alone having a book, and as this consisted merely in copying pictures, without any regard to system, the results obtained were not very satisfactory.

In 1873, the two higher Grammar grades were separated, and the Normal Department transferred to the A Grammar

room and merged into this grade, pursuing the same studies with it. In addition to these, they also received special instruction in Orthography, and attended lectures by the Superintendent on the Theory and Practice of Teaching, once a week. Eighty-three pupils have been graduated from this department since its inception, a number of whom have become teachers in the schools both here and elsewhere.

The success of this feature of the schools is due largely to the efforts of Miss Eva Church, who has been its teacher for the last four years.

German had been formerly taught in the West building by one of the regular teachers there, for the accommodation of the Germans living in that district, the pupils going in from other rooms to recite.

A separate teacher was now employed, and a room fitted up in the Central Building for this branch, the classes passing in from the High School and other grades for recitation. Any pupil could thus, at the option of the parent, pursue the study who sustained a sufficiently high standing in his other studies to warrant it. In the High School, however, it was made optional for Latin.

Written examinations were conducted each half-term, or six times during the year, the questions for the examination at the middle of the term being made out by the several teachers, and at the close by the Superintendent; the final one of the year including all the work passed over, and determining the promotion of the pupil. Some of the teaching in the High School still continued to be done by the Superintendent as before.

The following is a list of the pupils graduated for the several years :

1873—Inez Church, Emma M. Gray, William P. Gray, Emma Graber, Mary Gordon, Phoebe Paxson, Charles W. Patterson and Ida M. Ricketts.

1874—James W. Frey and John C. Tritch.

1875—E. Florence Barr, Fannie A. Hurd, M. Annetta Jones, Dora Twining, and L. Stirling Newell.

In 1875, Mr. Wood retired from office, and accepted a similar position at Salem, Ohio. In the July following, the Board elected Mr. C. F. Palmer, of the Columbus High School, to fill the vacancy. A few changes were made which seemed to be essential to the effective working of the schools.

Finding that Composition and Declamation had been neglected in the High School, regular exercises in these branches were required of each class. Rhetoric was also added to the course, and Physical Geography transferred to the A Grammar, and its place supplied by Botany. This was for the benefit of the pupils of the Normal class, many of whom leave school at this stage for the purpose of teaching.

Ray's Arithmetic, third part, which was the only book in use in the schools, the pupil commencing its study in the A Primary and continuing it until he graduated from the Normal class, was partially displaced, and thus a more easy and effective gradation secured.

A more systematic course of Drawing was introduced into those grades where it formerly existed, looking to a more intelligent understanding of the subject in the future, after a thorough drill in the ground-work has been secured.

An assignment of work is made to each grade for six weeks in advance, and at the close a written examination is conducted from questions prepared by the Superintendent. These results are recorded, and at the close of the year an average taken, upon which promotion is based.

It is due to the wisdom and liberality of the School Board, and the energetic good will of the teaching corps, that the schools of Findlay continue as heretofore to rank among the best in the country.

Below is given a list of the members of the Board of Education since its organization under the new law, together with the present Board of Examiners and corps of instructors :

1874-5—H. P. Gage, John W. Davis, J. F. Burket, J. M. Huber, William M. Detwiler, Henry Brown.

1875-6—H. P. Gage, W. M. Detwiler, J. M. Huber, Henry Brown, John W. Davis, Charles Oesterlin.

BOARD OF EXAMINERS.

G. F. Pendleton, Rev. G. W. Miller, James A. Bope.

CORPS OF INSTRUCTION.

C. F. Palmer, Superintendent.

*Central Building—*

High School, Ella Earhart. German, Emma Graber. Normal Department and A Grammar, Eva Church. B Grammar, W. T. Platt; C Grammar, W. C. Wood; D Grammar, Lizzie Grauel and Flora Barr. A Primary, Belle Tritch; B Primary, Dora Twining; C Primary, Mary Gordon; D Primary, S. Emily Plummer.

*West Building—*

A Primary, Carrie Beardsley; B Primary, Laura Strother; C Primary, Phoebe Paxson; D Primary, Inez Church;

*North Building—*

C and D Primary, Mercy Caverly.

# HISTORY

OF THE

## PUBLIC SCHOOLS OF FREMONT.

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The first school house in Fremont was erected about the year 1816, on the site of the present High-school building, a few rods west of Fort Stephenson, then standing, and within three years after the heroic defense of that fort by Colonel Croghan.

It was constructed of rough, unhewn logs, cut from the surrounding trees and hastily put together by the joint efforts of the early settlers. Oiled paper took the place of glass in the windows, and the seats were of the most primitive construction. It was replaced, in 1817, by a more substantial structure, erected on the same site, fronting east, and built of hewn logs, with some such improvements as glass windows, a row of desks around the walls, and a blazing fireplace at the eastern extremity.

Among the earlier teachers were Mr. Jocelyn, Dr. Gooding, Miss Beebe, Mr. Bradley, Dr. Brainard, Ezra and Justice Williams. Mrs. L. C. Ball also taught a small select school in the winter of 1818-19, in one of the barrack rooms of the old fort. Among her seventeen pupils she remembers a little Indian boy, a general favorite, and among the brightest pupils of her school.

Those who were pupils of the old log school house remember very distinctly the deep ravine that used to run just south of the present High-school building, in whose waters they used to play; also the graves of the British officers near by, and a mound which marked the common burial place of the British soldiers that fell in the battle of Fort

Stevenson, over and among which they were accustomed to ramble in their school-day sports.

This school house was also the church and court house. In it the teacher taught, the missionary preached, and the judge expounded the law and administered justice.

The studies pursued in these earlier schools were Reading, Writing, Arithmetic, a little Grammar, and very little or no Geography. Among the text books were Pike's Arithmetic, Murray's Grammar, the Introduction to the English Reader, the English Reader, and the sequel to the same, together with Webster's Spelling Book.

The schools were supported entirely by subscription.

The old log school house stood until the fall of 1834, when it was burned down, as it was considered unsafe for school purposes, a cholera patient having died in it the previous August.

In its stead a rough stone building was erected, containing at first one room, and eventually two. This remained until after the organization of the schools on the graded or Union-school plan, and the erection of the new brick building in 1852-3. The same year a brick school house was erected on the east side of the river, on Howland Street, which continued to be used for school purposes for nearly thirty years, when it was sold to the City Council for an engine house.

The stone school house on the west side of the river and the brick on the east side supplied the school wants for many years, although before 1850 additional buildings were rented on both sides of the river.

During these years many select schools were taught in rented buildings.

Dr. Dio Lewis, who has since obtained a national notoriety, taught school, in 1843-4, in the old Exchange building, north of the Kessler Hotel. The school was incorporated as the Diocletian Institute. Mr. Lewis, not meeting with sufficient encouragement, abandoned the project after about two years' trial.

Horace E. Clark taught for several years in the public schools.



## GRADED SCHOOLS.

In January, 1850, a public meeting of the citizens of Fremont was held at the Court House, for the purpose of taking preliminary steps toward the organization of the school on the graded or Union-school plan, under the State law of 1849. Akron had led the way in the establishment of graded schools, under a special law passed at the instance of that town. Fremont was not slow to improve the opportunity afforded by the general law of 1849, whose passage by the Legislature had been induced by the favorable reception of the Akron experiment.

Among the active supporters of such reorganization of the schools were Dr. L. Q. Rawson, Rev. H. Lang, Gen. Buckland, Hon. Homer Everett, Judge James Justice, Sardis Birchard and Horace E. Clark.

The question was submitted to a vote of the people February 2, 1850. The measure met with active opposition, and the election was, perhaps, the most exciting local election in the history of the city, electioneering carriages being brought out to gather in voters as on great political occasions. The measure of reorganization on the graded school plan was carried by a majority of 44 in a total poll of 218 votes.

The school record from this date, 1850, for the period of twelve years, is unfortunately lost, and we are therefore obliged to depend for information relative to the early organization of the schools very largely upon the memory of men, together with such documents as poll books and the occasional reports of treasurers and teachers found among the papers preserved.

On the 14th of February, 1850, the following gentlemen were elected members of the first Board of Education: Jesse Olmstead, Rev. H. Lang, Homer Everett, J. B. G. Downs, D. Capper and J. H. Hafford.

Mr. Olmstead had been an active and even violent opponent of the new departure in the school organization, and had done what he could to defeat the measure. The friends of the new organization, as a stroke of policy, determined to

elect him a member of the Board, of which he was chosen President. He gracefully accepted the situation, and became a warm supporter of the schools.

The first Board of Education proceeded to take measures for the erection of a new building for the better accommodation of the schools. There were, at this time, five schools, two in the stone school house, one in the brick on the east side, one in the frame building, still standing just east of the bridge, known in the records as the Bridge school house, and another in the basement of the old M. E. Church, the latter two being rented for school purposes.

The new school building, containing four rooms, and costing between six and eight thousand dollars, was not completed so as to be ready for the schools until the fall of 1853.

Three different appropriations were made for the erection of this building, the first being carried with scarcely any oppositon, and the last by a small majority only.

It does not appear that any attempt was made to grade or classify the schools for two or three years subsequent to the organization under the law of 1849, probably from the want of suitable accommodations.

#### COST OF THE SCHOOLS.

The following amounts were paid for tuition for the fall term of three months in 1851: Rev. F. S. White, \$120; Horace E. Clark, \$90; Miss R. P. Mitchener, Sarah G. Downs and Elizabeth Ryder, \$45 each. F. S. White, before his removal to Fremont had been a teacher in Cleveland, and an active and warm supporter of Superintendent Frieze in the organization of the schools of that city, contributing articles to the *Cleveland Plain Dealer* in furtherance of their interests and the interest of the public schools in general. His salary of forty dollars per month was considered by many as extravagant in its character. It was the largest amount that had ever been paid. He only taught one term.

## TARDINESS.

In the report of one of the male teachers, in 1853, we find the statement that three fourths of the pupils lose, at least, one sixth of their time, or one hour every day in consequence of tardiness. Teachers of to-day, who rightly enough feel that they have cause to complain of the tardiness of their pupils, can gather consolation from this statement of twenty-three years ago.

## GRADING OF THE SCHOOLS.

The schools were first graded when the new school building was occupied in the fall of 1853. Horace E. Clark, a former teacher in the schools, and at that time a member of the Board of Education, and County Auditor, exercised a general supervision over the schools during this school year. B. W. Lewis taught in the High School, S. Treat in the west, and J. W. Hiett in the east side Grammar schools. There is no report for this year.

## J. W. HIETT AS SUPERINTENDENT.

The following year, 1854-5, J. W. Hiett acted as Principal of the High School, and Superintendent. B. W. Lewis and S. Treat having charge of the Grammar Schools, and Julia Kridler, Helen Morgan and Mary Tichenor being teachers in the Primary and Secondary Schools.

The report of this year, the first general report ever made, shows a total enumeration of 864, a total enrollment of 592, and an average daily attendance of 312, or 53 per cent. of the entire enrollment. The salaries paid were forty dollars per month for the High School, thirty-five dollars in the Grammar Schools, and twenty dollars per month for the lady teachers in the Primary and Secondary grades.

There were at this time six schools, respectively styled the High School, the west side and the east side Grammar Schools, the west side Secondary, and the west side and the east side Primary Schools, four of which occupied the new school building.

The studies pursued in addition to the common branches were, according to the reports, Philosophy, Physiology and Chemistry.

#### GEO. A. STARKWEATHER'S ADMINISTRATION.

In the fall of 1855 Geo. A. Starkweather was employed as Superintendent, and his wife as Grammar-school teacher, at a joint salary of \$1,000.

J. B. Loveland taught in the east side Grammar School. Mr. Loveland continued an efficient teacher in the Grammar and High Schools from this time till the year 1864.

Mr. Starkweather remained in charge of the school for two years. History, Algebra and Latin are reported as among the additional studies pursued.

#### G. C. WOOLARD'S SUPERINTENDENCY.

G. C. Woolard, the present Principal of one of the Cincinnati schools, succeeded Mr. Starkweather as Superintendent in the fall of 1857, holding the position two years, at a salary of \$800 per year. From their correspondence, the Board seem anxious to obtain all the information possible from other towns of the State relative to the management of graded schools. At this time there were eight schools, four in the Central building, on Wood Street, two on Howland Street, and one on Croghansville Hill; three new one-story buildings having been erected about this time. In 1858 it became necessary to rent the Presbyterian Session Room for the use of the High School.

The Superintendent complains to the Board of the irregular attendance of teachers upon the teachers' meetings. This is the first reference we find, in the history of the schools, to teachers' meetings for professional instruction. They were held on Saturday, and attendance upon them had been rendered obligatory by action of the Board.

That this period was not one of perfectly harmonious action and good feeling is evident from the tone of the letter of Don A. Pease, in which he speaks of the excited state of the public mind in school matters, and, rather reluctantly,

in consequence thereof, accepts the position of Superintendent for the year 1859-60, at a salary of \$700.

#### DON A. PEASE AS SUPERINTENDENT.

Mr. Pease discharged the duties of Superintendent for one year only. No general annual report seems to have been made, during all these years, since Superintendent Hiett's report, nor for the three following years, or, if made, they took no permanent shape, and have been lost.

#### SUPERINTENDENCY OF REV. E. BUSHNELL.

In 1860 the Rev. Dr. Bushnell, resident pastor of the Presbyterian Church, was elected to the position of Superintendent of Schools, at a salary of \$300 per year. Mr. Bushnell was a fine classical and mathematical scholar. His work was exclusively of a supervisory character. He did not teach, and, in connection with his school work, continued to discharge his ministerial duties. He held the position of Superintendent, and ably discharged its duties, for the period of three years.

During the first year of Mr. Bushnell's administration, J. B. Loveland taught in the High School, Mr. Sowers in the west side Grammar School, and J. Burgner in the east side Grammar or mixed school. In the following year J. Burgner taught in the High School, J. B. Loveland in the Grammar School, and F. M. Ginn was employed on the east side.

Mr. Ginn remained connected with the schools, an efficient and acceptable Grammar-school teacher, until the year 1870, when he became Superintendent of the schools of Clyde, O. In the fall of 1862 G. C. Woolard returned to the schools as Principal of the High School, at a salary of \$500 per year, J. B. Loveland continuing in the Grammar School at a salary of \$450, F. M. Ginn at \$350, and the lady teachers generally receiving \$200 per year. The Presbyterian Session Room was occupied by the High School and the basement of the M. E. Church was rented for a Primary School. This was the last year of Mr. Bushnell's Superintendency. He was endeavoring, we learn, to bring the schools to a course

of study, which he had marked out for his own guidance, something that had not hitherto been done. His Superintendency closed, however, before the work had been thoroughly accomplished.

#### G. C. WOOLARD AS SUPERINTENDENT.

The following year, 1863-4, Mr. Woolard was first elected Principal of the High School, and then clothed with the powers of Superintendent, and an assistant teacher for the first time employed in the High School. Hitherto the Superintendent, with the exception of the Rev. Bushnell, had been sole Principal of the High School, and supervision under such circumstances must necessarily have been of a nominal character. There seems to have been considerable friction, during this school year, in the working of the school machinery in the teachers' corps, and, as a natural consequence, between Board and teachers.

Toward the close of the year the powers of supervision over the schools on the east side of the river were conferred temporarily on Mr. Ginn.

Two new school buildings were erected this year, one on John street and one on Hickory street. It seems to have been the policy of the Board, after the erection of the Central building, to build one-story structures, with a view, almost solely, to local accommodations.

This year terminated Mr. Woolard's connection with the schools of Fremont. We are disposed to regard him as a gentleman of good abilities, and possessed of a large fund of valuable information in the theory and practice of teaching, especially in the lower departments.

#### SUPERINTENDENCY OF W. W. ROSS.

In 1864, W. W. Ross was elected Superintendent, his brother, Zachary Ross, being employed in the Grammar School both at a joint salary of \$1,100, which was increased to \$1,200 at the close of the first term. Miss Kate Patrick was Assistant in the High School.

At this time there were ten schools, respectively styled High, Grammar, Intermediate, Secondary and Primary. Two of these schools occupied rented rooms entirely unsuited to school purposes. There was no printed course of study, and in fact no definite course of study of any kind, especially in the High School, that was considered as of binding character.

A course of study was marked out during the first term, covering a period of eleven or twelve years, four years being given to the High School. It received the sanction of the Board, and was published for the guidance of teachers and the information of parents.

The High School studies hitherto pursued were, according to the reports, Algebra, Philosophy, Physiology and History, a very few pupils having occasionally studied Geometry, Chemistry, and Latin.

The new course of study embraced, in addition to the common branches, Algebra, Geometry, Trigonometry, Physiology, Physical Geography, Philosophy, History, Book-keeping, Botany, Chemistry, Rhetoric, Science of Government, Natural History, Astronomy, Geology, Logic, Mental and Moral Philosophy and Latin, the latter being optional.

During the first year the Superintendent's time was wholly occupied in teaching, the work of supervision being effected chiefly through teachers' meetings, which were held weekly. During the second and third year about one hour each day was given to the work of supervision. The last term of the year 1864-5, Zachary Ross having resigned, Mr. Ginn was transferred to the West Side, as Principal of the Grammar school, and the East Side school became one of secondary and Intermediate grade.

At the beginning of the school year 1865-6, Miss E. L. Otis, an Intermediate teacher, was transferred to the High School, a position she has continued to fill, either as Assistant or Principal, with marked fidelity and success to the present time.

#### THE FIRST GRADUATE.

In June, 1867, Eliza Bushnell graduated from the High School. She was the first graduate.

#### NEW SCHOOL BUILDINGS.

In May, 1866, the question of appropriating \$16,000 for the erection of new school buildings, one on the East and one on the West side of the river, was submitted to a vote of the people. It was carried by a vote of 207 to 121. These buildings, one a two-story and the other a three-story structure, were built the following year, and first occupied about January 1, 1868.

An additional teacher was first employed in the High School at the beginning of the school year 1867-68. This arrangement, which thenceforward gave the Superintendent two-thirds of his time for supervision, together with the new school buildings, enabled the schools to start on a new and more successful career.

#### GERMAN-ENGLISH SCHOOL.

A German-English school was first established in 1868-9, covering the five lower grades. It has been maintained ever since.

#### LADY TEACHERS.

None but lady teachers have been employed in the English schools since 1870. Miss G. A. Lawton, the first lady Principal of the Grammar School, filled that position with rare ability for one year. Her successor, Mrs. M. E. Wood, has continued to discharge the onerous and responsible duties of Grammar School Principal from that time to the present, with such ability, energy and success as few gentlemen could excel. She has been assisted most of the time by Mary Fanning, a faithful and competent teacher.

There has as yet been no conscious loss or power in the schools, either in discipline or in other respects, from the exclusive employment of lady teachers.



#### CENTRALIZATION.

In 1873 a new and beautiful two-story Primary school building was erected on John street, at a cost of \$5,000, and a one-story school-house on John street and another on Hickory street were sold by the Board. This was a move in the direction of the centralization of the schools rather than their isolation.

#### VIENNA EXPOSITION.

In this year, 1873, the schools prepared work for the Vienna Exposition, illustrative of the work of all the grades, for which they received a Diploma of Merit.

#### CHANGE IN THE NOMENCLATURE OF GRADES, &C.

This same year the Board of Education, for the first time, gave the annual report of the schools a more permanent form, by the publication of a neat little volume of sixty pages, containing the regulations, course of study, and report of the Superintendent.

In this Report the grades were slightly modified, and their nomenclature changed from Grammar, Intermediate, Secondary and Primary, to Grammar and Primary, four years being given to each department, the grades being respectively styled A, B, C and D.

#### REDUCTION OF THE NUMBER OF GRADES IN A ROOM.

Shortly after, the number of grades in each room was reduced from two to one, as far as the scattered state of the school buildings made it practicable. These changes, which more definitely marked out the work of the lower grades, and determined their boundaries, resulted in immediate improvement in the work of the first six years, and a more general advancement in the annual promotions.

More recently these single-grade schools have been subdivided into two sections, with a view ultimately to have one five months in advance of the other, both to be promoted annually, and the advanced section of the A Grammar grade, when promoted to the High School, to have the privilege of

completing the course in three years, or of taking up additional studies.

#### ATTENDANCE, &C.

	1855.	1865.	1875.
Number of Pupils Enrolled.....	592	917	950
Average Daily Attendance.....	312	482	643
Number of Teachers.....	6	12	18
Number of School-rooms.....	6	10	14
Number of Weeks in Session.....	36	36	40

#### EXPENDITURES.

Amount Paid Teachers.....	\$1,530	\$ 3,500	\$ 9,385
Total Expenditures.....		5,000	13,206
Value of School Property.....	8,000	20,000	50,000

The apparently small increase in the enrollment of 1875 over 1865, was occasioned by the withdrawal of pupils from the Public Schools to attend the new denominational schools in the city. The per cent. of the total enrollment in average daily attendance has increased from 53 per cent. in 1855 and 1865 to 68 per cent. in 1875.

#### DISCIPLINE.

The management of the schools has grown constantly easier, with exceptional periods, in different schools. There is not one case of corporal punishment now where there were five eight years ago.

Suspensions have been rarely resorted to, too rarely, perhaps, for the interests of the schools. The policy has been one of extreme caution in setting a boy adrift, even when there was small prospect of amendment. It is believed there is a very general willingness in community to sustain the teacher's authority, the cases being exceptional where parents seemed to regard that the tardiness and irregular attendance of their children is no one's concern but their own, and that their misconduct forfeits none of their school rights.

The recent regulation which puts children or parents to the inconvenience of reporting to the Superintendent or Board, in case of reported delinquencies in the matter of

regular and punctual attendance, is helping to lessen these evils.

#### HIGH SCHOOL—GRADUATES.

A class of pupils has graduated each year from the High School, beginning with 1867, as follows: 1, 7, 6, 5, 6, 4, 5, 6 and 12, in all nine classes and 52 pupils, of which number 13 were young gentlemen and 39 young ladies.

The High School course of study, from the time it was adopted in 1864, has been a four years' course. It has been slightly modified by giving two less terms to Algebra in the second year, and substituting Arithmetic in its place, and by substituting English Literature for Moral Science in the last year of the course.

#### PRESENT COURSE.

First year, Grammar, Algebra, Physiology and Physical Geography. Second year, Algebra, Arithmetic, Philosophy, History, Botany, Book-keeping. Third year, Geometry, Chemistry, Rhetoric, Zoology and Science of Government. Fourth year, Trigonometry, Astronomy, English Literature, Geology, Logic and Mental Science.

Latin may be selected in the place of Grammar and History in the first and second year, Zoology and Mental Science in the third and fourth years, or pursued conjointly with all the studies of the last two years.

Two years ago the plan was adopted of giving to the best scholars among the boys promoted to the High School the privilege of completing the course in three years. The plan has operated admirably, such pupils often proving the very best in the classes to which they have been advanced. The privilege has not been given to the girls.

The High School has never met with any opposition in this city. No larger audiences assemble than on Commencement occasions. It is believed no school is more highly appreciated or more thoroughly fortified in the affections of the people. Its efficient Principal, Miss E. L. Otis, has been continuously connected with the school for a period of ten

years. She was assisted for three years by Estelle S. Rawson, a former graduate of the schools, and for the last three years by Miss M. L. Smith, of Mount Holyoke, Mass., both competent teachers.

#### CHANGES IN LOWER GRADES — METHODS — MUSIC AND DRAWING.

Some attention is now paid to the elements of Natural History in the D Grammar grade, the elements of Botany in the C, of Physiology in the B, and of Physics in the A Grammar grade. United States History is also studied in the A Grammar grade, and takes the place of Geography. Practical language lessons form a more important feature than formerly in the work of the C and D Grammar and the Primary grades. Writing is commenced with the first day of school life, and an effort is made to give the pupil constant daily practice in the use of written language.

Mental Arithmetic, formerly pursued as a separate study, is now taught in combination with written Arithmetic. Effort is made to give its analytical processes mental attention, and to use them as a key to the operations in written Arithmetic. Number lessons commence with the lowest grade.

Music and Drawing have, at different times, received consideration, with varying success. Two years ago, L. S. Thompson, of Sandusky, was employed as a special teacher in Drawing, to visit the schools once a month, and give instruction to teachers as well as pupils, and S. C. Collins, of the same place, as a special teacher of Music, to visit the schools twice a month. Under their efficient supervision the schools are making commendable progress in these branches.

#### BOARD OF EDUCATION.

The following is a list of members of the Board, with the dates of their election, beginning with the year following the organization :

1851—H. Lang, Homer Everett.

1852—Samuel Wilson, Jacob Kridler.

1853—Dr. L. Q. Rawson, H. E. Clark, C. Doneyson.

- 1854—Dr. Brainard, H. Lang.  
 1855—John Younkman, Aaron Loveland.  
 1856—L. Q. Rawson, John Bell.  
 1857—James Justice, R. W. B. McClellan.  
 1858—Thomas Stillwell, Thomas Kelley.  
 1859—Isaac Glick, D. L. June.  
 1860—James Justice, R. W. B. McClellan.  
 1861—H. Everett, H. E. Clark.  
 1862—Ami Williams, John Flaughter.  
 1863—Colonel Nat. Haynes, James Justice.  
 1864—H. Everett, J. S. Van Ness.  
 1865—H. R. Shomo, Charles Thompson.  
 1866—C. Doncyson, H. Lesehr.  
 1867—H. Lang, J. M. Smith.  
 1868—John McArdle, J. S. Van Ness.  
 1869—C. Doncyson, J. P. Elderkin.  
 1870—W. W. Stine, J. Elwell.  
 1871—J. S. Van Ness, H. Lang.  
 1872—C. Doncyson, A. J. Hale.

For the last four years the Board has been constituted as follows: J. S. Van Ness, President; William Stine, Treasurer; A. J. Hale, Secretary; J. Elwell, H. Lang and C. Doncyson.

Hon. Homer Everett was Secretary of the first Board of Education, and has served as Secretary and President many terms since, contributing efficient and judicious service to the schools.

The Rev. H. Lang, to whose research we are indebted for many of the facts in this review, was a member of the first Board, and C. Doncyson was elected in 1853. Both have served from twelve to fifteen years, and been active, earnest, working members. J. S. Van Ness has been a member of the Board for ten years, and most of the time President, without remuneration, giving careful attention to the school property and interests of the city. Mr. Stine has been an active member and Treasurer for six years. Under his able management of the finances, the Board are able to report themselves entirely free from debt.

Mr. Elwell is near the close of his second term, having efficiently served three years as Secretary. Mr. Hale, the present Secretary, is in his second term, and has proven himself a liberal and efficient member of the Board.

Very much of the efficiency of the schools is due to the hearty co-operation the present Board has extended to the teachers, and the liberal and yet judicious manner they have responded to the school wants.

#### SUPERVISION.

The following gentlemen have served as Superintendents since the grading of the schools in 1853, in the order mentioned: H. E. Clark, one year; J. W. Hiatt, one year; G. A. Starkweather, two years; G. C. Woolard, two years, Don A. Pease, one year; Rev. E. Bushnell, three years; G. C. Woolard, one year, and W. W. Rsos, who is in the eleventh year of his Superintendency.

#### TEACHERS AND TEACHERS' MEETINGS.

The changes in the teachers' corps, of late years, have been as infrequent as formerly they were frequent. Two of the teachers, Miss Otis, of the High School, and Miss DeRan, a painstaking and successful Grammar School Principal, have been members of the corps ten or more years. Several others, as Mrs. Wood, Miss Mary Fanning, Etta Smith, F. Topping, E. Fennimore, S. Culbert and Miss Anna Gross have served faithfully in the schools many years.

Weekly teachers' meetings have been regularly held, there having been scarcely more than a dozen omissions in ten years. They are held on Friday afternoon, schools closing an hour earlier on that day for the purpose. Of late years teachers are as punctual in their attendance upon them as their own schools. They are given to professional instruction, class exercises, &c.

These teachers' meetings, together with permanency in the corps of teachers, have contributed very much to the efficiency and harmonious working of the schools.

Too much praise cannot be awarded the earnest and faithful corps of teachers who have labored so devotedly and self-sacrificingly in the Public Schools of the city, for whatever

other appliances may be brought to bear, everything, at last, depends upon the teacher who presides in the school-room walls. Space forbids us to speak of them more particularly, as we should like.

#### CENTENNIAL EXPOSITION.

The schools have just completed, with much labor and pains on the part of teachers, fourteen volumes of school work for the Centennial Exposition.

#### BIRCHARD LIBRARY.

We can not close this review of the educational progress and interests of the city without a brief reference to Birchard Library.

Three years ago Sardis Birchard, who was an earnest advocate of the reorganization of the schools upon the graded plan in 1850, and who has always been in warm sympathy with them, set aside the sum of \$50,000 for the establishment of a public Library, free to all the citizens of Fremont and Sandusky County.

Through the active efforts of Gov. Hayes, the Library was established two years ago, and has since been in successful operation under the efficient management of Jessie E. McCulloch, Librarian, a former graduate of the schools.

The Library now contains about 5,000 volumes. Five thousand dollars has already been invested in books, \$8,000 in part payment of the site of Fort Stephenson, on which is to be erected a library building, to cost at least \$5,000 more, and the income from the remainder of the fund is to go to defray the expenses of the Library, and for its constant annual increase forever.

There is no more efficient conservator of the public morals and the public intelligence than a judiciously selected free public library. No system of public instruction is complete without this supplementary institution. In this respect the city of Fremont has cause for the indulgence of a feeling

of grateful pride. Few cities of the State can boast of similar advantages. Who shall estimate the good it shall effect, the meed of gratitude for its founder it shall elicit in the hundred years to come?

W. W. ROSS.



LOCAL SCHOOL HISTORY

OF THE

GARRETTSVILLE UNION SCHOOL,

PORTAGE COUNTY, OHIO.

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CHAS. S. SMART, E. E. WHITE, *Special Committee.*

GENTLEMEN: In compliance with the requests embraced in your circular, under date of December 13, 1875, we, a committee appointed by the Board of Education of the Garrettsville Union School, have the honor to submit the following:

The territory embraced in our School District was known, prior to the incorporation of our village, in A. D. 1865, as School District No. 2, in Nelson Township, and a district in the southeast corner of Hiram Township, to which was added a small tract in the northeast corner of Freedom Township, upon which tract three families resided.

It was held that the act of incorporation merged these districts into one, under the control of the Board of Education of said village. By a vote of the people, taken soon after incorporation, the school law of 1849 was adopted.

The buildings occupied for school purposes were two wooden structures, constructed at public expense, poorly arranged, and nearly destitute of school apparatus.

Up to 1867, little instruction was given, except in the common branches, and no regular course of study had been adopted—no attempt at grading had been made, nor any but meager records kept. Cheap teachers had been usually employed and permitted to conduct the schools, mainly without any special interference of the Board. For several years a worthy few had labored to create such an interest, in educational matters, as would enable them to educate their children at home.

Opposition to every effort was quite general, while the few friends of progress, under the lead of James Ashald, James Dunn, Rev. Isaac Winans, S. W. Fuller, A. A. Barber, G. P. Udall, C. O. Foote, Charles Tinker, and O. A. Taylor, most of whom signed the call for a meeting to adopt the law of 1849, were persistently working to build up an interest sufficient to risk a vote upon the the proposition to erect a more commodious school building.

This vote was taken on the 29th day of April, 1867, and resulted as follows: Ayes 20, nays 3. This vote is quite significant, when it is understood that all the friends of the measure were present and voted, with all the force they could control; and this in a district containing, at that time, a population of more than six hundred.

On the 13th day of May, 1867, a vote of the qualified electors was taken, which resulted in authorizing the Board to levy a tax of ten mills for school building purposes, the same to continue for three years.

On the 28th of December, 1868, a vote was taken to extend said levy two years longer, which resulted as follows: Ayes 69, nays 59. All the friends of the measure were present and voted.

On the 1st of February, 1869, the Board of Education learned that petitions had been extensively circulated, asking the Legislature, by special enactment, to detach a portion of the territory of the district. To prevent the success of the measure, regarded by the Board as unwise and eminently unjust, one of the members was sent to Columbus. The petitioners were unsuccessful. The opposition to any but moderate expenditure for school purposes was such that the friends of progress were required to develop their full strength at all times to serve what their persistence had enabled them to gain.

A good and substantial brick building, sufficient to accommodate 300 pupils, was completed in 1869, at a cost of about \$15,000. The first school in said building was commenced in December, 1869, and continued for 31 weeks, with a total attendance of 186 pupils, and an average daily attendance of

112. During this year Will Murdoch was Principal, and V. M. Noble and Miss Clara Jones assistants. Only 20 of these students were prepared to receive instructions in other than the common branches.

During the year ending August 31, 1871, the total attendance was 199, with an average daily attendance of 106. Instruction was given in Physics, Physiology, Algebra, Rhetoric, Botany and Book-keeping. During the first term of this year, R. S. Kuhn was Principal. During the following year the same teachers were employed mainly, and the whole attendance was 192, with an average of 95.

James Norton was employed as Principal for the year ending August 31, 1873. Total attendance this year 207, average 133. During this year the school grew in favor.

For the year ending August 31, 1874, Volney M. Noble was Principal. Only one assistant remained the entire year, and the school suffered much from frequent changes of teachers, which, together with other causes, made the school less profitable than before. This year the total attendance was 223, with an average of 130. No material change was made in the branches taught the previous year. From the opening of the first school in the new building, down to the end of this year, continued efforts on the part of the Board, seconded by the teachers, had partially brought order out of chaos.

In September, 1874, the Board appointed two of its members, viz: J. Cole and Will Murdoch, to prepare a course of study suitable for the present condition of the school. The course thus prepared was unanimously adopted by the Board.

C. W. Carroll, who had considerable experience as a teacher in graded schools, was employed as Principal for the year commencing September 1st, 1874. During the year more progress was made in the right direction than during any former year. Monthly examinations, added to thorough class examinations and drill, and promotions resulting from thorough work, awakened an interest where it was most needed, viz: in the school rooms and among the pupils.

This community suffered during the winter months with scarletina and diphtheria to such an extent that the schools

were closed for several weeks. For a time the fatality was so great among the pupils that, on reopening, the schools were truly a place of mourning. The total attendance this year was 216, with an average of 134. This shows a larger percentage of attendance than during any former year, and had the students enjoyed usual health, would probably have been much larger. Nearly or quite all opposition to the school and its management seemed, at last, to expire, and a general good feeling to prevail. Instruction was given in History, Physics, Physical Geography, Algebra, Botany and Latin.

On the 21st day of June, 1875, the Board of Education appointed a committee, consisting of J. Cole, a member of the Board, and C. W. Carroll, Principal of the school, to prepare a Manual of the Garrettsville Union School. This manual was submitted to the Board, and unanimously adopted in August, 1875. From this we condense as follows:

#### BOARD OF EDUCATION.

A. C. Belden, President; J. Cole, Secretary; A. A. Barber, Treasurer; S. M. Luther, Warren Peirce, C. O. Foote.

#### BOARD OF TEACHERS.

C. W. Carroll, Principal of High School; Marcellus A. Reed, Assistant High School; Miss M. J. Thorn, Intermediate department; Mrs. M. V. Ross, Primary department.

The duties of Superintendent are performed by the Principal of the High School, with a salary of eleven hundred dollars per annum. All other teachers in the school receive a salary of forty dollars per month each.

Punctual attendance and genteel deportment are required of all pupils, the first being secured by exacting written excuses for absence and tardiness.

The janitor has full charge of the building and its surrounding, and is required to keep the rooms at a proper temperature and to keep the same neat and clean.

The course of study in the Primary department embraces Reading, Spelling and Writing exercises, and Primary Arith-

metic and Geography. The pupils are divided into three grades.

In the Intermediate are taught Reading, Spelling, Writing, Arithmetic, Grammar, Orthography, Primary Botany, Elementary Physiology and Geography. The pupils are divided into four grades.

The High School course embraces Reading, Spelling Writing, Arithmetic, Grammar, Geography, United States History, Botany, Physiology, Physics, Rhetoric, Astronomy and Book-keeping, all completed, and Elementary Trigonometry, both plane and spherical, and Latin, throughout the last three years of the course, with Composition and Declamation during the entire course. The pupils in this department are divided into four grades.

Any student having completed the above course, will receive a certificate to that effect from the Board.

Annual examination and change of grade take place at the close of the spring term. Scale, maximum 100, necessary to advancement 75. Expense of tuition, all within the district free; all others pay as follows: High School five, Intermediate four, Primary three dollars per term of twelve weeks.

Since the adoption of the manual, each student has been subject to separate monthly examinations upon prepared lists of questions, and oral answers required.

This method not only requires less time on the part of the teacher, but reveals more definitely the attainments of the pupil, who is thereby relieved of much useless toil.

The attendance this year has slightly increased over the last, and the average daily attendance is much increased over any former period. Both patrons and students manifest an increased interest in the school, and a large majority are making satisfactory progress, while a less number have advanced so rapidly and thoroughly as to be worthy of special mention, having nearly completed the course. These last are named in the order of their attainments: A. S. Cole, Miss M. L. Thayer, Alice L. Pleuss, Treasurer, H. Wadsworth, Miss C. B. Hutchinson, Ceylon S. Hutchinson, Minnie C. Wight and Della Reed.

Our limited supply of aids and ornaments consists of the following, to wit: Guyot's Wall Maps, Spencerian Charts, a nicely mounted Globe, a first-class Cabinet Organ, Webster's Pictorial Unabridged Dictionary, a few pieces of Philosophical apparatus, a good clock in each department, and some choice chromos.

The friends of education, in our midst, feel assured that the school is now moving in the proper direction, with an impetus sufficient to soon convince all of the superiority of system over no system.

By order of the Board.

JAMES ASHALD,  
C. W. CARROLL,  
J. COLE, *Committee.*

GARRETTSVILLE, O., Feb. 16, 1876.

# HISTORY

— OF THE —

## Educational Progress of Hamilton, Ohio.

1876.

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In order rightly to comprehend the educational history of Hamilton, the reader must bear in mind what Hamilton was. It was a frontier military post. Through it General St. Clair's command marched to a disgraceful defeat, and in disorder straggled back to Fort Washington, at Cincinnati. After General Wayne's victory, which retrieved St. Clair's disaster, the impress of military occupation remained for many years. Wherever an army goes, the elements of a mob exist in the column, or cling to its rear. Adventurers of every sort find congenial occupation in such times and employments. When the military period of its existence had passed, Hamilton had among its population citizens of that character. Horse-racing was more thought of than education, and races were quite as much an event of the week as the markets. Yet, with all their faults, those first settlers were a sturdy stock. The rough, semi-barbarous composition of their character was a necessity of their time, and without such an element the wilderness would hardly have been conquered. Although they did not possess advanced education they appreciated its advantages, and saw how their children might be made better than they themselves were. Out of this grew that love for learning which rendered the adoption of the Common School system a work of natural consequence.

Prior to the establishment of the State Common School system, private schools, of course, afforded the only means of instruction. Accounts respecting the first of these schools, its teacher, and location, are somewhat conflicting, but the best evidence awards a Mr. Ritchie, whose given name has passed from memory, the honor of having been the first educator in Hamilton. His school was

established about the year 1810, and was situated on Front street, in the Third Ward, upon the same lot (No. 174) subsequently occupied by the Hon. Josiah Scott as a residence. Mr. Ritchie afterward removed to a log-house, on the site now occupied by the St. Mary's Church (lot No. 82). There he continued teaching for several years, and, being a bachelor, kept his own house. One morning his pupils came at the usual school-hour, and found the old master dead in his school-room. Death had found him on the field of his labors. Tradition reports him as a teacher of excellent attainments in scholarship, but of great severity in government. Indeed, it was the common belief of those under his care, that he seasoned his liberal stock of black-haw rods in oil, that they might be rendered the tougher. It is certain that bodily punishment upon young men of twenty-one years, and even upon young women eighteen years of age, was of frequent occurrence under his rigorous administration. A school was carried on in the same log-house after his death, but the name of the teacher is forgotten.

In 1810, the Rev. Mathew G. Wallace came to Hamilton, and organized what has since been known as the First Presbyterian Church. In addition to his duties as pastor, he opened a school for instruction in the higher English branches and the classics, in a building which had been formerly used as a court-house. This stood near the river, between what are now Front and Water, and High and Basin streets. Its precise location was probably about opposite the present United Presbyterian parsonage. Under Mr. Wallace's care, this school was continued until about 1814. It was the first in Hamilton or vicinity where classical instruction was given. An engraving of the old building hangs in the present court-house, and shows a hewed log-house, two stories in height, with a porch in front. It was 20 or 25 feet square.

Third in point of time, was a school on Second street, situated on a part of lot No. 188, now occupied as a residence by J. W. Benninghofen, Esq. This school was taught by Benjamin B. Pardee, about the year 1815. One of Mr. Pardee's scholars, Wm. Murray, Esq., is still living, and relates that at that time spelling was regarded as the test of scholarship, and the pupils received printed cards as certificates of their proficiency in that branch of education. About the same time, there was a school kept on the



Rossville side of the Miami, near the river, and midway between the present suspension and railroad bridges. This school, under the charge of a Mr. Elder, was attended by pupils from both sides of the river. Mr. Murray, who was a pupil of this school, speaks of crossing to and from school in a skiff, there being no bridge between Hamilton and Rossville at that time.

About 1815, Alexander Proudfit, a graduate of Ohio University, came to Hamilton as a tutor to the sons of Dr. Daniel Millikin, and as a student of medicine under that gentleman. Dr. Millikin had been a resident of the town since 1807. He lived on the east side of Second street, north of Heaton (lot No. 202). He built, for Mr. Proudfit's use, a school-room which is now standing on the north side of Heaton street, midway between Second and Third streets — a hewed log-house (lot No. 203). Gradually the children of other families became members of the class, until he was at the head of a school very respectable in point of numbers. He especially excelled in the dead languages, and was the second who gave instruction in them, Mr. Wallace having been the first.

In 1818, the Hamilton Literary Society erected at the southwest corner of Third and Dayton streets (lot No. 140), the first story of a brick building, 22 by 36 feet; the Masonic fraternity adding a second story for the use of its order. The Literary Society granted the privilege of its part of the house for school purposes, and the Rev. Thomas McMechan and Henry Baker taught there about that time. They were followed by Joseph Blackleach, who taught for two years. His school numbered 70 or 80 pupils. He died in 1819 or 1820, while on a visit to Oxford. After him, in the same building, came Hugh B. Hawthorne, who was noted for the mildness of his government and the great love manifested toward him by all his pupils.

In 1817, the Rev. Thomas McMechan, spoken of in the preceding paragraph, came to Hamilton, having emigrated with his family from Ireland. In 1819, his daughter, Ellen A., afterward the wife of the Hon. Charles K. Smith, opened a school at the north-east corner of Third and Buckeye streets, lot No. 181, better known to the older citizens as the "Ben Basey lot." There she taught for one year. The well from which her pupils drank, is the one now on the Lane Free Library lot. Removing from this

location, she continued her school on Ludlow street, near the north-west corner of Third (lot No. 74 or 75), where she taught seven years. Her school averaged about thirty pupils, some of whom, Mrs. L. D. Campbell, Mrs. John M. Millikin, and others, are still living, as is also Mrs. Smith herself. She was regarded as one of the most accomplished women of her day. Her charge for tuition was \$3.00 for a session of five months, with but one half-holiday per week. Even at those low figures, which now sound ridiculously small, there were some who complained of the high price of schooling. In one instance an old farmer objected to a charge of fifty cents for tuition in English grammar, saying that "he did not know English grammar cost so much," and his bill was accordingly cut down to \$2.50. Lest any one should think the above an exaggeration, a copy of a Hamilton paper, dated Nov. 4, 1822, contains the advertisement of the Rev. Spencer Clack, of Oxford, in which he offers grammar-school tuition at \$7.00 per session of five months. Mr. Clack requests from other editors a gratuitous insertion of his notice, which is hardly to be wondered at. No man could be expected to pay for his advertising who was himself so poorly paid.

The Rev. Francis Monfort taught between the years 1820 and 1822, in a frame house on the corner of Third and High streets, being the same location (lot No. 103) for many years known as Howell's Corner. Besides the ordinary English branches, his course embraced the classics and higher mathematics.

Benjamin F. Raleigh taught from 1825 to 1830. His name appears on the Fairfield township records for several years as Township Clerk, and also as Township Superintendent of Common Schools, the earliest mention we find of the Common School system. He was a large, powerful man, and consequently had great success with refractory pupils, as he was a believer in the *fortiter in re* rather than the *suaviter in modo*. One Greer, whose first name is forgotten, was also of the same way of thinking. He taught in a frame building on lot No. 72, where Dr. J. M. Parks' house now stands. From the center of the room where he sat he would reach and remind his wandering scholars with a hickory rod ten feet in length.

In December, 1832, the Hon. John Woods, being deeply impressed with the necessity of affording the young ladies of Hamil-

ton better facilities for thorough instruction in the useful and ornamental branches of a good education, drew up articles of association for establishing a seminary, to be known as "The Hamilton and Rossville Female Academy." These articles provided that the institution should be under the control of five directors, to be chosen annually from those who were members of the association. Through the energy of Mr. Woods, and by the co-operation of others whom he enlisted in the project, subscriptions amounting to \$2,500 were secured, and on the first Friday in January, 1833, the subscribers to the articles of agreement met and elected John Woods, Rev. Dr. David McDill, Rev. Augustus Pomeroy, James McBride, and Caleb DeCamp directors of the association. Lot No. 247 was purchased on Water street, being the same recently leased for a city building, and a contract was entered into for the erection of a suitable edifice for school purposes. This was finished in the fall of 1834, and on Christmas day of that year, the directors met and formally accepted it from the hands of the contractor. On the 7th of March, 1835, a bill was passed by the Legislature incorporating the academy. In this bill the original articles of association were fully recognized. William Bebb, afterward Governor of the State, drafted the bill.

Miss Maria Drummond was the first teacher. Her term appears to have been a short one, extending only from Feb. 14, 1835, to September of the same year, when the school was suspended. This suspension was but temporary, however, for, at a meeting of the directors, held Oct. 8, 1835, Miss Georgetta Haven, a graduate of Dr. John Lock's female academy, of Cincinnati, was invited to take charge of the school at a salary of \$400 per year. Miss Haven's compensation was afterwards increased to \$500.

Miss Amelia Looker and Miss Eliza Huffman were employed as assistants at salaries of \$400 and \$300 respectively. Under their instruction and the efficient management of the directors the academy became very prosperous. The teachers were thoroughly qualified for their work, and the citizens of both Hamilton and Rossville took great interest and pride in the institution, extending to it a hearty support. So rapidly did its popularity and patronage increase, that in the summer of 1836 there were 127 pupils upon the daily roll. It was also fortunate in having as its advisers such

men as Messrs. Woods, McDill, and Bebb, all of whom had been teachers, who were deeply interested in the subject of female education, and who devoted much time and thought to the welfare of the academy.

After the close of Miss Haven's administration as principal, which continued several years, the academy was conducted with varying fortunes by Dr. Giles, Mr. Batchelder, Mr. Marchant, Mr. Furman, and others. But the great Common School wave was steadily swelling, and the tide of the academy's success gave way before it. The directors, loth to abandon an institution to which their affections were so strongly bound, attributed its decline to the location, and the property was therefore sold in 1856, with the intention of securing some more eligible site. It is hardly necessary to add that, after the lapse of nearly a score of years, the desired place has not yet been found, nor is it now even being searched for. The academy was, in Hamilton, the connecting link between the preceding lack of educational system under private instruction, and the organized system of public instruction under the State. It worthily fulfilled a grand mission, and when that mission was ended, it gave place to a young and vigorous organization, through each of whose arteries, however remote or minute, there pulsates the concentrated energy of a great commonwealth. Let its memory be gratefully regarded, for within its walls many mothers of the present generation imbibed the love for all that is refining and ennobling in liberal education. Their influence will be felt through their descendants in all time.

With the inauguration of the Common School system, under the act of February 5, 1825, came that opposition which always assails innovations of every kind. The world will probably never lack those who regard the former times as better than the present, and to whom the methods of their fathers are laws too sacred to be violated. During the Fall of that year we accordingly find, by the newspaper files of that day, that an elaborate discussion was carried on relative to the adoption of Common Schools, the Cincinnati Gazette arguing strongly in their favor, and the Western Star and Lebanon Gazette stoutly arguing against their expediency. These articles were copied into the Hamilton papers, and drew forth communications from local writers, which greatly aided the

people in an intelligent comprehension of this most important question. In the township records, where we should expect to find full information concerning a subject which provoked so much comment and criticism, there are but few entries throwing any light upon the successive steps which must have been taken in the establishment of the Common School system. That the offices authorized by the earlier legislative enactments were filled by election or appointment soon after the acts went into effect, is evident from a report which appears in the Western Telegraph of August 28, 1829, signed by the Rev. Francis Monfort and William Bebb, as "Examiners of Public Schools." A brief extract from this is interesting, as showing that difficulties, which are by no means yet removed, confronted those early workers in the cause of educational advancement. Messrs. Monfort and Bebb say:

"Men without either moral character or literary acquirements are still intrusted with the education of our sons and daughters, and 'How much do you ask a month?' continues still, we fear, to be the first and last question propounded to the instructors of the rising generation."

The examiners then proceed to remark that the profession of teaching appears to be regarded as an asylum for broken-down clergymen, physicians, and others, whose lives have proved partial or total failures in their several vocations; or as a temporary means of subsistence which is abandoned as soon as some more lucrative work presents itself. For this unfortunate state of affairs, they saw no remedy but in the training of a new generation of teachers, who shall make teaching the sole work of their lives, just as men and women are trained for and enter upon any other skilled employment. Space forbids further extract from this incisive report; but as regards the evils against which it inveighs, and the reforms and remedies it suggests, it might as well have been written for the year 1875 as for 1829. That great advances have since been made is doubtless true. Some of the old lions have been slain from the way; but even now one is occasionally met which bears a strong family resemblance to those which so sorely troubled our educational fathers fifty years ago.

From the time the Common School system went into effect down to 1851, the schools of what are now the Second, Third, and

Fourth Wards, of the city of Hamilton, were under the control of the school authorities of Fairfield township; and those of the First ward were under the directors of St. Clair township. The Second and Fourth Wards were then School District No. 1, and the Third Ward was District No. 10. The earliest enumeration of the youth in Fairfield township which can be found is for the year 1831. The total number given is 1,055. Of these, District No. 1 had 352, with a tax apportionment of \$78.53, while the figures for District No. 10 are not stated. Of the teachers then employed, of their terms of service, or of the amount of their compensation, nothing of value can be deduced from the township minutes. Their engagements appear to have been almost uniformly very brief, no teacher remaining long in charge of one school. The compensation of the teachers varied much the same as one might expect to find fluctuations in the grain or produce markets of the day. Now and then a brief entry may be found on the record, setting forth that a certain teacher was engaged to teach a certain school at a certain sum "per day." Sometimes he remained for the full period of his engagement, but oftener the minutes curtly mention his being "paid in full to date," and his name appears no more. These terms of service were some of them no longer than ten days, and few of them extended beyond one school-year. Nor is this state of affairs matter for surprise. It was the natural result of the mistaken policy under which the schools were managed. The teacher saw the school director driving a sharp bargain with him at so much per day, just as he would do if he were employing a man to plow his corn, or to harvest his crops, and he conducted his negotiations to secure a school in precisely the same spirit. His term of engagement lasted no longer than he could find some other district whose directors would pay a few cents more per day, and then his resignation was speedily tendered. It is strong testimony in favor of the innate strength of the Common School principle, that the system survived this experimental stage of its existence. Had it not been blessed with a sound constitution at birth, its well-meaning but unskillful nurses would have been its death while it was still in infancy.

At what precise time the first building for Common School use was erected in Hamilton, does not clearly appear, but it was not

far from 1836 or 1837. In this enterprise William Bebb, who was then practicing law in partnership with Major John M. Millikin, the present State Treasurer, took great interest. He suggested the plans, advanced a large portion of the money needed, and devoted much time to the completion of the work. This house now forms a part of the Third Ward school on Dayton street (lot No. 157). It was the first of its kind built two stories in height.

On April 19, 1851, an election was held, in which the electors voted for or against the adoption of the act of Feb. 21, 1849 (vol. 47, p. 22), providing that cities and towns may be formed into one district, to be governed by a board of six directors and three examiners. Apparently but little interest was taken in the proposed measure, for the returns show a very light vote polled, there being 101 for to 4 against. The act having been adopted, an election was called for May 1, to choose boards of directors and examiners, and those officers, having been duly elected, were sworn in May 8. Of the first directors, two, John W. Irwin and John W. Sohn, are still living in Hamilton. Of the examiners, Isaac Robertson, Esq., Cyrus Falconer, M.D., and William Huber, M.D., all are alive and in the active practice of their professions. One of the first acts of the board, recorded under date of May 10, was a resolution employing "Andrew McCandless as a teacher in the Second Ward house, for thirty-five days at \$1.60 per day, and Miss Conant at 85 cents," thus showing that even at that comparatively late period the per diem practice, elsewhere alluded to, had not been wholly abandoned. June 21, 1851, the first tax was levied by the board, being  $1\frac{1}{2}$  mills on the dollar. On June 30, orders were drawn on the township treasurer, transferring the school funds in his hands to the credit of John W. Sohn, the treasurer of the board, thus completing the work of separate school organization.

From the very outset the chief difficulty with which the directors had to contend was in securing the services of proper teachers. Whether this arose from the small compensation offered, or from the reluctance of the teachers to enter into a work which was regarded somewhat in the light of an experiment, it does not matter to inquire. Certain it is that the board very frequently elected teachers, and that when the teachers were notified of their election,

they quite as frequently declined. August 28, 1851, the minutes record that Mr. Marchant and the use of the Academy had been "secured" at \$500 per year. But Mr. Marchant does not appear to have been securely "secured," for under date of August 30th, his declination is recorded, and Mr. F. Jenkins, of Mt. Pleasant, was employed for the Third Ward school, at a salary of \$40 per month, while Mr. F. N. Slack was appointed to the lower or Second Ward school. The schools were opened September 22d, and the text-books mentioned were McGuffey's Fourth, and Coles' Fifth Readers; Colburn's Mental, and Ray's Practical Arithmetic; and Brown's Grammar.

With the opening of the school-year, in the Fall of 1852, one noteworthy, progressive step was taken. It consisted in a classification of the school departments, and in a schedule of salaries. This action marked the departure from the "how-much-do-you-ask-a-month?" method, of which Gov. Bebb complained. At this time the Third Ward school was of a higher grade than the Second Ward. In the minutes of the board, it is sometimes designated as the High School, although its actual grade was not above that of the present Grammar classes. The salary of the principal of this school was fixed at \$45 per month; for the Secondary department, \$40; female Secondary teachers, \$20; female Primary teachers, \$18. This year the positions of the male teachers were reversed, Mr. Slack being appointed principal of the Third Ward school, and Mr. Jenkins taking charge of the Second Ward building.

With the beginning of the school-year in September, 1853, we find a new principal in Mr. J. W. Legg, of Piqua, Ohio, who was engaged at a salary of \$50 per month. In October, Smith's Geography and Atlas were adopted as text-books. February 9th, 1854, Mr. Legg reported 428 pupils in attendance upon the two schools, being an average of  $53\frac{1}{2}$  pupils to each of the eight teachers. April 17th, of this year, there is an entry of a resolution, granting him permission to establish a class in geometry, from which it may be reasonably inferred that the higher mathematics had not previous to that date formed part of the course of instruction. This month was also memorable by reason of the proposition submitted to the voters of Hamilton on the east side of the Miami, and of Rossville



on the west side, consolidating the two incorporated villages into one corporation, under the name of the City of Hamilton. The proposition passed by a very decided majority. By the compact then entered into, what had before been known as Rossville became the First Ward of the new city. Each ward was allotted a representation of two members in the Board of Education, and it was further stipulated that within a specified time a High School building should be erected in the First Ward. The change thus briefly outlined was not effected without considerable and strenuous opposition. In this effort to establish a High School, we note an important advance in the educational interests of the community.

In consequence of this enlargement of the territory over which the board was called to administer, it was judged best to create the office of Superintendent of Public Schools. Alexander Bartlett, of Mansfield, Ohio, was the first to fill the position, his engagement dating August 18th, 1854, at a salary of \$80 per month. On the 14th of September, a committee was appointed from among the members of the board, which was instructed to draw up a "full system of grades, studies, rules, etc., necessary for the perfect organization of the schools." This committee submitted its report, October 16th, of which 500 copies were printed. In the adoption of this report we have the establishment of a written and certain school government, in place of uncertain and unwritten regulations, and though the event may appear trivial, it is nevertheless one of the mile-stones on the road of progress. No other record of importance occurs in this scholastic year, unless we except an exercise of the sacred right of petition by the female teachers, who asked for increased salaries. As the highest sum then paid to any one of them was \$25 per month, their request can hardly be deemed presumptuous, but it was not granted. They had the satisfaction, however, of showing that they knew what they were worth, and that must have been a source of consolation to them in their defeat.

On the 29th of May, 1856, the first move was made looking to the erection of the First Ward school-house; the board of education adopting a resolution requesting the City Council to advance sufficient money to build the house. On the 1st of July, a committee reported plans and specifications for the new building, and on the

14th of August, the Council passed an ordinance appropriating \$11,000 in aid of the work. The contract with the builders called for an expenditure of \$10,800, but through alterations in the details this price was very considerably exceeded; and in the absence or loss of most of the vouchers, it is now impossible to determine the exact cost of the structure. In June, of this year, another step in the classification of pupils was taken by the establishment of the Grammar Grade, which was composed of pupils not sufficiently advanced for the High School, and of those too far advanced to remain in the Intermediate Schools. In June, 1857, the office of Superintendent of Schools was separated from the duties of Principal of the High School, and G. E. Howe was chosen Superintendent, at a salary of \$1,000 per year; while on January 12th, 1858, S. A. Norton was placed in charge of the High School, at a salary of \$800 per year. This latter date marks the opening of the First Ward building, the board having succeeded in completing it after passing through many vexatious financial difficulties.

On June 23d, 1858, the board ordered a tax of four mills on the dollar, for school purposes. By this time, in the course of the few years hastily sketched as above, the force of teachers had increased from eight, employed in 1854, to seventeen. Salaries had also been advanced, for good teachers began to demand good pay, and we find by the minutes that several of them to whom positions were tendered refused to accept unless their terms for compensation were met. Incidental expenses had likewise grown, through the enlargement of old school-houses and the building of the new one, and the taxation necessary to meet the increased expenditure provoked criticism and discontent among some who thought that education was being too dearly paid for. Whether any remonstrances on this subject were actually presented to the board does not appear; but it is certain that the differences of opinion among the citizens were sufficiently strong to produce an impression upon the members, and to lead them seriously to contemplate abolishing the office of Superintendent, and reducing the salaries of teachers. This proposed step backward becoming known to some prominent residents, who had liberal views regarding educational interests, drew from them the following unequivocal expression of their sentiments, which was presented to the board in writing at its meeting, June 26th, 1858 :

"The undersigned, having learned that you propose to reduce the salaries of the teachers employed in our schools, beg leave to say that we are in favor of liberal salaries to first-rate teachers, and the most efficient system, economically administered, without regard to cost."

Words such as these, coming from such a source, and containing doctrine so sound and enlightened, could not fail to command earnest attention. But, if anything was needed to determine the wavering board as to the line of action it should pursue, it came in the shape of a vigorous protest, presented by one of the members at the same meeting, as follows:

"I protest against the abolition of the office of Superintendent of our Schools. It is an abandonment of the very principles upon which the Union School system is founded. These are unity and gradation. How can seventeen schools without a head be called Union Schools? Or how can they be kept graded without superintendence? \* \* \* \* \*

I care not for names. Give the Principal of the High School assistants enough to enable him to perform the duties of a Superintendent, and I am content. \* \* \* \* \* Being unwilling to be held responsible in any degree for the folly of employing seventeen persons to labor in any occupation without superintendence, or for the false economy of hiring cheap teachers, I respectfully ask you to accept my resignation as a member of the board."

That settled the matter. The resignation of the member was laid on the table, from which it was never taken. At all events, he continued in the service, the office of Superintendent was not abolished, and the salaries were not cut down.

In the early part of 1861, during the superintendency of John R. Chamberlin, a neat report was published, in which the condition of the public schools was clearly presented. Dr. W. W. Caldwell, who became a member of the board of education in 1859, was, at that time, president of the board. A year later he was elected treasurer of the board, which office he held until April, 1875. During the sixteen years of his connection with the board as a member and officer, he was ever found advocating such measures as would subserve the best interests of the schools. His retirement from the board of education lost to the educational interests of Hamilton the service of an ardent and able advocate. The report before alluded

to shows that the enrolment in the German-English department of the public schools was 192. The organization of this department was effected early in 1851. The first class was taught by Mathew Pfaefflin at a salary of \$30 per month. In 1861 the average daily attendance in the High School was a fraction over 31. The school was at this time, as it has been ever since, situated in the First Ward school building. The building for a Central High School named in the compact between Hamilton and Rossville has never been erected. This annual report also shows that a portion of the superintendent's time was employed in conducting recitations in the High School. It was not until the year 1870 that the superintendent was relieved from this duty and a teacher appointed to assist the principal of the school in the work of instruction.

Mr. H. T. Wheeler succeeded Mr. Chamberlin as superintendent of schools. Little can be learned regarding his labors. It is known that his administration was a vigorous one, his severity in discipline being vividly remembered by some of his former pupils. During his superintendency the course of study for the High School was so revised as to enable pupils to graduate at the end of three years from their admission to the school, instead of at the end of the fourth year, as formerly required. The superintendents who followed Mr. Wheeler were Messrs. John A. Shank, John Edwards, and E. Bishop, the latter retiring in July, 1871. If the history of their labors is brief, it is necessarily so from their failure to leave material from which to derive it. It is fair to presume that the negligence which seemed chronic in the superintendent's office during this period, pervaded every department of the public schools. Organization and system were not prominent features of the public schools in these years. Mr. Shank's term of office was too short to enable him to understand the needs of the schools he superintended. Mr. Edwards effected many reforms in the administration of the schools, if common report is to be credited; but he did not remain long enough to see their full fruits. Mr. Bishop had little experience in public school superintendence, and sickness in his family prevented his applying his whole time and energy to the work of supervision. During the latter portion of the period now under consideration, viz: from 1861 to 1871, the board of education endeavored to improve

the school accommodations of the city by remodeling the old school buildings and making additions to them. The additions to the Second Ward and Third Ward school buildings were completed prior to 1868 at an aggregate cost of \$6,204.

About the time that these long-needed changes were effected, the condition of the room occupied by the colored school called for action on the part of the board. This school, which was organized in September, 1853, was taught in a dilapidated old shanty, situated on the site now occupied by the colored church. As early as August, 1857, a lot was purchased, at an expense of \$600, upon which it was proposed to erect a suitable school building for the better accommodation of the children of the colored residents of the city; but the matter had been put off from time to time until, in the latter part of 1867, further delay was impossible. To the board of education, as organized in 1867, belongs the credit of placing a good school building on the lot purchased by a former board, ten years before. No member of the board did more to secure this desirable result than Mr. L. B. De la Court, to whose advocacy the project owed its final success. The cost of the building, when completed, was \$2,000.

Since September, 1871, the public schools have been under the management of the present superintendent, Mr. Alston Ellis. At the outset of his administration, reforms were inaugurated which have since been zealously pushed forward. An entirely new course of study was prepared and its strict observance enforced. Reports from teachers began to have some meaning; another year was added to the High School course of instruction; examinations of pupils were more frequent and thorough; and in every department activity and progress held sway. The value of the reformatory measures adopted in 1871 and 1872 is seen in the present prosperous condition of the schools. The people of Hamilton need not blush when the condition of the public schools is the theme of conversation; for, to-day, they stand side by side with the best graded schools of Ohio. The gentleman who has wrought these great changes in the management of the schools has achieved a reputation as an educator which reflects honor alike upon himself and the city whose educational interests he so effectively guards.

A most important change in the plan of school instruction was made in September, 1874, when the board of education, upon the recommendation of the Superintendent, adopted a resolution declaring that thereafter the policy of the board would be to place the English instruction in the German-English department under the direction of thoroughly competent English teachers. Before this time the ordinary branches of English instruction were taught by the teachers employed to teach the German language. The pupils of the German-English classes, under the new regime, often-times show results quite as creditable as those which follow the instructions given in purely English classes. In 1873 the annual report of the superintendent was published by the direction of the board of education. The revised rules and regulations for the government of the schools and the new course of study were printed with the report, the whole making a neat, creditable manual of 144 pages. In March of this year the Fourth Ward, which had been added to the city some time subsequent to its organization, secured a representation in the board of education by an act of the Legislature. This act was drafted by the clerk of the board of education, Mr. L. B. De la Court. As there was no school-house in the Fourth Ward at this time, the children residing there were compelled to attend the schools in the other wards. This, together with the fact that all the school buildings of the city were greatly over-crowded, led the board to build a school-house in the Fourth Ward, on the lot which had been purchased three years before at a cost of \$4,878. The plans and specifications of this building were prepared and approved in June, 1873, and the contract was awarded in July following. The building, which was first occupied in September, 1874, contains ten commodious, well-ventilated school-rooms, each having a seating capacity for 56 pupils, and a large hall suitable for gymnastic and general exercises. Everything about the building, from foundation stone to belfry, is complete and defies criticism. The most approved school-furniture, speaking-tubes, gas and water-pipes, are found in every room. The total cost of the building and its adjuncts is shown by the following itemized statement, furnished by the clerk of the board of education :

MAIN BUILDING.	
Paid contractors for the erection of the building,	\$66,025.65
Paid for lightning-rods,	270.00
Paid to architect of building, - -	1,866.00
Total cost of main building, - - -	<u>68,161.65</u>
JANITOR'S HOUSE.	
Paid contractor for the erection of the building, -	6,732.67
FURNITURE, STOVES, ETC.	
Paid for school desks, stoves, and other furniture,	2,277.45
FENCE.	
Paid for putting up fence and painting the same,	1,904.00
GRADING LOT.	
Paid for filling up and grading school lot, -	1,979.38
MISCELLANEOUS.	
Paid for negotiating bonds issued by the board of education, -	10,300.36
Paid for well and pump, - - - -	193.00
GRAND TOTAL.	
Issued in bonds, -	90,372.51
Paid in cash,	1,176.00
	<u><u>\$91,548.51</u></u>

The indebtedness incurred by the erection of this building did not deter the board from making necessary improvements in the old buildings. New furniture superseded the ancient relicts upon which the pupils found torture rather than comfort during school-hours; paint and whitewash made the old unsightly structures take on a more modern look; and strong, substantial fences inclosed the school premises and kept out depredators. Within the last few years the sum of \$3,110 has been expended for iron fences and stone-work, while the cost of new furniture has been \$4,019. The school accommodations of Hamilton are now of a superior character; the health, comfort, and intellectual culture of the pupils are watched over by a zealous, faithful corps of teachers; and the course of study is such as to afford excellent instruction in music and drawing, in addition to other branches necessary to a thorough Common School education. The High School, under the efficient instruction of Miss H. H. Ringwood, Miss Emma Pad-

dack, and Mr. J. W. Berkstresser, offers superior advantages to those desiring to pursue an advanced course of study. Of the 76 graduates since the examination of the first graduating class in 1862, many are now holding important places of honor and trust. Nine of the teachers now employed in the public schools are graduates of the High School.

We have now reached the conclusion of the educational history of Hamilton. The absence of full and reliable data may have caused the services of some to be under-rated; certain it is that the limited space allowed forbade mention of the services of many who contributed in no small degree to the prosperity of the public schools and the growth of an enlightened educational sentiment in the community. In the preparation of this history, it has been deemed best to leave all purely statistical matters for presentation in tabular form. Tables of comparative statistics, a list of the text-books used in the public schools, the corps of teachers, with their present compensation, and the names of the members of the board of education, will be found in the following pages.

TABLE NO. 1.  
*Comparative Statistics.*

SUBJECTS REPORTED.	FROM AUGUST 31, 1855, TO AUGUST 31, 1875.				
	1855	1860	1865	1870	1875
Enumeration, . . .	1848	2319	3007	5048	5451
Enrollment, . . .	1122	1313	1053	1866	1631
Daily attendance, .	633	721	953	1309	1202
Number of Teachers,	16	17	21	27	32
Amount paid for tuition,	\$6,150.00	\$5,818.00	\$8,810.00	\$15,150.00	\$20,923.00
Cost of tuition <i>per capita</i> on the average daily attendance, .	\$9.71	\$8.07	\$9.24	\$11.57	\$17.40

The above table affords a curious study to the educational statistician. The enrollment and daily attendance, reported for the years 1860 and 1875, are authenticated by records now in the



office of the Superintendent of Schools. The same items for the remaining years were obtained by consulting the records in the County Auditor's office. There is not a single monthly or term report in the Superintendent's office, or in archives of the board of education which would corroborate their truth. It is evident that gross carelessness, to call it by no harsher name, attended the compilation of some of the annual reports filed with the auditor. No one conversant with school statistics will believe for a moment that over ninety per cent. of the entire enrollment can be truthfully reported as in regular daily attendance, throughout any given year; yet such was the case in Hamilton, in 1865, if the foregoing table is worthy of credence. It will be difficult to convince those familiar with the condition of the public schools in 1870 that the enrollment and attendance were not greatly exaggerated. Since the year 1870, private schools have been compelled to suspend, owing to the increasing popularity of public schools, until at the present time there is but one small private school within the corporate limits. The pupils of a large church school have sought and obtained admittance to the classes of the German-English department of the public schools. Yet with all these accessions, which were obtained almost simultaneously, in 1872, the only statistics attainable assure the investigator that there was a falling off in the enrollment of 1875, as compared with that of 1870, of 235 pupils. It is a well-known fact that in 1870, when only twenty-seven teachers gave instruction in the public schools, several rooms contained less than thirty pupils. Why were five additional teachers necessary in 1875, if the enrollment had decreased as shown in the table? Truth compels the statement that the laxity of discipline and want of system which prevailed in the schools prior to September, 1871, rendered a true exhibit of their condition impossible. Transfers of pupils from one class to another were frequent, and no record of re-enrollment was kept. Thus it happened that a single pupil might be registered by two or three teachers. The enrollment of 1872 was doubtless augmented by the re-enrollment of transferred pupils, brought about by the failure of some teachers fully to understand the new regulation that was made.

TABLE NO. 2.—*The following Table exhibits the principal Statistics of the Public Schools during the administration of the present Superintendent, Mr. ALSTON ELLIS.*

SUBJECTS REPORTED.	AUGUST 31, 1872, TO AUGUST 31, 1875.			
	1872	1873	1874	1875
Population of the city in 1870, . . . . .	11,081	11,081	11,081	11,081
Enumeration of Youth, 6-21, . . . . .	5,261	5,534	5,627	5,451
Enrollment, . . . . .	1,680	1,616	1,649	1,631
Average Daily Attendance, . . . . .	1,116	1,114	1,168	1,202
Per cent. of Daily Attendance on Enrollment, . .	67	69	70.8	73.7
Enrollment in German-English Classes, . . . .	600	597	645	608
Number of Cases of Tardiness, . . . . .	3,567	3,430	3,559	2,514
Number of Teachers employed, . . . . .	30	28	29	32
Total sum paid for Tuition, . . . . .	\$17,440.00	\$18,340.00	\$19,265.00	\$20,923.00
Cost of Tuition, per capita, on Daily Attendance	15.63	16.46	16.50	17.40
Salary of Superintendent, . . . . .	1,500.00	2,000.00	2,000.00	2,000.00
Average Salary of Primary Teachers, . . . . .	461.60	513.80	541.07	531.58
Average Salary of Intermediate Teachers, . . .	596.00	652.10	663.63	675.00
Average Salary of Teachers in the High School,	825.00	850.00	850.00	833.33
Salary of Teacher of Music, . . . . .	500.00	650.00	750.00	800.00

## TEXT-BOOKS USED IN THE PUBLIC SCHOOLS, JANUARY 1, 1876.

SUBJECTS.	AUTHORS.
Reading and Spelling, . . . . .	McGuffey.
Elocution, . . . . .	Kidd.
German Reading and Spelling, . . . . .	Reffelt.
Penmanship, . . . . .	Payson, Dunton, and Scribner.
Drawing, . . . . .	Forbriger.
Geography, . . . . .	Von Steinwehr and Brinton.
Language Lessons and Grammar, . . . . .	Harvey.
Arithmetic and Algebra, . . . . .	Ray.
Physical Geography, . . . . .	Guyot.
United States History, . . . . .	Venable.
General History, . . . . .	Anderson.
English Literature, . . . . .	Shaw.
Geometry and Trigonometry, . . . . .	Loomis.
Anatomy and Physiology, . . . . .	Cutter.
Zoölogy, . . . . .	Tenney.
Botany, . . . . .	Gray.
Natural Philosophy and Chemistry, . . . . .	Rolfe and Gillet.
Latin Grammar, Reader, and Cæsar, . . . . .	Bullion.
Æneid of Virgil, . . . . .	Anthon.
French Grammar and Reader, . . . . .	Fasqualle.
Introductory Greek, . . . . .	Harkness.
Greek Grammar, . . . . .	Hadley.
Xenophon's Anabasis, . . . . .	Anthon.
Rhetoric, . . . . .	Hepburn.

CORPS OF TEACHERS  
EMPLOYED IN THE HAMILTON PUBLIC SCHOOLS  
FOR THE SCHOOL-YEAR 1875-6.

*English Department.*

GRADES.	NAMES OF TEACHERS.	ANNUAL SALARY.
High School,	Miss H. H. Ringwood,	\$950.00
“ “	“ Emma Paddock,	850.00
“ “	Mr. J. W. Berkstresser,	850.00
Grammar School,	“ James B. Berry,	750.00
“ “	Miss Lissa Daugherty,	750.00
A Intermediate,	Mr. James W. Overpeck,	750.00
“ “	Mrs. Julia C. Strode,	500.00
B “	Miss Belle Bowman,	500.00
“ “	“ Ernestine Hailman,	500.00
A Primary,	Mrs. W. P. Young,	500.00
“ “	Miss Hettie Rose,	500.00
A and B “	“ Erin A. Corwin,	500.00
B “	Mrs. Ellen J. Bryant,	450.00
B and C “	Miss Eliza A. Goldrick,	400.00
C and D “	“ Virginia Mott,	400.00
“ “ “	“ Jennie Long,	400.00
“ “ “	“ Emma V. Sweet,	425.00
“ “ “	“ Amanda Garver,	400.00

*German-English Department.*

A Intermediate,	Mr. Ferdinand Soehner,	800.00
B “	“ Emanuel Richter,	700.00
A Primary,	Miss Eliza Potter,	600.00
B “	Mr. Carl Ammann,	700.00
“ “	“ A. W. Schmidt,	750.00
B and C “	Mrs. Frida Sprüssky,	600.00
“ “ “	Miss Pauline Steffe,	600.00
C and D “	“ Fanny Pfaefflin,	425.00
“ “ “	“ Amy A. Rich,	425.00
“ “ “	“ Nettie Chadwick,	400.00
“ “ “	“ Hannah Barkalow,	425.00

*Colored School.*

All Grades,	Mr. Ira A. Collins,	800.00
Music,	“ Theodore Meyder,	800.00

MEMBERS OF THE BOARD OF EDUCATION,  
FOR 1875 - 1876.

FIRST WARD.				
Jacob Matthias,	.	.	.	Term expires in April, 1877
John G. Weller,	.	.	.	" " " " 1876
SECOND WARD.				
Constantine Markt,	.	.	.	" " " " 1876
Joseph Straub,	.	.	.	" " " " 1877
THIRD WARD.				
John W. Benninghofen,	.	.	.	" " " " 1877
James T. Imlay,	.	.	.	" " " " 1876
FOURTH WARD.				
L. B. De la Court,	.	.	.	" " " " 1876
John W. Meckley,	.	.	.	" " " " 1876

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OFFICERS OF THE BOARD OF EDUCATION,  
FOR 1875—1876.

Jacob Matthias,	.	.	.	President.
L. B. De la Court,	.	.	.	Clerk.
Constantine Markt,	.	.	.	Treasurer.

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SUPERINTENDENT OF SCHOOLS.

Alston Ellis.

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BOARD OF CITY SCHOOL EXAMINERS.

L. B. De la Court,	.	.	.	Term expires in August, 1878
Alston Ellis,	.	.	.	" " " " 1877
R. B. Davidson,	.	.	.	" " " " 1876



[Written for the Ohio Centennial Memorial School Volume by H. S. Doggett.]

SKETCH OF THE RISE AND PROGRESS  
OF THE  
COMMON SCHOOLS OF HILLSBORO',  
HIGHLAND COUNTY, OHIO.

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The first settlers of Hillsborough were men of intelligence, and at an early day evinced a great interest in schools. Many of these pioneers were men of liberal education for that day, and were always ready and anxious to provide schools for their children. Very soon after the settlement of the town pay or subscription schools were taught at intervals by James Daniel and others. The first of these schools, deserving of particular notice, was taught by Robert Elliott, who came here from Kentucky, at the instance of Allen Trimble, who had known him as a teacher in that State.

Elliott opened his school in 1814, in a building on Walnut street, nearly opposite the Methodist Church. At the start he had between thirty and forty pupils, and the number was somewhat increased afterward. He was considered a good teacher, and his school was continued for the following three years. It was attended by the children of the town, and by some from the adjoining country. Several of the pupils of this school are yet living, amongst whom are John A. Trimble, John M. Barrere, Colonel Trimble and Washington Doggett.

While this school was going on, the citizens of the town agitated the subject of the purchase of a lot and the erection of a school house. A public meeting was held, at which it was determined to buy a lot and build a house, all to be paid

for by subscription, and to be the property of the town for school purposes. Three managers were elected: Joseph Woodrow, J. D. Scott and George Shinn. They purchased of Jesse Williams the lot on East Main street, on which John D. Spargur now resides, for fifty dollars. The deed bears date May 15, 1815. Very soon afterward a log school house, twenty-five by thirty-five feet, was erected upon this lot. The house was of hewn logs, and, in the language of the article of agreement with the contractor, was "to be chunked and daubed with good lime and clay mortar on the outside, and to be lined with plank on the walls in the inside, and sealed above head." On the completion of the house it was furnished with seats and desks of simple construction, but in consonance with the means of the people and in accordance with the furniture of their homes. Elliott first occupied this house, removing his school from the house on Walnut street. He remained in it until 1813.

The next movement in the direction of better schools occurred in 1818. At that time the Madras or Lancastrain school system was attracting considerable attention in this country and Europe. Captain John McMullin came to Hillsboro' from Virginia, and proposed to teach a school upon this plan. Several prominent citizens became interested in getting up the school, and a meeting was held and articles of agreement and subscription were drawn up and signed by nearly all the citizens of the town. For the welfare and good government of the school Allen Trimble, William Keys, Samuel Bell, John M. Nelson, Joshua Woodrow, sr, John Boyd and William Wright were chosen Trustees of the "Hillsboro' Lancastrain School." These Trustees were empowered to contract with McMullin to teach the school, and were to pay him a salary not exceeding six hundred dollars for the first year. They were also authorized to provide fuel and other necessaries. All expenses were to be paid by assessment on the subscribers in proportion to the number of scholars each sent to the school. The school was to be in session forty-eight weeks each year. To this school Allen Trimble subscribed four pupils, John Boyd four, William Keys three,



John Jones three, Francis Shinn three, John Smith, Pleasant Arthur, Newton Doggett, and some forty others one or two each. The school was opened in the log house on Main street in September, 1818, and all the appliances of the Lancastrian system were provided. Amongst these latter was the sand desk, which supplied the place of the modern blackboard. Between sixty and seventy pupils were enrolled at the start, and the number was afterward increased during the continuance of the school to ninety.

In 1821 an addition, twenty feet in length, was added to the school house. This school seems to have prospered for four years, and whatever the defects of the system may have been, it had the merit of turning out good readers, writers and spellers. Many of the at present old residents were pupils in this school, amongst whom are Joshua Woodrow, jr., Mrs. G. W. Tucker, William H. Woodrow, Mrs. Dr. Kirby, Col. Trimble, Mrs. J. M. Trimble, Mr. and Mrs. J. P. Ellis and Washington Doggett. Fourteen others are still living at other places. In these two early schools no provision was made for indigent pupils, excepting what assistance was given them by their abler neighbors, and that assistance was rarely withheld from the deserving.

The Lancastrian School under Capt. McMullin closed in 1823. An effort was made by John S. McKelvy to continue it, but he carried it on for only a short time, when the system was abandoned. No effort was made in these schools to teach anything beyond the common branches, excepting an occasional class in book-keeping.

The next school of any note was taught by Eben Hall and his wife, in the year 1826. The Halls were from Massachusetts, and were both well educated. Hall was a man of classical acquirements. He taught the advanced branches, and his wife the Primary ones. Classes were taught by Hall in Algebra, Latin, Greek and Hebrew. The Hon. Nelson Barre was a pupil of this school, and went thence to Augusta College.

Owing to domestic and other troubles, Hall did not teach many months. He was succeeded by Benjamin Brock, who

taught for a year or two. Judge Gregg also taught a school about the same time.

In 1827 Robert Way, a Quaker teacher, who had been teaching in Fairfield township, came to Hillsboro', and taught a school. He was a teacher of very considerable reputation, and taught for many years in Clinton county, where he died a few years ago.

In the year 1828 a movement was made in the direction of higher education in Hillsboro', which, on account of the impetus it gave the cause of education and the results flowing from it, deserves extended notice. This movement resulted in the founding of the Hillsboro' Academy. The pressing want of some more thorough and extensive system of education was felt and appreciated by the leading men of the town. This feeling led to a subscription being started for the purpose of providing a Male High School or Academy. After a good deal of hard work, over five hundred dollars were raised, in shares of stock of five dollars. The principal stockholders were Allen Trimble, William Keys, Andrew Barry, Joshua Woodrow, jr., Isaac Telfair, John M. Nelson, Richard Collins, Jacob Kirby and Samuel E. Hibben.

The stockholders were incorporated by an act of the legislature, and organized by electing Allen Trimble, President, Richard Collins, Secretary, and Samuel E. Hibben, Treasurer. In order to commence at once a school such as was contemplated, they purchased, in 1829, a two-story frame house on East Main street, on the lot on which John A. Trimble now resides. The Academy was opened in this building in the autumn of 1829, with Rev. Samuel D. Blythe as Principal. Coming after him as Principals were Rev. Joseph McD. Mathews, Rev. John Eastman, James A. Nelson, and last, Professor Isaac Sams. The Academy reached its greatest efficiency, and had its highest reputation, while in charge of Mr. Sams. It was the first High or Classical School of any importance in this part of the State, and was attended by about fifty young men of this and adjoining counties.

Early in the history of the Academy it received, through the efforts of Governor Allen Trimble, a donation of the

State's interest in two tracts of land forfeited for taxes. After paying \$1600 to heirs having claim on the land, enough was realized from the sale of a portion of the land with which to buy a lot and erect a building. Accordingly, a tract of thirteen acres in the north part of town was purchased, and on it a commodious two-story brick edifice was erected, known as "The Hillsboro' Academy." For the construction of this building the corporation and the people were greatly indebted to the indefatigable efforts of Col. William O. Collins. The house was ready for occupancy in 1845, and in September of that year Mr. Sams commenced his school, assisted at different times by Fred. Fuller and Messrs. McKibben and C. Matthews. The reputation of the school for thorough instruction in the higher branches grew rapidly as a result of the ability and industry of Mr. Sams. Several young men were here prepared for College and for the business of life. Some of these afterward became distinguished for their abilities and sound scholarship. Wherever they are they look back with pride to the career of the old Academy.

Professor Sams retired from the Academy in 1851, and the school was discontinued. The use of the building was donated to the Union Schools. Mr. Sams is still living in Hillsboro', at the advanced age of 87, enjoying as good health and as good use of his faculties as most men do at 60 years of age. His services to the cause of education in this town and county are held in grateful remembrance and appreciation by our people. In addition to his services in the Academy and the Public Schools, his work as School Examiner was of great value. He was appointed Examiner in 1838. Previous to that time the examinations for certificates had been conducted with very little system. After Mr. Sams undertook the work, the Board adopted a fixed method of strict examinations, and by abiding by this for thirty years the teachers of the county became worthy of the noble work they had to do. He also took an active part in the County and State Teachers' Associations, and was, in 1851, President of the State Teachers' Association.

By his long and varied services he gained that respect and esteem of his fellow-citizens he so well deserves. •

In this connection it is fitting to mention the services of Gov. Allen Trimble, who, from his coming to the county, was to the day of his death the friend of popular education. He took an active part in inaugurating the present Common School system. Always foremost in the early educational enterprises at home, he accomplished much for the cause in Ohio when Governor of the State. He appointed, in 1822, the Commissioners to report a system of education adapted for Common Schools. Nathan Guilford, of this commission, secured the passage of the act of 1825, the first step toward the present school system. Gov. Trimble, in his inaugural in 1826, and in his messages from that time to 1830, urged upon the legislature the interests and demands of the Common Schools, and recommended increased taxation for their maintenance. His influence, more than anything else, effected the passage of the acts of 1831 and 1832. His services, when the system was in its infancy, cannot be over estimated, and should always be remembered with gratitude by the people of Ohio. To no one person are they more indebted for the proud rank their schools have taken than to Allen Trimble.

During the years of the inception, growth and prosperity of the Academy, the Public Schools were in operation as Primary Schools, and were gradually growing in usefulness. Instruction in them was confined to the Primary branches. Under the laws of 1825 and 1831, a portion of the expense was paid from funds raised by taxation, and part by the patrons of the schools. Soon after 1832 schools sustained entirely by public money were inaugurated. These schools were taught for the next few years by George McMillen, Mathew Simpson, and Messrs. Wilcox, Davis and others.

In 1827 a Grammar School was taught by Joseph McMathews, afterward the Principal of the Academy, the founder of Oakland Female Seminary, and at present the President of the Hillsboro' Female College. For many years Mr. Mathews, assisted part of the time by Miss E. L. Grandgirard, was an earnest and faithful teacher in the special de-

partment of female education. Their work, although not directly connected with the Common School system, was efficient and important.

In the year 1835 the old log school house, built in 1815, gave place to a one-story brick school house, erected on the same site. The first school in this house was taught by Mathew Simpson, who was afterward succeeded in turn by George McMillen, S. D. Beall and D. Ruckman. At this time the interests of the Public Schools were in a manner overshadowed by those of the Academy and Seminary. Still the rapidly increasing number of children requiring Primary instruction demanded more room for the schools, and in 1846 a two-story building, known as the Walnut Street House, was built.

The schools reopened in 1847, with David Herron and Amanda Wilson as teachers in the Walnut Street House, and William Herron and Mary Muntz in the old Main Street House. About 150 pupils were enrolled, and the schools gave good satisfaction for the next year or two.

In the year 1850 Professor Sams called the attention of the people to the benefits likely to accrue to the youth by an organization under the law of 1849, known as the Union School Law. This was ably advocated by James Brown, of the *News*, and Mr. Emrie, of the *Gazette*, and was resolved upon by a popular vote, and in the spring of 1851 a Union School Board of Education, consisting of D. J. Fallis, John M. Johnston, J. R. Emrie, R. H. Ayres, Benjamin Barrere and Washington Doggett, was elected. The organization was perfected during the year, and in the autumn the Union Schools opened, with Henry M. Shockley as Superintendent. The schools comprised three grades, Primary, Secondary and Grammar, and in the latter a few High School branches were to be taught by the Superintendent, if there were any pupils qualified to pursue them. The enrollment the first year was about 230, and the second 275.

In 1853 the use of the Academy building was given to the Union Schools by that corporation, and in May, 1853, the

Grammar department was moved to that house, under the charge of Mr. Shockley and Eli Zink. At the close of the school year in 1853 Mr. Shockley resigned, and Rev. E. McKinney was appointed to the position of Superintendent. It was determined at this time to add a High School department, to be taught by the Superintendent, assisted by Prof. Sams, whose services for half of each day were secured. The schools were in charge of Mr. McKinney until 1856, when he was succeeded by Mr. Sams, who remained in charge until 1858. During these last few years the system found favor, and it was believed by those interested that it would in time supplant all other schools.

The schools opened in 1858 with Lewis McKibben as Superintendent. In December of this year the old Academy building, in which three grades were taught, was destroyed by fire. For the next eight years the schools were without good accommodations, changes of teachers were frequent, and they lost much of the ground they had gained in the few years before.

In 1862 Mr. McKibben was succeeded as Superintendent by John Edwards, and in 1864 he was succeeded by L. McKibben. For various reasons no Superintendent or "A" Grammar teacher were employed for 1865, and the school, including the lower Grammar and the grades below, was continued in charge of B. C. Colburn, of the B Grammar grade.

The Board and the people had been convinced of the absolute need of a good building, which would accommodate all the schools under one roof. They had, in 1863, purchased a fine lot on West Walnut street for \$2630. The purchase was confirmed by the vote of the people, and preparations were commenced for erecting a commodious Union School House. Some delays occurred in commencing it, but in 1865 plans and specifications were drawn up for the present building. These articles and plans differed materially from those of the log house of 1815, which was, by the terms of the article of agreement, to be "chunked and daubed."

The contracts for building the new house were let in 1866, and the construction was pushed forward during that year

and the next two. Some opposition was made to the project at the time, but now the entire intelligent portion of the community approve the action. The Board, under whose auspices the house was built, consisted of C. S. Bell, James S. Murphy, Washington Doggett, N. Rockhold, J. C. Gregg and J. H. Mullenix.

The old school houses and lots were sold at public sale. The Main street lot for \$2000. This, we have seen, was bought in 1815 for \$50.00, a big price at the time.

At the beginning of the school year in 1866 the Board resolved to restore the two grades that had been dropped, and to employ a Superintendent and A Grammar grade teacher. Accordingly, H. S. Doggett was employed as Superintendent, and E. G. Smith for the A Grammar grade. Although the schools had poor accommodations, they gradually increased in enrollment and favor with the people until the year 1868, when the new three-story building was completed and ready for occupancy.

The schools were opened on the 6th of September in the new house, with the following corps of teachers :

H. S. Doggett, Superintendent; L. McKibben, High School teacher; E. G. Smith, A Grammar; Mary Doggett, B Grammar; Maggie Richards and Mary Ellis, Intermediate; Serena Henderson, Matilda McFadden and Sarah J. Lambert, Primary.

A revised course of study and a Code of Regulations were reported by the Superintendent and adopted by the Board. At the start 410 pupils were enrolled. These were examined and classified in their proper grades. Soon after the opening another Intermediate teacher was required, and Miss Ellen Eckly was employed. It was also determined to employ a teacher for the German language, and Gustav Chateaubriand was employed. In 1869 Miss Caroline Clay was chosen to this position, which she has filled creditably ever since. A regular High School course of study was adopted at this time, which, in 1872, was revised and extended, and arranged for three years' study. From that time forward the Board determined to give diplomas to those pupils who satisfactorily com-

pleted the course. Pupils completing this course are prepared to enter College, or qualified for the active business of life. We give the names of the graduates.

#### CLASS OF 1873.

W. A. Brouse, Edward Holmes, W. C. Nelson, Wyatt Farrar, N. Rockhold, jr., Matilda Roads, Verda Eckly, Amelia Clay.

#### CLASS OF 1874.

Nannie Hanley, William R. Patterson, Thomas H. Langley, Joseph McD. Mathews, jr.

#### CLASS OF 1875.

John Higgins, Julius Pangburn, Emma Conard, Bertha Reckley, Callie Shepherd, Mary F. Fallon.

Two of the graduates and three other pupils, who finished their course in the schools before diplomas were given, are now teachers in the schools. Several others are teaching in other places, or engaged in business. Every year young men and ladies from the country attend the schools and qualify themselves for teachers. Many of these are doing good work in the country schools.

The number of pupils enrolled at the beginning of the present term in the white schools were 523, and in the colored 75. This latter department is taught in a commodious and convenient brick school house of two rooms, erected by the Union School and township Boards. Two teachers are employed for the colored school, and good results have already accrued from their labors.

The Union schools are now held in great favor and appreciation by the youth and citizens of the town. A zeal for and an interest in learning pervades the pupils of the school in all the grades, which, as much as anything else, insures their progress and success. The discipline is good, the number of the unruly and insubordinate being very small. Monthly examinations in writing are held, and public examinations twice in the year. The teachers have of late years been generally



faithful, efficient and well qualified for their arduous duties. All of these hold certificates of a high grade from the County Examiners and the Superintendent, one for life from the State Board of Examiners.

The good results of the past few years are, in a great measure, to be attributed to the liberal and enlightened policy of the Board of Education in retaining the services of successful and efficient teachers as long as they desire to remain. This has given the schools a character for permanency, and has prevented those disorganizing breaks in the work which are the results of frequent changes in teachers or methods.

The Superintendent and several of the teachers have been in the continuous service of the Board for eight or nine years past. Changes of teachers have been not at all frequent.

In September, 1875, soon after the schools had reopened for the present year, Mr. McKibben resigned his position in the High School, and retired from the profession, on account of ill health. He had filled the place since the year 1868. He was succeeded by E. G. Smith, who is doing his work in this grade thoroughly and successfully. The Superintendent gives three-fifths of his time to teaching in the High School, and the remainder to supervision. Sixty-five pupils are enrolled in the High School, the largest number ever in attendance in this grade during a summer term. They are studying Latin, Greek, German, the Sciences and Higher Mathematics. The graduating class this year will equal or surpass in numbers any former one.

The Union Schools are now managed by the following authorities :

#### BOARD OF EDUCATION.

C. S. Bell, William H. Glenn, Wesley Copes, John Reckly, Josiah Stevenson, J. M. Heistand.

#### CORPS OF TEACHERS 1875-76.

H. S. Doggett, Superintendent ; E. G. Smith, High School teacher ; W. A. Brouse, A Grammar teacher ; Mary Doggett, B Grammar ; Lizzie Ambrose, Matilda Roads, Sarah E.

Williams, Intermediate; Mary Conard, Nannie Doggett, Sarah J. Lambert, H. R. Fenner, Primary; C. Clay, German.

#### COLORED SCHOOL.

William H. Garnett, Hattie A. Gordon.

This sketch can not be better concluded than with the following paragraphs from memoranda furnished the writer by Professor Isaac Sams:

“To one who has closely watched the progress of education and its results in the county of Highland and village of Hillsboro’ for over forty years, the vast amelioration in the attainments, the demeanor and moral status of the youth, seems almost miraculous.

“And in general it may be affirmed of the educational condition of Highland county and of Hillsboro,’ the county town, that no agricultural county of an equal population can be found to excel it in either method or effect.”

## HISTORY OF IRONTON PUBLIC SCHOOLS.

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Ironton became an incorporated village the year that the present Union School Law of Ohio was enacted, and was among the first to place itself under this law. The projectors of the new town aimed to build up a manufacturing town, which should be a centre for the Hanging Rock iron region, and with this object in view, purchased lands for a town site in 1849, and proceeded to lay the foundation for large business enterprises. The first sale of lots took place in the early part of the year 1850. As an indication of the interest which the projectors of this enterprise took in the cause of popular education, a stock company was at once formed and a subscription opened for the purpose of building a school house. The payment of five dollars entitled to one share in the school building. By this plan a sum of nearly five hundred dollars was secured, a comfortable building erected, placed in the hands of three trustees, and rented to the village for school purposes. The number of stockholders in this school house company was fifty-two.

The building, after being rented a few years, was sold to the town, and the money refunded to the stockholders. The first teacher of the Ironton Public School was Mr. McLain, a graduate of Marietta College, who took charge in the early part of 1850 and continued until 1851.

On the 22d of May, 1851, a vote was taken upon the adoption of the school law of 1849, and resulted in thirty-seven yeas, one nay. In accordance with this action, an election was held upon the second day of June for the purpose of choosing six School Directors, with the following result: John Campbell and John Peters were chosen for three years; Rev. James Kelly and William D. Kelly for two years; S. R. Bush and Thomas Murdoch for one year. This

Board of Directors was organized June 7th, and appointed as Examiners, Dr. C. Brigg, three years; Neil McNeal, two years, and Dr. J. P. Bing, one year.

On the 23d day of this same month it was decided by vote to levy a three-mill tax for school building purposes. At a meeting of the Board of Education August 30th, 1851, Mr. Charles Kingsbury was appointed Principal of the Iron-ton School, at a salary of \$600, and Mr. William Ward Assistant at a salary of \$300; and on the 17th of September Miss Emily Wait was employed as teacher at a salary of \$15 per month. The attendance of pupils being much larger than was anticipated, the basement of the Methodist Church was rented for school purposes, and an additional teacher, Miss Emily Rankin, employed December 30th, 1851, at \$25 per month. Upon the same date all the schools were placed under the superintendency of Mr. Kingsbury, who continued in this position, with the exception of one year, 1853-4, until June, 1865, when growing infirmities demanded his final resignation.

And here it will not be amiss to note that a wiser selection could not have been made than that of Mr. Kingsbury, to preside over the educational interests of our community. A man, he was, in every way fitted for the calling of a teacher—kind, firm, true, with a rare enthusiasm for his work, and a noble zeal. To him, more than to any man who has belonged to this community, are we indebted for raising high the standard of moral excellence, and not a few men leading useful lives cheerfully bear testimony to the influence of his instructions and example. In the highest sense of the title, Mr. Kingsbury was a *teacher*. Not only had he a lofty enthusiasm for his profession, but his life, his spirit, his principles, were such that his very presence was fitted to excite a love for things lovely, virtuous and pure.

It was the writer's privilege to associate intimately with Mr. Kingsbury the last two years of his life, and he recalls, as one of the bright experiences of his life, the kindly, wise counsels, and noble spirit of this true teacher. His was that highest of all aims, to impress eternal truth upon immortal

minds, and right well did he do the work, in his short day. At his death, in July, 1866, the entire community mourned. We felt we had lost our most valuable citizen, one who had really done most for the higher interests of the people, and, as if spontaneously, all business was suspended on the day his remains were borne to their final resting place. As an evidence of the deep appreciation of the services of him who, for fourteen years, had been at the head of the educational interests of Ironton, the citizens, by voluntary contributions, have reared a handsome monument to his memory.

The second year of the graded system, the number of teachers had increased to six, those of the first grade receiving \$25 per month, second grade \$22 per month, and the third grade \$20 per month.

During the year 1852, additional subscriptions were made by the stockholders of the school building for the purpose of building an addition to meet increasing school wants. The following year the project of a large central school building was started, the members of the Board of Education borrowing five thousand dollars upon their own individual liability for this purpose. This building was completed and occupied in the latter part of 1854, and contained eight school rooms. A fact which shows the educational spirit of the community at the completion of the central building, is worthy of mention here. A number of citizens advanced money, there being none in the treasury, to furnish philosophical apparatus for the High School. On the 12th of October, 1853, Dr. N. K. Moxley was appointed a member of the Board of Education, to fill the unexpired term of John Peters, resigned, and has remained in this position until the present time.

Mr. John B. Beach was appointed Superintendent of the schools, November, 1853, and retired from the position July, 1854, at which time Mr. Kingsbury was reappointed at a salary of \$1,000 a year, and thenceforward retained the position until the summer of 1865, when growing infirmities compelled his retirement.

His successor, Mr. A. C. Hirst, entered upon the duties of Superintendent in September, 1865, and continued in this

capacity until June, 1869. During these four years, special efforts were put forth to elevate the standard of education in the High School department. Plans were adopted, and pursued with a good degree of enthusiasm and energy, that looked to the preparation of pupils for college.

A three years' course of studies was introduced, designed to fit for the Junior class of college. Though beneficial to a few, it is questionable whether the expenditure of energy and money upon the High School department, under the system thus inaugurated, was not excessive. It is not the province of this paper to discuss this question, more than to state the fact that the prominent idea which obtained under the Superintendency of Mr. Hirst was, that the High School should be made a department from which to gather reinforcements for our higher educational institutions. It is proper, however, here to say, that many good friends of our education and of our Common Schools, felt that the true aim of the schools was overshadowed by the zeal for the higher education.

Mr. Hirst, being invited to a Professor's chair at Ohio University, in June, 1869, resigned his position as Superintendent, and was succeeded by Mr. Batelle. At the close of the year for which he had been appointed, Mr. Batelle was succeeded in the Superintendency by Mr. A. M. Vandyke, who had been Principal of the High School one year previously.

After occupying the position of Superintendent four years, Mr. Vandyke was reappointed Principal of the High School, for which position he had manifested higher qualifications than for organization, and Mr. H. A. Farwell, of Norwalk, Ohio, was placed at the head of the schools, which position he still holds. It appears, then, that since the organization of our graded schools in 1851, there have been six Superintendents, the longest term being that of the first. The terms of Mr. Beach and Mr. Batelle were but one year each.

The changes in the Principalship of the High School have been much more frequent, much to the disadvantage of this department. Fifteen different instructors have had charge of this department since its organization, making the term of service average less than two years.

The longest term of service was that of Rev. Watson Clarke, who occupied the position during the school years of 1854-5 and also 1863-6. C. C. McCabe, John X. Davidson, and H. M. Adams, were each in charge of the High School two years, the latter two years and five months. Mr. Charles F. Dean is present Principal of the High School.

During the Superintendency of Professors Hirst and Vandyke, an attempt was made for a short time to dispense with the services of a Principal of the High School, but without satisfactory results. Experience has proved that no one man can do justice to the schools whose whole time is not given up to superintending. When the attempt has been made to superintend and teach, one or the other department was necessarily neglected.

Among the very first resolutions spread upon the Ironton school records, was a resolution of the Board of Education, requiring the teachers to spend a portion of every Saturday together to compare methods of teaching, and counsel with each other and the Superintendent as to their work. This plan was pursued for a number of years, but has been changed under the present superintendency to the following, which appears to work satisfactorily :

The teachers are required to meet monthly, to consider questions pertaining to all the schools. They are also called together monthly, or more frequently, by grades, to consider the work of their grades. The writer has often heard hearty expressions given from teachers as to the benefits derived from contact with fellow workers, and from kindly sympathy of Superintendents. The means are not at command to furnish accurate statistical reports, showing the progress of our Ironton graded schools during the quarter of a century of their existence. The first enumeration of children of school age, ordered by the Board of Education, was in 1854, and gave 727 boys and 718 girls. In 1865 the enumeration gave 780 boys and 827 girls.

The first colored school was organized in December, 1857, and Mr. Samuel Burdett appointed first teacher.

As the means are not at command from which to obtain

reliable information concerning the progress of the schools, until within the past five years, it has been thought proper to close this paper by presenting some items of interest gathered from the more recent history. The following is a summary of important facts from the last five annual reports of Superintendents :

	1870.	'71.	'72.	'73.	'74-5.
No. Enumerated.....	2,029	2,784	2,454	2,616	2,495
“ Enrolled.....	1,484	1,676	1,628	1,601	1,590
Average Daily Attendance..	867	938	904	1,001	1,055
“ “ Absence.....	92	118	.....	127	78
“ No. Belonging.....	1,007	1,056	1,093	1,220	1,221
Per cent: of Attendance... ..	58	56	56	63	67
No. Remaining.....	.....	899	833	929	1,039
Half Day's Absence.....	.....	41,183	42,289	46,600	23,887
Cases of Tardiness.....	.....	6,668	8,562	9,041	3,181

The present number of schools is 27, and number of teachers 28.

IRONTON, March 7th, 1876.



## HISTORY OF THE

# Public Schools of Lancaster, Ohio.

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The first Public Schools in Lancaster, Ohio, were opened on the 30th day of May, 1830. At that time the population of the town was about 2800. In the spring of that year Samuel Carpenter, George Sanderson and Henry Dooble were elected school trustees, and a public school was opened on Columbus street, south of Main, in a building then known as the old Reform church. William Charles was appointed teacher of this school, at thirty dollars a month, for a term of four months. At the same time another public school was opened on Walnut street, in a building occupied before as a shoe shop. Louis A. Blaire was appointed teacher of this school, at twenty dollars a month. The branches taught in these schools were Reading, Writing, Arithmetic, Geography and English Grammar.— There was no uniformity of text books, but little classification, and the furniture was of the most primitive style. In 1838 a public school was opened in a frame building on the corner of High and Chestnut streets, where the residence of John S. Snider now stands. At the same time a school was opened in a brick building on Walnut street, immediately west of the old Radical church. A Mr. Booth, assisted by a Miss Collins, taught this school. In 1842 a public school was opened in the

basement of the Presbyterian church, with a Mr. Johnson as teacher. The public school fund, controlled by the school directors at this time, was not sufficient, even at the pitiful salary then paid to teachers, to keep the schools in session more than four or five months each year. In addition to these public schools, there were private schools. One of these was located on Wheeling street, and known for a time as Booth's Academy. Another, located on Mulberry street, and known as Howe's Academy, was patronized largely by that class of citizens able to pay tuition. In an old copy of the Lancaster Gazette of the date of July 5th, 1838, we find the following announcement:

"LANCASTER INSTITUTE *for the Instruction of Young Ladies, corner Columbus and Mulberry Streets, Conducted by Mrs. and Mr. McGill, A. B. & R. H. A.*

"The principals beg leave to announce to their friends and the public in general, that they have opened the above Institute, &c.

"The course of Instruction comprises the Latin, French and English Languages; Music and Singing on the Logerian System; Drawing and the elements of Perspective and Geometry; Fruit, Flower, Figure and Landscape Painting in Oil and Water Colors; Oriental Painting on paper, satin, velvet and wood; Grecian and Glass Painting, and Japanning, Mezzotinting and Transferring; Orthography, Reading, English Grammar, Composition and Letter Writing, History, Ancient and Modern, Writing on a free and beautiful system, in which *legibility* and elegance are combined. The Ornamental Hands, Arithmetic and Book-keeping on an improved system, adapted to domestic accounts; Geography, use of the Globes, Construction of Maps, Astronomy, Mythology and Chronology; Practical Chemistry as it relates to the useful arts dependent on that science; Natural and Moral Philosophy; Botany, with instructions for drawing and coloring plants, flowers, &c.; Plain and Ornamental Needle and Fancy Work."

How many of the young ladies of Lancaster availed themselves of the advantages of this remarkable course of study

and the success of this institute, we have not been able to learn.

But little if anything was done for the improvement of the public schools of the town before the year 1847. On the evening of the 4th of December of that year, a meeting of the citizens of Lancaster was held in the Court House, to take into consideration the condition of the common or public schools. In the call for this meeting, the citizens were urged to turn out and earnestly consider this question, saying "No subject exceeds it in importance, and yet none has received so little attention."

This call for a public meeting to consider the condition of the schools and devise means for their improvement, was signed by the following citizens: H. C. Whitman, William Slade, Benj. Connell, M. A. Daugherty, H. Orman, F. A. Foster, G. Kauffman, J. D. Martin, J. C. Weaver, J. Work, E. Perry, H. H. Robinson, Geo. H. Smith, Rev. William Cox, G. W. Boerstler, John Reber, A. McVeigh, Robert Reed, J. Garaghty, Jas. Gates and John G. Willock.

At this meeting the almost utter inefficiency of the schools, and the great importance of immediate action for their improvement were ably and earnestly presented by H. C. Whitman, W. Slade, Rev. Wm. Cox, P. Bope and others.

The meeting was well attended, and at its close the sentiment seemed generally in favor of taking such steps as would secure better schools. Other meetings were held, "the ball was kept rolling," and as a result of the interest thus awakened, we find among the proceedings of the Legislature of that winter, the passage of an act for the support and better regulation of common schools in the town of Lancaster, Ohio, passed February 19th, 1848. The provisions of this law are similar to the law generally known in this State as the "Akron School Law."—Section first of this law provided that the corporate limits of the town of Lancaster "be enacted into one general common school district; provided, that if any of the districts of said town as now organized, shall on the first Monday of April, 1848, at the place of holding the corporate elections of said town, between the hours of 10 A. M. and 4 P. M. of said day,

by a majority of the resident voters therein, decide by voting *nay* not to come into said general district, then and in that event, this law shall in no manner apply to said district or districts, either in its *benefits* or *burdens*."

At this election, that portion of the town lying north of Main street, and known as the North District, adopted by a large majority the provisions of the new school law.

A majority of the voters living south of Main street voted "*nay*," thus deciding not to share the *benefits* or *burdens* of an improved system of schools.

The North District proceeded immediately to organize, electing a Board of Education, composed of the following gentlemen: H. C. Whitman, John Reber, William Slade, Robert Reed, John C. Rainey and Wm. Upfield. Ground was purchased at the corner of Broad and Mulberry streets, and the erection of a building commenced. This house was completed in the spring of 1849. It was of brick, two stories in height, contained eight school rooms, four on each floor. The furniture, composed of wooden desks and seats, each intended for two pupils, was a great improvement on the "slab benches" of most school houses of that day. Schools were opened in this building in June, 1849. The schools were divided into six grades or departments. John S. Whitwell was employed as the first Superintendent and teacher of the High School. The Superintendent was assisted in the High School by M. M. Barker. The salary of the Superintendent at this time was \$600 per annum, and of his assistant \$300. The following are the names of the first teachers in the Primary and Secondary departments: Mrs. Thorn, Mrs. Claspill, Miss Slaughter, Miss Louisa and Miss Anna Mather. The highest salary received by the lady assistants was \$150, and the lowest \$115. In a copy of the Ohio Eagle, one of the newspapers of the town, under date of Nov. 9th, 1849, we find the following: "The education of the youth in this town is not neglected. During the past year a most beautiful and large brick building has been erected, &c.; 500 scholars are in attendance. The building we feel proud of, and we take pleasure in pointing it out to strangers."

The people were evidently pleased with the improved school facilities in the North District, and notwithstanding the stubborn opposition of some who were opposed to "big school houses," the South District, at an election held in April, 1850, decided, by a vote, to share with the North District the *benefits* and *burdens* of the improved system of schools; thus the town of Lancaster became one "Common School District." The following named gentlemen were elected as the first Board of Education for the town: John Reber, John D. Martin, Robert Reed, John L. Tuthill, Jacob Hite and J. C. Rainey. One of the first acts of this Board was to take the necessary steps to secure a new school building, for the accommodation of the children in the south part of the town.

Four acres of ground, favorably situated, were purchased, and the erection of a building, similar in plan and structure to the one in the north part of the town, was commenced. This house was completed and ready for the admission of pupils on the first of April, 1851. The schools were now divided into Primary, Secondary and High School. No definite information can be obtained with regard to classification or course of study in the schools at this time. Four Primary schools, four Secondary schools and a High school were opened on the first of April, 1851, with John Williams as Superintendent. His assistants were Miss Wilcox, Mr. Hill, Mr. Booth, Mr. Greiner, Miss Morgan, Miss Clifford, Miss Mather, Miss Slaughter, Mrs. Thorn and Mrs. Claspill.

The following extract from a report on the condition of the schools, made by the Secretary of the Board, May first, 1856, five years after the adoption of the graded system by the town, exhibits a commendable pride in the schools:

"The schools are organized under one general system, and so conducted as to embrace all the higher branches of an academical education. The city can boast of two as splendid and commodious school edifices as any town in the State, and a school system wherein the youth can avail themselves of an education in all the higher branches of learning, without sac-

rificing any of the advantages derived from the Common School System of the State.”

From this report we also learn that the branches taught in the schools at that time, were Reading, Writing, Arithmetic, Geography, Grammar, Algebra, Geometry, Natural Philosophy, History, Chemistry, Botany, Rhetoric, French and Latin.

Revenues for the support of the schools were derived from State tax, sale of school lands, and direct tax. The following table will show the growth of the system from the year 1855 to the present time:

	1855	1865	1875
Number of pupils enumerated.....	1226	1465	2232
“ “ enrolled.....	876	1020	1035
Average daily attendance.....	547	602	762
Number of teachers.....	10	16	22
“ school rooms.....	15	16	22
“ grades.....	6	9	10
“ weeks in session.....	40	42	41
Amount paid teachers.....	\$2860 00	\$6933 17	\$12267 54
Total expenditures.....	7547 94	8566 06	24933 40
Value of school property.....	18000 00	16000 00	100000 00

The enrollment in the public schools is not large, compared with the number of pupils enumerated. This is accounted for in part, at least, by the fact that the Catholics have a school here, enrolling probably 250 pupils. One of the Lutheran churches also has a school, which enrolls fifty or sixty different pupils, making the enrollment in the different schools over 1300.

For several years after the adoption of the Union system, the grading and classification were very imperfect. Various modifications and changes in the course of study have been made from time to time.

The schools are now divided into four general departments, embracing nine grades below the High School, the work of each grade requiring one year for its completion.

1. *Primary Department*—Composed of four grades—A, B, C and D.

2. *Intermediate Department*—Composed of two grades—A and B.

3. *Grammar Department*—Composed of three grades—A, B and C.

4. *High School Department*—Embracing a four years' course of instruction. The course of study for the grades below the High School includes Reading, Spelling, Writing, Arithmetic, Geography, English Grammar, Etymology, U. S. History and Constitution, Algebra, Physics, Drawing, Composition, German and Object Lessons. First lessons in Reading are taught by the Object and Word methods combined; words used in the reading lessons must be spelled by sound as well as by letter. In the reading exercises in all the grades, particular attention is paid to articulation, enunciation, expression and punctuation. In writing, script letters are used from the beginning. First lessons in numbers are taught objectively.—Pupils who have passed through the first four grades, are able to write and read numbers readily, as high as hundreds of thousands; can add, subtract, multiply and divide correctly, and with rapidity. Arithmetic is completed and reviewed in the A Grammar grade. No text book in Geography is put into the hands of the pupils until they reach the B Intermediate grade, but in the grades below that, the subject is taught orally. Instruction in the correct use of language is commenced in the D Primary grade, and is continued throughout the course. Technical grammar is taught through the Grammar grades, and is reviewed the fourth year in the High School. Political Geography and Arithmetic are also reviewed the last years of the High School course. German is taught by a special teacher in all of the grades above the C Primary. Drawing is alternated with writing in all grades below the High School. Composition, Declamation, and Object Lessons receive attention throughout the course. Monthly examinations are held in all of the grades. These examinations are both oral and written. During the last term of the School year, the various departments are examined by the Superintendent. The grades received on this examination are averaged with the grades of monthly examinations, and on this basis the transfers are made.

These monthly examinations are regarded as powerful incentives to study, and as an excellent test of the knowledge of the subject possessed by the pupil. They also enable the teacher to see plainly what parts of the subject are not well understood by the pupil, and during the next month extra efforts are made to make good the deficiency. Calling the attention of parents to the standing of their children in their studies, by means of monthly reports, showing grades of monthly examinations, has secured for the teachers a heartier co-operation *at home* than could have been otherwise secured. Transfers are made annually the first week of the fall term, but pupils who are found to be decidedly ahead of their classes are promoted at any time during the School year. Such promotions are frequent in the Lancaster Schools.

When the Graded System was first adopted, teachers who had had experience in classified schools could not be secured at the salary then paid teachers, and the Board, from necessity, selected teachers of but little, if any experience, and to the most of whom the phrase "methods of instruction" was a thing unknown and unheard of. Doubtless some of these teachers, guided by good common sense, and a special adaptation to the work were very efficient in the school room.

A gentleman who had had some experience in "keeping school," applied for the position of teacher soon after the adoption of the Graded System. He was employed to teach a primary grade composed of about 40 pupils.

The second day after he had taken charge of the school, the Superintendent visited his room and inquired how he was getting along. He replied, very well, only that he found some difficulty in getting "around" with his recitations. Upon further inquiry, the Superintendent learned that he had been calling up the pupils singly and trying to hear as many recitations as he had different pupils. His services were soon dispensed with.

Experience, Teachers' Meetings, County, District, and State Teachers' Associations, Educational Journals, and a higher standard of qualifications have been some of the means of



improving our teachers. The aim in the Schools of Lancaster has been and is to encourage the teacher to be an earnest seeker for better methods and for increased skill in the work of instruction.

The buildings erected and completed in 1849 and 1851 for the accommodation of the schools were occupied, the North building until the fall of 1875, and the South building until the spring of 1874. In 1867 the South House was found so crowded with pupils that the Board found it necessary to furnish room for another school. The old Radical church on Walnut street was purchased, and a primary school opened therein.

In the spring of 1870 fears of the safety of the North building began to be entertained, and the Board of Education employed a competent architect to examine that building. It was declared unsafe, and the schools were temporarily suspended. A public meeting was called to consider the propriety of abandoning the North House, and of taking steps to secure a new and improved school building for the schools in the northern part of the city. The Board of Education, for the purpose of getting an expression of the citizens on the question of a new school building, on the 12th of July, 1870, submitted for the approval of the qualified voters of the city a proposition to levy a tax of forty thousand dollars, payable in from one to ten years. This proposition was approved by a large majority. The Board was delayed for some time in securing a good site for the new building, but finally four and three quarter acres of ground were purchased on North Broadway. Plans were adopted, contracts awarded, and work on the new house commenced. The old North House was strengthened and rendered safe, and schools opened therein again in September, 1871. In the spring of 1872, the South building was found to be so crowded with pupils, that the Board was compelled to provide additional rooms for school purposes. The building known as the old County building, located on Broadway, near Main street, was rented and made ready for the accommodation of the High School and South C Gram-

mar, and these schools were removed to these rooms on the first of April, 1872.

At a meeting of the Board of Education, held on the 21st day of June, 1873, the following resolution was adopted: "*Resolved*, That the Board deems it expedient for the welfare and accommodation of the schools to be taught in the southern part of Lancaster, that the old school building should be removed and a new and substantial building be erected."

For the purpose of carrying out this resolution, a meeting to vote on a proposition to levy a tax of thirty thousand dollars, was held on the 15th day of July, 1873. The tax was authorized and plans for a new building were adopted, the contract let, and work on the new structure immediately commenced on the old site, the finest location for a school building within the city limits.

The new North building, a brick structure, three stories in height, containing twelve school rooms, chapel hall, reception room, and Superintendent's office, each school room provided with improved furniture, was ready for the schools at the opening of the fall term, September 1st, 1873. The High School occupies two rooms on the third floor, the remaining rooms being all occupied by the lower grades.

At the opening of the schools, September 1st, 1873, the South schools were moved to the old North building, where they remained until the first of September, 1875, at which time the new South building, an elegant brick structure, containing ten large school rooms and chapel hall, furnished the same as North House, was ready for occupancy.

A separate school for the colored children was organized in 1856, and their instruction in a separate school has been continued since that time. This arrangement is most satisfactory to all interested. The colored school is now composed of two grades, a Primary and a Grammar grade, in which good teachers are employed, and being under the same supervision as the other schools, the colored youth have the same facilities as the white youth for acquiring a good common school education.

The schools of the city are now as well provided for as any

in the State. The North school grounds have been enlarged to about seven acres, and have been tastefully ornamented with flower-beds, evergreens and forest trees. The grounds of the South school include over four acres, and will be improved in the same manner. The schools are provided with the necessary apparatus required to illustrate the various subjects taught; among which are an excellent telescope of three and a half inch object glass, an improved air-pump, a fine collection of mineralogical and geological specimens, &c. No better evidence of the public appreciation of the schools is needed than the readiness and cheerfulness with which the citizens generally support them, and consider nothing a burden that is deemed necessary for their better success and improvement.

### HIGH SCHOOL.

At the opening of the schools in the North building, April 1st, 1849, a High School was organized, in which Algebra, Geometry, Philosophy, History, Chemistry and Latin were taught by Mr. Whitwell, the Superintendent of the schools, assisted by Mr. M. M. Barker.

In 1851 Miss Wilcox was appointed as principal of the High School, which position she filled with credit to herself and to the full satisfaction of the Board of Education, until the fall of 1857, when she resigned and was succeeded by Miss Haskins. This lady remained in charge of the school but one year. More room being required for the accommodation of primary classes in the North district, it was found necessary, in order to provide this room, to move the High School to the South building, which was done in November, 1856.

At the opening of the schools in the fall of 1858, the Board was fortunate in securing the services of Miss Jane M. Becket, as principal of the High School. The experience, good judgment, rare attainments, and broad culture of this lady, eminently fitted her for the position. She continued in charge of this department until the fall of 1868, a period of ten years, during which time the High School steadily advanced in popularity and efficiency. Failing health admonished her that she

needed rest, and it was with regret that the Board of Education accepted her resignation. Miss Becket was succeeded in the High School by Miss Holbrook, a lady of fine attainments and of successful experience. While in charge of the High School she proved herself worthy of the strong recommendations which were given by friends in her former fields of labor. Want of health induced Miss Holbrook to resign, March, 1869.

At the opening of the spring term, April 1st, 1869, Mr. C. Wilkinson, former principal of the Fairfield Union Academy, took charge of the High School as principal, which position he filled efficiently and satisfactorily for the term of one year. Mr. Wilkinson was succeeded by Mr. C. T. McCoy, who continued as principal until the first of January, 1873. Mr. McCoy proved himself to be an excellent teacher, and during his stay the High School lost nothing, in either efficiency or popularity. Mr. McCoy resigned to accept the Superintendency of the Public Schools of Waverly, O., which position he still continues to fill. He was succeeded in the High School by Mr. M. Manly, who is now Superintendent of the schools of Galion, O. Mr. Manly remained in charge of the High School until the close of the spring term of 1874. During his stay, the regular and prompt attendance, excellent discipline and rapid advancement in studies, were sufficient evidence of good work on the part of both teacher and pupils.

Mr. G. F. Moore, a graduate of Yale College, took charge of the High School as principal on the 1st of September, 1874. Mr. Moore remained until the close of the school year, and was succeeded by J. F. Halderman, who had graduated at Wittenburg College in June, 1875. Mr. Halderman entered the school as principal September 1st, 1875, but on account of failing health, he was compelled to resign at the end of six weeks. He gave promise of making a popular and efficient teacher, and it was with regret that the school parted with him. Mr. Halderman was succeeded by Mr. E. B. Cartmill, the present efficient principal of the school.

Miss Mattie Connell was the first graduate from the High School. She graduated in 1853.

The second class graduated in 1855. This class was composed of the following young ladies: Mary Brasec, Lillian Williams, Louisa Hoffer and Ellen Williams. Since that time, twenty classes have graduated, these classes varying in numbers from five to ten.

The course of study has undergone considerable change since the first organization of the High School. The following is a brief statement of the course as it now stands:

*First Year*—Physical Geography, Algebra, Physiology, Latin, Reading and Spelling.

*Second Year*—Physiology, Algebra, Geometry, Natural Philosophy, Botany, Latin, Reading and Spelling.

*Third Year*—Trigonometry, Chemistry, General History, Rhetoric, Logic, Latin, Reading and Spelling.

*Fourth Year*.—Arithmetic, Geography, English Grammar, Geology, Astronomy and Latin.

Literary and rhetorical exercises are required throughout the course. Political Economy, Book-keeping, English Literature and German are elective studies. While the High School is not designed as a preparatory school for colleges, yet pupils who pass through our High School are prepared in everything except Greek, to enter most of our Western colleges. In fact, graduates of our High School are in advance, both in the Mathematics and Natural Sciences, of what is required to enter most of our colleges.

### SUPERVISION.

The history of our Union Schools presents an unbroken series of success, and has been one of a constantly ascending grade. The success and prosperity of our schools has been chiefly owing to an excellent corps of teachers, and the ability and energy of our Superintendents, who have been gentlemen of culture; earnest workers and deeply impressed with a sense of the importance of the trust committed to their charge.

Our first Superintendent, John Whitwell, was appointed by

the Board of Education in 1849. He was a gentleman of a high grade of scholarship, an instructor of known ability and well earned reputation as a successful teacher. The result of his two years' labor was a thorough organization under the most improved plan of school government, and our schools, during his charge, were placed on the high road to success. He resigned his position in 1851, and was succeeded by Dr. John Williams. Dr. Williams was a profound mathematician, a fine linguist and of superior attainments in all the higher branches of learning; besides, he had a long and successful experience in the management of institutions of learning, and had acquired a high reputation as an educator. As a teacher and Superintendent of our schools, he exhibited a thorough knowledge in all the departments of scholarship, and possessed rare tact in imparting knowledge to others, particularly in mathematical studies. His usefulness, however, was somewhat circumscribed from insufficient executive ability, diffidence, and somewhat awkwardness in manners and address. But he was an earnest worker and a zealous teacher, to whom the imparting of knowledge was a source of pleasure to himself and a profit to his pupils. He resigned in 1856, and W. Nelson was appointed his successor, but resigned after one year of satisfactory service. The Board of Education was fortunate in securing the services of Rev. Daniel Risser, a fine scholar of highly cultivated intelligence, with all the natural qualities and acquired habits that distinguish the true Christian gentleman. A Superintendent thus endowed could not fail to have a most powerful and salutary influence over the minds and conduct of both teachers and pupils. Besides these high moral and intellectual qualifications, he possessed good executive ability, that secured ready acquiescence and harmonious action in the government of the schools, without any jarring or discord among teachers or scholars. He retained the Superintendency of our schools until 1861, when failing health compelled him to resign. Mr. E. F. Fish succeeded him, and discharged the duties of Superintendent for one year with fidelity and success.

In 1862, the Board appointed Rev. J. F. Reinmund, a citizen of our town. He was a graduate of Wittenburg College, O., and had been for several years the loved pastor of the English Lutheran church of this city, and in every way eminently qualified to take charge of our schools. He took hold of his work with great earnestness, and watched with anxious solicitude the proficiency and advancement of the youth under his charge. His industry was unremitting. He loved his work, and all his energies were consecrated to the cause of education. His honesty of purpose and fine scholarship, his kindness of heart and enthusiasm in the work of the school room, could not fail in making an impression upon teachers and pupils, stimulating them with an earnest zeal in their work and studies. After six years of faithful service as Superintendent, he resigned his charge. By fidelity to duty and watchful care over the interests of the schools under his charge, he secured the love and respect of scholars and teachers, and the confidence of the Board of Education, who very reluctantly accepted his resignation. The successor of Mr. Reinmund was W. R. Spooner, a young man who possessed the requisite scholarship and satisfactory evidence of good moral character, but being young and inexperienced, he did not meet the requirements of the Board of Education, and at the end of six months he handed in his resignation.

Mr. Geo. W. Welsh, the successor of Mr. Spooner, was appointed in February, 1869. Mr. Welsh had been a popular and successful teacher in our Grammar School for the preceding two years. His high moral character, his kindness and unobtrusive manners, and his ambition to excel in his chosen field of labor, strongly recommended him to the Board of Education as a suitable person for Superintendent of our schools. He was therefore elected to that position by a unanimous vote of the Board. His successful management of our schools for the last seven years, and the advancement and proficiency of teachers and pupils, indicate the wisdom of the Board in his selection. Impressed with a sense of the responsibility of his charge, he exerted to the utmost all his energies in qualifying

himself for the duties imposed upon him. Possessing an ardent love of literary and scientific pursuits, he has, by assiduous study, attained to an eminence as an educator, alike honorable to himself and the schools under his charge. Under his administration the attendance is more regular, the modes of instruction improved, and the schools have steadily advanced in the scale of excellence.

The Board of Education and our citizens generally, feel satisfied that good work has been done, and that our schools will compare favorably with any in the State.

The Board of Education is composed at present of the following gentlemen: A. Brenneman, President; J. C. Weaver, Secretary; J. D. Martin, Treasurer; J. L. Tuthill, S. J. Wright and John Gravett. Two of these gentlemen, Mr. Martin and Mr. Weaver, signed the first call for a public meeting in 1847, to take into consideration the condition of the Public Schools. Mr. Martin has faithfully served as a member of the Board of Education from the first organization of the Graded System to the present time. Mr. J. C. Weaver has been one of the Board since the spring of 1856, and during almost all of this time, he has discharged the arduous duties of Secretary. Mr. J. L. Tuthill was a member of the first Board of Education, elected after the adoption of the Graded System, and continued to fill the position of either President or Secretary of the Board for a period of nearly twelve years. During all this time he labored earnestly for the improvement and welfare of the schools. Mr. Tuthill was again elected for a term of three years, on the first of April, 1875. Mr. A. Brenneman, the present President of the Board, has faithfully served in that capacity for almost nine years. Mr. Wright and Mr. Gravett have not served as long as their associates, but they have been none the less earnest in promoting the interests of the schools.

In addition to the present Board of Education, the following gentlemen have served in the same capacity: H. C. Whitman, Wm. Slade, John Reber, Robert Reed, John C. Rainey, William Kinkead, M. Smalley, Col. N. Schleich, O. H. Perry, E. C. Kreider, Jacob Hite, Jesse Vandemark, William Vorys,



H. Gebelein, and General Thomas Ewing. Among the early friends of the Public Schools, Mr. Robert Reed deserves mention. He was among the first to move in the efforts made for an improvement of the system, and after the adoption of the Graded System, he was chosen a member of the first Board of Education, and continued to serve as President and Treasurer for a period of thirteen years. He frequently visited the schools, encouraging both teachers and pupils with words of kindness and advice. His earnest and devoted labors did much for the success and improvement of the schools.

The Board of Education and the citizens generally, realizing the importance to the individual, to society and to the State, of furnishing such means for the cultivation and improvement of the mind, and for acquiring such knowledge as will best fit and prepare every one for a life of happiness and usefulness, have done all within their power for the support and improvement of the Public Schools,

# BOARD OF EDUCATION.

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GEO. W. WELSH, *Superintendent.*

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# LIST OF TEACHERS—1875-6.

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High School .....	{ E B CARTMILL, <i>Principal.</i>
	{ MARY HAMILTON, <i>Assistant</i>
North A Grammar .....	W. H. WOLFE.
South A Grammar .....	S S. KNABENSHUE.
North C Grammar .....	ELOISE S REED.
South C Grammar .....	ELLEN ELDER.
North A Intermediate .....	MARY SCHLEICH
South A Intermediate .....	MARY KING.
North B Intermediate .....	SARAH BRUMFIELD.
South B Intermediate .....	OLIVIA TOWSON
North A Primary .....	CLARA BOPE.
South A Primary .....	SARAH SCOTT.
North B Primary .....	ANNA E. EDGAR.
South B Primary .....	ELLA GRAVETT.
North C Primary .....	ANNA RECK.
South C Primary .....	BELLE WILLIAMS.
North D Primary, (No. 1) .....	ANNA DAVIDSON.
North D Primary, (No. 2) .....	FANNIE BOERSTLER.
South D Primary .....	JULIA REINHOLD.
German .....	MRS. A. SIEMEN.
Colored School .....	{ AMOS C. GUY, <i>Principal</i>
	{ MISS S. SMITH.





SKETCH OF THE RISE AND PROGRESS  
OF THE  
COMMON SCHOOL SYSTEM  
IN  
LEBANON, WARREN COUNTY, OHIO.

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The youth of Lebanon seem to have enjoyed the benefits of common schools of a high order very early, in fact, there were good schools in the vicinity before the town was laid out. In the year 1792 the first school of any note, in this section of the country, was opened at Columbia, then five miles from Fort Washington, now Cincinnati, by the late Judge Francis Dunlevy, a man of rare attainments in language and mathematics, and John Riley, who was subsequently for many years Clerk of the Court in Butler County. The former taught the ancient languages and higher mathematics, and the latter the English branches. This school was continued until 1794, when Wayne's victory over the Indians, on the Maumee, in August of that year, permitted many of the inhabitants of Columbia, who had hitherto been prevented from so doing, to occupy their lands up the country. By this means the place was almost depopulated, and the school was given up.

Mr. Dunlevy afterwards taught school for a time at "The Island," as then called, some ten miles up the Little Miami, and in the year 1797 removed to the neighborhood of Lebanon, as now known, and opened a large school at a point half a mile west of the center of the present town. But Lebanon was not laid out until October, 1802, and when the school was opened the present site was entirely in the woods. Among the students in those schools were John Smith, afterwards

United States Senator, Thomas Corwin, afterwards Governor of Ohio, &c., and others who were destined to become eminent men. Besides the common branches the ancient languages and the higher mathematics were taught. The school was continued until the year 1801, when Mr. Dunlevy moved it to the north-west about two miles, where many of his former pupils attended. While there he was elected a member of the State Legislature, and was succeeded as teacher by David Spinning. A school was taught regularly in the same place until 1825.

Other schools were taught in the country around Lebanon at this early period, among which may be mentioned one conducted by Matthias Ross as early as 1801-2-3, near the present site of Ridgeville, a large school taught by Thomas Newport, some miles north of Lebanon, from 1805 for many years, and the first school at Deerfield, taught by the late Judge Ignatus Brown, about the year 1800.

The first school taught in Lebanon, after it became a town, was conducted by Enos Williams, a pupil of Francis Dunlevy, in 1801-2-3. The branches taught were reading, writing, spelling, arithmetic, geography and English grammar. The school-houses in those days were generally of logs, though a little later frame buildings were erected, and in 1805 a small brick house was used. The furniture consisted of rude benches for seats, and a long desk, extending around the wall or through the center of the room, for writing.

Jacob Grigg, an Englishman and formerly a Baptist missionary to Africa, opened a school in a small brick building which stood on the spot now occupied by the parsonage of the Methodist Episcopal Church, in 1805, and taught three years. Pupils received instruction in ancient languages and higher mathematics, as well as the common branches.

Ezra Ferris taught in 1808-9 a school of the same grade as that of his predecessor.

In 1809, a Mr. Wheelock taught a common school, and also trained a class of young men, especially in elocution.

In 1810, or the beginning of 1811, the Rev. William Robeson, pastor of the Presbyterian Church, opened a school in which

he gave instruction to a class of young men of advanced grade. He taught for a considerable length of time.

Other teachers of Lebanon, before the Public Schools were organized, may be mentioned: Daniel Mitchell, 1815-17, in whose school the lamented Gen. O. M. Mitchell was a pupil, John W. Houston and James L. Torbert, 1820-22. But for several years before and after this time, Josephus Dunham taught a school regularly, but mostly for small children. All the schools mentioned thus far were subscription or pay schools, no public money being employed to defray the expenses of them. School-houses were provided either by the teacher, or by the householders of the community coming together and building them with their own hands. The youth were generally well educated, although many neglected to avail themselves of the advantages of the schools, either from the want of means or the inclination. Indigent pupils were not provided for at the public cost.

The Public School was organized about the year 1830, with Josephus Dunham as one of the teachers. The Hon. A. H. Dunlevy was a member of the first board of examiners of Warren County, and for many years was actively connected with the schools of the county.

No public school-house was built until several years later, and the directors rented and furnished for the use of the schools the basements of the East Baptist and Cumberland Presbyterian Churches, beginning in 1837. They also used a building owned by the Methodist Episcopal Church, which stood just back of the present church edifice of that society. In these buildings were organized from five to seven grades, employing, in 1848, seven teachers. By this time the school had grown so large as to make it incumbent upon the people to provide for them better accommodations. Accordingly at a public meeting held for the purpose, September 8, 1847, it was resolved by the tax-payers of District No. 8, Turtlecreek Township, Warren County, Ohio, (as it was then designated) to levy a tax of seven thousand dollars, for the purpose of erecting a building large enough to accommodate all the youth of the district. After a vigorous effort upon the part

of the friends of education, and many discouragements, a two-story brick building of five rooms was made ready for occupancy sometime in 1851. Schools were kept in session, however, most of the time during the three years in which the building was in process of erection. August 19, 1848, the directors, G. J. Mayhew, John E. Dey and P. Stoddard, decided to open school October 2, and elected teachers and fixed their salaries as follows: W. F. Doggett, \$80 per quarter; J. H. Layman, \$75; Clarrissa Barker, \$55; Henrietta Sellers, \$36; Aletha A. Ross, \$36; Eliza Dill, \$36, and Caroline Sellers, \$30. Mr. Doggett having failed to accept the appointment, Mr. J. D. Antram was chosen in his stead.

On the completion of the new building the people decided to have a graded school. Although the schools had gradually assumed that form before there was a lack of system and proper classification. Mr. Joseph C. Hurty was chosen Superintendent, and entered upon his duties in the new house in the autumn of 1851. His first work was to assemble the pupils in the largest room and assign them to their places, according to their several grades of advancement. The Superintendent taught the senior department, no High School as yet being organized. There were, however, classes in algebra and probably some other higher branches.

Lebanon was created a special district, by the Act of 1853, referring to cities and incorporated villages containing not less than three hundred inhabitants, and not governed, as to schools, by any special act. Robert Boake, Charles Elliott and Lewis Chamberlain were chosen directors April 11 of the same year.

A High School was established by a vote of the Board of Education, June 21, 1853, while Mr. Hurty had charge of the schools, but as to the branches taught therein, the record is silent. Several years later a course of study was adopted, requiring four years for its completion, but in 1873 it was decided to adopt one requiring only three years, the object of the change being to avoid multiplying classes to such an extent as to prevent successful teaching. The four years' course included Algebra, Geometry, Trigonometry, Latin,



(four years) Natural Sciences, English History, Rhetoric, Moral Philosophy, Constitution of the United States and Greek, (elective,) two years. The three years' course included Algebra, Geometry, Plain Trigonometry, Higher Arithmetic, Latin, (two and one-half years), or Latin one year and an equivalent in English for the remainder of the time, Constitution of the United States, English Literature and the Natural Sciences.

Twenty pupils have graduated from the High School, as follows :

In 1868, Mrs. (Jury) Wright, Principal :

Ada Wood.	Ida Hardy.
Minnie VanHarlingen.	

In 1872, T. N. Wells, Superintendent :

Mary J. Hunt.	Lida E. Howry.
Frank Weakley.	Sue McCowen.

In 1873, T. N. Wells, Superintendent :

Lucy McBurney.	Josie Wright.
Alice S. Drake.	Samuel Chamberlain.

In 1874, G. N. Carruthers, Superintendent :

H. Percy Smith.	Miles Brown.
Charley A. Shinn,	
Eva B. Cowan.	Alice F. Matthews.
Delia S. Hutchinson.	

In 1875, J. C. Murray, Superintendent :

Lucy A. Kammerer.	Jennie E. Phares.
Kittie C. VanHarlingen.	

The growth of the schools during thirty years will be indicated by the following table :

	1845	1852	1865	1875
Number of pupils enumerated.....	673	908	1186	972
"        enrolled.....	333	499	698	578
Average daily attendance.....	226	340	497	366
Number of teachers.....	7	8	10	11
"        school-rooms.....	5	5	9	9
"        grades.....	5	8	20	12
"        weeks in session.....	24	40	40	38
Amount paid teachers.....	\$683			\$6855

It will be seen by the above table that the number of children in the district and in school was least in 1845, and greatest in 1865.

The school building erected in 1851 was destroyed by fire in April, 1862, and the erection of the present school-house was begun immediately, and completed in the following year.

Pursuant to a call, signed by B. T. Brown, William C. Lewis, William Adams, Christian Smith, Charles S. Colvin George Pyle and B. G. Wykoff, the citizens of Lebanon School District met on the 21st day of March, 1863, and decided by a vote to organize under the law of 1849. April 4th, of the same year, the following directors were elected, viz.: B. T. Brown and W. F. Parshall, for three years, William C. Lewis and James Brown, for two years, William Adams and James S. Totten, for one year.

A school for the colored children was established in 1854, and has been maintained since that time. A lot was purchased and a house built upon it in the year 1860.

Most of the Superintendents employed by the Lebanon School Board have been able to devote but little time to supervision, the greater portion of their time having been given to the teaching of the High School. With the exception of five years in the last twenty-five, there has been no regular full time teacher in the High School, except the Superintendent. During a number of years the Superintendent dismissed his

school for an hour, during the regular session each day, and devoted that time to supervision. The office was abolished in 1867, but was subsequently re-established.

The following is a list of the Superintendents employed by the Board; the dates of their appointments; the length of time each was employed; time devoted to supervision, and salary received:

Name.	When Employed.	Time of service.	Time devoted to supervision.	Salary.
Joseph C. Hurty.	Sept., 1851	3 years		\$650 to *800
Chas. W. Kimball.	July, 1854	7 "	one-sixth	800 " *1000
Collin Ford.	July, 1861	1 "	one-sixth	800
W. D. Henkle.	Aug., 1862	2 "	one-sixth	800 " *1000
C. W. Kimball.	June, 1864	3 "	three-fourths	800
Louisa Jury.	June, 1867	1 "	one-sixth	800
W. H. Pabodie.	July, 1868	2 "	one-sixth	1500
S. F. Anderson.	June, 1870	1 "	one-sixth	1200
Thomas N. Wells.	July, 1871	2 "	one-sixth	1500
G. N. Carruthers.	July, 1873	1 "	one-sixth	1600
J. C. Murray.	July, 1874	2 "	three-fourths	1200 " *1300

\*Increased salary.

The teachers meet once each week and spend an hour in the discussion of the interests of the schools and methods of teaching.

Examinations have been conducted in writing once a month, for several years. The present practice is to have written examinations whenever the subject is of such a nature as to admit of it, with an occasional oral examination.

Honorable mention should here be made of the names of Mrs. M. Cuscaden, Misses Amanda C. Crandall, Lovella John and Carrie S. Adams, who have served the people of Lebanon as teachers, long and faithfully. The names of the following deserve a place here, as having served for many years in the capacity of school directors, and for special attention to the wants of the school:

B. T. Brown, William Adams,

W. F. Parshall, James Brown,

William C. Lewis, W. B. Sellers,

and David T. D. Dyche.

The schools are managed at present by the following officers and instructors :

BOARD OF EDUCATION.

Clayton Palmer, President.

D. T. D. Dyche, Secretary.

Henry Miller, Treasurer.

Thomas J. Hutchinson.

Martin A. Jameson.

George W. Carey.

INSTRUCTORS.

*J. C. Murray, Superintendent.*

Miss Emily A. Hayward, High School.

Miss Lovella John, A Grammar.

Miss Lida E. Howry, B Grammar.

Mrs. Alice H. Matthews, Intermediate.

Mrs. Parmeha E. Neff, A Secondary.

Miss Alice S. Drake, B Secondary.

Miss Reba Emmons, A Primary.

Miss Emma C. Ficken, B Primary.

Samuel A. Bailey, Colored School.

The people of Lebanon highly esteem their public school, and are very generous and hearty in their support of the teachers. And it is believed that they could find no more worthy object for their support and encouragement than the school in which their children are prepared to take *their* places in society and the world.

HISTORY OF EDUCATION  
IN THE  
VILLAGE OF MARYSVILLE, UNION CO.

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The history of education in Marysville, for the first thirty years after its settlement, is not a matter of record. There are people living in this community, however, who have been residents from a date as early as the settlement of the place.

The first cabin within the present boundaries of Marysville was built in 1818, by Jonathan Summers, a Quaker. The town was laid out in 1819 by Samuel Culbertson, and made the county seat in 1822. It can not be ascertained that any public arrangement was made for schools till about 1825. The early settlers, however, appreciating the necessity of education, united in sustaining private schools almost from the settlement of the place. Mr. Silas G. Strong had an active part in the location of the county seat at Marysville, and was an efficient public officer for a series of years. In 1822 or 1823, Mrs. Strong, his wife, taught a school in her own home, of some ten or twelve scholars, and was compensated by the parents of her pupils, though it can not be ascertained that there was a fixed rate of tuition. Mr. Christopher Stiner, now living near Marysville, was one of her pupils. Mrs. Strong's was the first school in the place. She taught only the elementary branches, using a variety of books, such as were in possession of the families from which her scholars came. It is supposed that at this time there were some twelve or fifteen families within two miles of Marysville.

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The first Court House was built in 1822, and in it most of the schools held till 1831. Occasionally private schools were taught in dwelling houses happening to be unoccupied at the time. Mrs. Strong, it is confidently affirmed, taught one or more terms in the Court House after it was built.

It is thought that Mr. Peyton B. Smith was the first male teacher, and that he taught in 1825.

Mr. Clement Twiford taught his first school in Marysville in 1826, and continued to teach, at different times, for five or six years. Mr. George Snodgrass, now living in Marysville, taught a school in 1828 in a log cabin in the east part of town. In the winter of 1830-1, Mr. Taber Randall, now a resident of the town, and for several terms Clerk of the Court, taught in the Court House, receiving \$14 per month, and paying 87½ cents per week for full board at the hotel. The same building (the American), is still used for a public house, and the present Superintendent of the school paid \$5.50 per week for board there in 1868.

In the winter of 1831-2 Mr. Robert Andrew taught, commencing the school in the Court House in September, and in October going into the new frame school house in the south-east part of the village, then just completed, being the first building erected in the place for school purposes.

Hon. Wm. C. Lawrence, for a number of years, until his death in 1846, a prominent lawyer in the county, assisted by his brother John, taught during the winter of 1832-3, having, it is thought, some seventy-five scholars, and receiving in compensation \$100 for a term of three months.

In the winter of 1834-5 the number of scholars had so increased that it was decided to employ two teachers. Mr. B. F. Kelsey taught in the school house, and Miss Marietta Kimball in a log cabin the west part of town. After this time it was usual to employ two teachers one of the terms in the year. Among the teachers were Rev. James H. Gill, Heman Ferris, John F. Kinney (now Judge Kinney of Nebraska); Miss Eliza Ewing, Miss Martha Jane Thompson (now Mrs. Judge Woods of this place); Miss Clarinda West-

brook, before 1840. Miss Mary Irwin and Miss Susan Pollock also taught at an early day.

In the winter of 1838-9 there were three public schools—Mr. Kelsey in the school house, Miss Thompson in the basement of the Presbyterian Church, Miss Westbrook in the basement of the M. E. Church. In the winter of 1839-40 Mr. Charles Sanders taught in the basement of the Presbyterian Church, his school numbering nearly one hundred scholars. He introduced the spelling book already published by himself, and afterwards published a series of readers which had a wide circulation. In the winter of 1842-3 three men were employed to teach the schools, now embracing two hundred or more pupils: Messrs. B. F. Kelsey, Levi Lyons and James Henderson.

From 1840, and perhaps sooner, there began to be felt a need of better facilities for obtaining an education than the common school afforded.

In the summer of 1843, Miss Caroline S. Humphrey opened the first High School taught in Marysville. In two or three instances a class, in some of the higher branches, had been formed in the public school; but Miss Humphrey's was the first in which the principal object was to teach those branches.

Rev. James Smith, pastor of the Presbyterian church, instructed individuals, in his own study, in the languages and other branches, preparatory for college. In 1844, receiving some assistance from individuals, Mr. Smith erected a building for academic purposes. A school of a higher grade than had ever been taught in the country was opened in it, in the autumn of 1844, in charge of Mr. James A. Stirratt. Hon. James W. Robinson, of this place, and Rev. Mr. Perkins, who recently died at Delaware, went through the preparatory studies, and a year and a half of college studies, under Mr. Smith's instruction, and that of Mr. Stirratt, in the Academy, and entered Jefferson College, at Cannonsburg, Pennsylvania, in the spring of 1846.

A good school, having the confidence and support of the

community, was sustained in the Academy most of the time from 1844 till the autumn of 1862. Mr. Smith taught himself much of the time, and all the time held the control of the school.

James A. Stirratt taught the first school in the building. Abraham W. Wood, assisted by Miss Herbert, the last. The following persons, besides Mr. Smith and those just named, taught in the building, though the order in which they came can not be given, nor is it certain that the list is complete: William H. Horner, James W. Robinson, Chester H. Perkins, M. Thompson, J. Slocum, Miss Buss, Miss Ward, Miss Jennie Coe and Miss Mary Coe.

No individual has been identified with the interests of education in this community longer than Mr. Smith, or done more to elevate its standard. At the adoption of the present school law, in 1849, he was put upon the Board of Examiners, and retained there until nearly the time of his death.

The number of scholars in the town had so increased, that, to answer an imperative necessity, in 1847, two brick school houses were erected in opposite parts of the town, each of two rooms. For fifteen years these, with the Academy, afforded the school accommodations for the youth of Marysville. Two or three or four teachers, in the public schools, were employed, as financial and other controlling circumstances seemed to decide.

Up to 1849, thirty years from the settlement of the town, there seems to have been about the general average facilities, appreciation and improvement of educational advantages.

The "law for the better regulation of public schools in cities, towns, etc.," passed by the Ohio Legislature, in February, 1849, became a new and active stimulus in the minds of the community. They proceeded promptly to organize and work under the new system. The completed organization, which seems, from the records, to have been very harmonious, was as follows:

*Directors*—Otway Curry, President; P. B. Cole, Secretary; Jacob Bouser, Treasurer; W. W. Woods, J. W. Cherry and Henry Shedd.



*Examiners*—James Smith, Charles W. B. Allen and Cornelius S. Hamilton.

Under date of December 14, 1849, is the following entry :

Whereupon the Board agree to employ the following teachers for twelve weeks each, five days to the week, commencing December 17, 1849, on the following terms, to wit:

Cornelius S. Hamilton, per term.....	\$66 00
Jackson C. Daughy, per term.....	66 00
Miss Laura Johnson, per term.....	36 00
Mrs. William E. Lee, per term.....	36 00

Which terms and conditions we respectively agree to; and we further agree to discharge our duties as such teachers respectively, according to the best of our ability.

C. S. HAMILTON,  
J. C. DAUGHTY,  
A. M. LEE,  
ALMIRA L. JOHNSON.

DECEMBER 17, 1849.

On motion, Mr. Curry was appointed a committee to ascertain and report, to the next meeting of the Board, a series of books to be used in this district. On motion,

*Resolved*, That Messrs. Daughy and Hamilton furnish their school rooms with blackboards, and charge the same to the Board; and that Mr. Bouser furnish a blackboard for Miss Johnson's room, at the cost of the District.

JANUARY 14, 1850.

Board met pursuant to a call of the President. Present, all the members.

On motion, the following books were adopted for the use of the common schools in the town of Marysville, to wit:

Wickham's Lessons, twenty-four large cards.

Sander's Primer.

Holbrook's Primary Drawing Book.

McGuffey's Readers.

Thompson's First Lessons in Arithmetic.  
 Primary School Song Book.  
 Webster's Elementary Spelling Book.  
 Mitchell's Primary Geography.  
 Colburn's Mental Arithmetic.  
 Ray's Arithmetic, Part Third.  
 Mitchell's Intermediate Geography.  
 Well's Elementary Grammar.  
 Winchester's Series of Writing Books.  
 Mason's Juvenile Task.

*Resolved*, That the Board hold stated meetings every two weeks, beginning January 25th.

Adjourned until January 25th, 1850.

P. B. COLE, SECRETARY.

The Board of Education made their first annual report to a meeting of the voters of School District No. 1, Paris Township, Union County, held at the Court House, November 30, 1850. An abstract of the report is as follows :

Schools taught thirty-six weeks, or three quarters.

First Quarter, four Schools, two male and two female teachers, average daily attendance.....	146
Second Quarter, three Schools, three female teachers, average daily attendance.....	105
Third Quarter, three Schools, three female teachers, average daily attendance.....	70
Scholars in the District.....	270

Resources for school purposes the last year :

Collected on Duplicate for School House purposes.....	\$99 05
Collected on Duplicate for Tuition.....	113 28
State School Fund Received.....	93 89
Tax Levied by County Commissioners.....	107 84
Tax Levied by the Board.....	269 00
Total.....	\$683 06

A legally called public meeting of the citizens of District No. 1, Paris Township, was held March 4th, 1851, to con-

sider the adoption of the Union School System ; but it was not carried.

The second annual report of the Board in December, 1851, gives the number of scholars, 310 ; money received for school purposes, \$439.40.

In November, 1852, the scholars were graded by examination, according to advancement, and a set of rules for the government of the schools, drafted by Messrs. Hamilton and Curry, were unanimously adopted by the Board. They were ten in number, and to the purpose.

In 1852-3, several public meetings, harmonious, so far as the records show, were held to consider the matter of a new school house ; and a resolution was carried to purchase certain designated lots, and raise the money to pay for them, but for some reason, not recorded, it was not done.

It appears that the schools went on with no great variation till 1860. Some of the years, the more advanced scholars, by examination, were put in charge of one teacher, and designated "the High School."

In 1858, the subject of a new school house and the Union School System was again agitated, and, after due consideration, carried.

Under date of December 24, 1858, is the following :

*Resolved by the legal voters of School District No. 1, Paris Township, Union County, Ohio, in general meeting assembled,* That it is expedient and necessary to erect a new school house for said District ; and that ten thousand dollars be raised for that purpose ; two thousand in the year 1859, and two thousand in each of the four succeeding years.

A site, about 2½ acres, was purchased of Adam Woolford, and after the usual preliminaries, on the 10th of January, 1861, of twelve proposals to build the house, that of H. Rice and J. Fleck, of Marysville, was accepted, for \$7,754, and \$340 for extra stone work.

After visiting houses reputed to be the best, inspecting and carefully considering the various plans, at the suggestion of the State School Commissioner, the Board adopted what has

proved to be a good one. The house is a substantial brick edifice, 60x80 feet, two stories, with a well proportioned steeple, in which is a fine-toned bell of about 500 lbs. weight. Besides halls, closets, &c., there are four school rooms on the lower floor, and three on the upper; all affording comfortable accommodations for about three hundred scholars. After considerable delay the house was completed, and opened in October, 1862, just thirty-one years after the first school house, in Marysville, was built and occupied. Mr. A. W. Wood, who had been teaching in the Academy about a year and a half, was put in charge as Superintendent, for \$50 per month and the tuition which might be received from scholars attending the school, who were not residents of the District. The Academy was given up at this time, so there was no school in the county except the public schools.

The Board of Education, at the organization of the Union School, were: P. B. Cole, C. S. Hamilton, J. Cassil, D. D. Welsh, W. H. Robb and J. H. Ryan.

The Board of Teachers:

A. W. Wood, Superintendent and Principal of Highest Department.

Miss Mollie Johnson, First Assistant Highest Department.

Miss Mattie A. Robinson, Second Assistant Highest Department.

Miss Jennie Coe, teacher in Intermediate Department.

Miss Louise M. Southwick, teacher in Second Primary Department.

Miss Sarah Jane Barbour, teacher in First Primary Department.

The female teachers each received \$20 per month.

The enumeration of scholars October, 1862, was three hundred and forty-three.

The school opened with about two hundred, who were divided into four departments. An excellent set of rules and regulations for the government of the schools was adopted by the Board, who fully sustained the teachers in their execution. One important rule was the closing of the

doors against tardiness. It did much in establishing the habit of punctuality, and was favorably received by nearly all the patrons of the school.

In March, 1863, five months after the organization of the Union School, A. W. Wood left, and Franklin Wood, of Massachusetts, took his position for the same compensation.

The following are the names of Superintendents, terms of service and compensation :

A. W. Wood, from October, 1862, to March, 1863, \$50 per month and tuition of non-resident pupils.

F. Wood, from March, 1863, to June, 1865 ; compensation as above, with \$20 per month added last year.

Rev. A. E. Thompson, from September, 1865, to December, 1866, with the same compensation.

L. Piper, from January, 1867, to June, 1867, with same compensation.

Franklin Wood, from September, 1867, to the present time, with an annual salary of \$1200.

Miss Sarah Jane Barbour had charge of the first Primary department from the organization of the school, October, 1862, till June, 1873, eleven years.

Miss Mary E. Pierce held the position of First Assistant, for the last three years Principal, in the highest department, embracing the High School and advanced Grammar grade, from September, 1870, till June, 1875.

In 1866 the wages of female teachers was raised to \$30 per month, and has since been raised to \$40. The Principal of the highest department, however, receives an annual salary of \$500.

Names of teachers and enrollment for the several departments January, 1876 :

F. Wood, giving one-half the time to superintending and one-half to teaching.

Miss Nellie S. McDonald, Principal Highest Department—enrollment.....	80
Mrs. Mattie A. Robinson, Assistant Highest Department.	
Miss Alice S. Pierce, teacher First Grammar Department—enrollment.....	38

Miss Dora E. King, teacher Second Intermediate Department—enrollment.....	40
Miss Laura Scott, teacher First Intermediate Department—enrollment.....	57
Miss Abbie E. Neal, teacher Third Primary Department—enrollment.....	65
Miss E. Amelia Burgner, teacher Second Primary Department—enrollment.....	47
Miss Kate T. Lee, teacher Second Division, First Primary Department—enrollment.....	33
Mrs. Lucy J. Jones, teacher First Division, First Primary Department—enrollment.....	60
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Total.....	420

*Board of Education, January, 1876.*—Edward S. Pyne, President; Leonidas Piper, Secretary; James W. Field, Treasurer; Moses Thompson, Darius Buxton and R. Lawson Woodburn.

TABULAR VIEW.

1822	1 Teacher.	12 Scholars.	
1830	1 “	40 “	\$ 14 per month salary.
1840	2 “	150 “	18 per month salary.
1850	4 “	270 “	22, \$12 per month salary.
1862	6 “	343 “	60, 20 per month salary.
1870	8 “	515 “	120, 42, \$30 per month salary.
1876	10 “	623 “	150, 62½, \$40 per month salary.

The aim, both in government and instruction, has constantly been to adopt that which should give a thorough and practical preparation for the future; to teach how to use the mind and other faculties, rather than bare facts. There has been a willingness to adopt improved and tested methods of teaching, whether the result of our own work or that of others. We have found that frequent reviews and examinations, both oral and written, are of great advantage. One great difficulty with us is, our pupils leave school, especially the boys, before they have had time or sufficient maturity to complete a proper course of education. But it is easier to point out and lament than to correct.

When our present house was built, in 1862, considerable

complaint was made that so large a plan was adopted, larger, by one-third, than the present need demanded. But the wisdom of the arrangement was soon accepted, for, in 1868, the number of pupils in attendance was fully equal to the capacity of the house; and in that year, by vote of the District, they commenced to raise a fund to put an addition to the present house, or erect a new one, in another part of the village. Said fund has accumulated to about \$8,000. Although one hundred scholars are accommodated in rented rooms, and the school house still crowded, the new house is not yet erected.

Mention should be made of Hon. Cornelius S. Hamilton, whose tragic death occurred in December, 1867. He came to the county at the age of sixteen years, with his father and family, in 1838, and spent his time, till he was twenty-five, upon his father's farm, assisting in the transformation of those broad and fertile acres from the dense and heavy forest to the beautiful field and meadow. He had already decided on intellectual pursuits, and acquainted himself with some of the principles of law through Blackstone's works. He came to Marysville in 1848, and pursued the study of law in the office of Hon. Wm. C. Lawrence. He also edited and published for several years a weekly paper, "The Marysville Tribune."

He was a man of good judgement and remarkable will power, accomplishing his own ends when conscious he was in the right, sometimes even against the majority, though not by unjust means. He was a man of high principles of honor and integrity, and soon gained the confidence of his fellow citizens. He was a member of the convention which framed the Constitution of Ohio now in force. He was also sent to the State Legislature, and to the House of Representatives at Washington, of which he was a member at the time of his death. The school privileges of his youth were limited. But in early manhood, accepting the fact that education is one of the corner stones of our Republic, and a powerful influence in the elevation of man, he became interested in the

advancement and improvement of the public school. He taught the opening school under the new law of 1849, and was one of the first Board of Examiners under that law. The next year he was elected a member of the Board of Education, and was retained in that office till his death, some eighteen years. To him is given the credit mainly of placing Marysville in the van, with places of equal size, in regard to educational matters. He had a largely controlling influence in securing the adoption of the Union School System in 1860. According to the records, it was left principally with him to carry into effect the various measures to complete that arrangement. He lived to see something of the advantages resulting. He had more to do than any other individual in carrying out the purpose he, with others, had formed, of establishing a school which should offer to all good and equal facilities for obtaining a thorough preparation for the various departments of business life, or admission to the halls of our higher institutions of learning.

Success in business, and the college records at Oxford, Delaware, Wooster and Yale, show that their anticipations are already realized.

Through his taste and decision chiefly we have a good house, beautifully and favorably located, surrounded with ample grounds, adorned with evergreen and other trees, all which will bear a favorable comparison with any school premises in our State.

Collected and arranged in conformity with a vote of the Board of Education for the villiage of Marysville, Union County, Ohio, by

FRANKLIN WOOD.

*February, A. D. 1876.*



# HISTORY OF MASSILLON UNION SCHOOLS, 1848-75.

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An act was passed by the General Assembly of 1824-5 for the regulation of the schools of the State. It provided for an election of three Directors in each School District, and authorized the levy of one-half a mill upon the dollar to be appropriated for the use of common schools. Under this act, schools were maintained in this township for a few months in the year, seldom taught by the same person for more than one term. Select schools were started from time to time, and received more or less patronage.

The acknowledged necessity of securing better accommodation for the public schools, and giving permanency to those of a higher grade, led the friends of education to secure the passage of the special act of February 21, 1848, under which the Massillon Union School was organized.

So well adapted was this law to the purpose for which it was framed, that no alterations were deemed necessary, and no change was afterward made in it. The schools were continued under this special act until the law of May 1, 1873, was passed.

## BUILDINGS.

In 1832, Messrs. James Duncan, C. K. Skinner and Arvine Wales, donated a square in their addition to the original town plat of Massillon "for literary purposes." On this lot, some years afterward, a plain, two-story wooden building was erected, as a private enterprise, in which a select school was taught by Mr. Wallace. This building was afterward

removed to the corner of North and High streets, and has since been known as the Lockwood property. On the same lot, in 1847-8, the present "Union School House" was erected. It was planned and built without the advantage of experience in such matters, but was considered, at the time, to be the most complete structure erected in Ohio for graded school purposes. The dimensions of the building are 90 by 60 feet. It has two floors for school rooms, and a basement, which is used for Janitor's residence, storing fuel, etc. It was designed to accommodate about five hundred pupils. The original cost was nine thousand dollars; a portion of which was raised by special tax; the remainder was borrowed for a time, and afterward paid by levies made for school purposes.

The building has since been refurnished, and is still in use. The High School is now taught in the same room that was occupied for that purpose twenty-eight years ago. It is expected that during the coming year arrangements will be made for the erection of a new building more conveniently arranged, and better adapted to meet the present wants of the schools.

On account of the crowded condition of the Primary department, the Board of Education was authorized, at the Annual School Election in 1854, to purchase a lot and erect a suitable building for an additional Primary school. In September, of that year, a lot was purchased of M. D. Wellman, Esq., on the corner of Tremont and East streets, for four hundred dollars. In 1855, a Primary school house was erected at a cost of thirty-three hundred dollars. It is 53 by 33 feet, one story, with basement and tower. It was originally heated by a hot-air furnace, and furnished with chairs modeled from the Boston Primary School chair. In a school report of 1868, this building is spoken of as a "model in style and arrangement."

In 1869, Sub-district No. 11, Perry township, was annexed to Union School District No. 1. The school building in said district was very much crowded and in a dilapidated condition. In consideration of this fact, and also of the crowded

condition of all the other rooms except the High School, the citizens, at the April meeting, authorized the purchase of a lot in West Massillon, and the erection of a suitable building thereon.

May 15, 1869, the Board of Education purchased a lot containing two acres, desirably located on the south side of Tremont street, west of Duncan, for \$2,000. Steps were at once taken for the erection of the building now known as the "West Massillon Union School." It is a brick structure 80x70 feet, three stories and basement. The building contains eight rooms, and large hall in the third story. It is heated by steam, well ventilated, and furnished with the most approved style of single desks. The cost of the building, including lot, heating apparatus and furnishing, was \$29,284.

In November, 1875, the Board of Education, in order to provide better accommodations for the over crowded Secondary Departments on the east side, purchased the Lutheran Church property, located on the corner of Oak and East streets. The requisite alterations were immediately made and the building was ready for use at the opening of the winter term in January. It is well located, and, as at present arranged, will accommodate one hundred and ten pupils. The cost of the building, including the improvements made, was about \$6,000.

There are now four buildings, containing sixteen school rooms, exclusive of recitation rooms, affording accommodations for about 1,100 pupils.

The value of school property now in the hands of the Board is estimated at \$55,000.

#### BOARD OF EDUCATION.

The first Board of Education, elected under the special act of 1848, consisted of Arvine Wales, Esq., Dr. William Bowen and Charles London, Esq. The first meeting of the Board was held October 7, 1848, and the following organization was effected, viz: President, Mr. Charles London; Treasurer, Arvine Wales, Esq.; Secretary, Dr. Bowen. These

men were unwearied in their efforts for the advancement of the school.

Arvine Wales, Esq., continued to serve as a member of the Board till his death, in 1854. He was an early friend and patron of the school. A report published shortly after his death, referring to him, says: "When the question of the Union School was first agitated, he became its warmest advocate; when organized, he watched over its interests with the same earnestness that the parent guards the weal of a growing family."

Dr. Bowen was, from the first, a zealous advocate of the common school system, and by his earnest efforts did much to awaken an interest on the part of others. He was a member of the Board for three years, and soon after removed to Akron, where he now resides.

Mr. Charles London is still a resident of Massillon, and has always been a firm friend of the cause of education.

Twenty-one different citizens have been elected to this office, some of whom have served many years. In 1868, a resolution of thanks was tendered by the citizens to the Hon. A. C. Wales for his thirteen years of unremitting service to the schools of the city. The Hon. George Harsh was elected a member of the Board in 1851, and continued to serve till 1869—a period of *eighteen years*—when, on account of his health, he declined a re-election, much to the regret of the teachers and citizens. To his wise management and faithful service much of the success of the Massillon Union School is due. The history of the schools, from their organization to the present time, shows that the different Boards of Education, though variously constituted, have labored harmoniously and unitedly to promote the efficiency of the schools committed to their charge.

At a meeting of citizens held February 28, 1874, it was voted to change the number of members from three to six.

The Board is at present constituted as follows: President, Hon. Kent Jarvis; Secretary, S. A. Conrad; Warren C. Richards, James H. Justus, Frank L. Baldwin, William B. Humberger.

*Board of Examiners, 1875-6*—James H. Hunt, William B. Humberger, Kent J. Chase.

The following is a complete list of the members of the Board of Education from 1848 to 1875 :

1848—Arvine Wales, William Bowen, M. D., and Chas. London.

1849—Arvine Wales, William Bowen, M. D., and John R. Cecil.

1850—Arvine Wales, William Bowen, M. D., and John R. Cecil.

1851—Arvine Wales, John R. Cecil and George Harsh.

1852—Arvine Wales, George Harsh and Silas Rawson.

1853—Arvine Wales, George Harsh and Silas Rawson.

1854—George Harsh, Silas Rawson and Joseph Heckman.

1855—George Harsh, Silas Rawson and Joseph Heckman.

1856—George Harsh, Silas Rawson and A. C. Wales.

1857—George Harsh, Silas Rawson and A. C. Wales.

1858—George Harsh, A. C. Wales and F. T. Hurxthal.

1859—George Harsh, A. C. Wales and F. T. Hurxthal.

1860—George Harsh, A. C. Wales and F. T. Hurxthal.

1861—George Harsh, A. C. Wales and J. P. Barrick, M. D.

1862—George Harsh, A. C. Wales and J. P. Barrick, M. D.

1863—George Harsh, A. C. Wales and J. P. Barrick, M. D.

1864—George Harsh, A. C. Wales and A. Metz, M. D.

1865—George Harsh, A. C. Wales and A. Metz, M. D.

1866—George Harsh, A. C. Wales and A. Metz, M. D.

1867—George Harsh, A. C. Wales and James Bayliss.

1868—George Harsh, James Bayliss and Warren C. Richards.

1869—James Bayliss, Warren Richards and Samuel Bowman.

1870—Warren Richards, Samuel Bowman and J. P. Barrick, M. D.

1871—Samuel Bowman, J. P. Barrick, M. D., and J. K. Russell.

1872—J. P. Barrick, M. D., J. K. Russell and James H. Justus.

1873—J. K. Russell, James H. Justus and Thomas B. George.

1874—James H. Justus, Thomas B. George, Warren C. Richards, S. A. Conrad, Frank L. Baldwin and Joseph K. Merwin.

1875—Hon. Kent Jarvis, S. A. Conrad, James H. Justus, Warren C. Richards, Frank L. Baldwin and William B. Humberger.

#### SUPERINTENDENTS, TEACHERS AND SCHOOLS.

The Massillon schools were organized October 23, 1848, with the following corps of teachers:

Lorin Andrews, A. M., Superintendent and teacher in High School; Miss Jane Becket, Assistant teacher in High School.

*Grammar Department.*—Miss Betsey M. Cowles, salary \$300; Mr. Charles Shreve, salary \$200.

*Primary Department.*—Miss Mary A. Russell, salary \$225; Miss Sarah Hoxworth, salary \$140.

Mr. Andrews received a salary of \$800, and Miss Becket \$300.

During the year a Secondary department was formed, and given in charge of Miss Russell; and Miss Sarah C. Pearce was appointed to the Primary. These teachers received their certificates from the first Board of Examiners, consisting of Messrs. Kent Jarvis, George Miller and Philander Dawley.

The enrollment for the first quarter was 481, with an average attendance of 447. The enrollment in the High School was 60; average attendance 46.

The range of studies included the common branches: Algebra, Physiology, Natural Philosophy, Chemistry, Astronomy and Vocal Music. Geometry, Surveying, Botany, History, Latin, Greek and French were also taught in the High School during the year. In March, 1849, Mr. Frederick Loeffler was appointed teacher of German and Instrumental

**Music.** A piano was rented and placed in the building, and, at one time, quite a number of pupils were receiving instruction in Instrumental Music.

A catalogue of the school, published in 1849, speaks of a "Teacher's department," and specifies the following as text-books: The School and Schoolmaster, Page's Theory and Practice of Teaching and Abbot's Teacher. The catalogue contains the following statement in reference to this department: "Teachers on pupilage here will be required to conduct the recitations of classes under the direction of the Principal, or some of the most experienced instructors in the school; and in this way they will learn the trade of governing and teaching a school."

That the graded school system was received with favor by the people at that time, is shown by the fact, that, on the 14th day of May, 1849, the tax payers of the district, by a vote of one hundred and thirty-four to ten, levied a tax of \$2,000 for the support of the schools during the year, and also voted to refund the bills of tuition which had already been paid for the two previous quarters, so that the schools were made entirely free in all their departments to every one in the district. \$300 was appropriated for Philosophical Apparatus. In 1850, a tax of \$2,300 was *unanimously* voted for the support of the schools. The interest taken in the schools by the citizens is manifest from the fact, that, during the first year of the school, eight hundred and thirty-two visits were recorded. At the close of the second quarter of the third year, Mr. Andrews resigned his position to accept the Presidency of Kenyon College, greatly to the regret of all connected with the schools. He was an enthusiastic and eminently successful teacher, and distinguished throughout the State for his zeal in the cause of education.

Mr. Thomas W. Harvey was appointed his successor in 1851, at a salary of \$700. His term of service covered a period of more than fourteen years, extending till July, 1865. The fact of such a long period of continuous service is of itself a sufficient evidence of the successful work of Mr. Harvey as a Superintendent and teacher.

Under his administration the schools enjoyed continued prosperity. In 1856 a new course of study was prepared, including a High School course of four years, with a fifth or supplementary year for those who wished to avail themselves of it.

The books of the Kendall Library Association (two hundred and ninety volumes) were obtained for the use of the school; these, together with the books belonging to the H. S. Lyceum, and those furnished by the State, formed a library of some five hundred volumes.

During this period the salary of the Superintendent was raised from \$700 to \$1,200; the number of teachers was increased to eleven; the new Primary building was built and occupied, and faithful and efficient work was done in all the departments.

Mr. Harvey resigned in July, 1865, very much to the regret of the Board, teachers and citizens. He has since been elected to the office of State School Commissioner, and is known throughout the State as one of the ablest educators in Ohio.

Prof. Joseph Kimball, of Andover, Mass., was appointed Mr. Harvey's successor, at a salary of \$1,200, which was increased to \$1,300 in 1866, and \$1,500 in 1868. His term of service extended from September, 1865, to October, 1869. Prof. Kimball was a man of fine scholarly attainments, and well fitted for the work of a Superintendent. During his administration valuable additions were made to the library and apparatus, and close attention was given to all the details of school work. A published report of the Board, referring to the condition of the schools at this time, says: "Our school has fully maintained its former usefulness, and we believe is now working in all its departments as prosperously and efficiently as at any time since its organization."

After Prof. Kimball's resignation, Mr. E. A. Jones, of Medway, Massachusetts, was appointed his successor, at a salary of \$1,500, which was raised in 1871 to \$1,600, and in 1872 to \$1,800. Mr. Jones' term of service extended from October, 1869, to July, 1873. During this period the



course of study was somewhat modified, so that eight years would complete the work preparatory to the High school. A greater amount of written Arithmetic was required in the lower grades in order that this study might be completed in the A Grammar grade. United States History and the Elements of Natural Philosophy were introduced into the Grammar school, and greater prominence was given to Object and Language Lessons in the lower grades. Written examinations were instituted and made the basis of promotion in all grades above the Primary.

In September, 1871, the new building on the west side was occupied, and the scholars properly graded. An irregular department was established for the benefit of scholars unable to attend school more than two or three months of the year. Mr. Jones was assisted by an able and efficient corps of teachers in all the departments.

At the close of the school year 1872-3, he declined a reelection, and Prof. D. P. Pratt, of Portsmouth, Ohio, was elected Superintendent, at a salary of \$1,500. During his administration, the Board of Education was increased to six members. The time of final examinations and promotion was changed from March to June; and German was introduced in the Grammar department.

Mr. Pratt resigned at the close of the school year 1874-5, and Mr. E. A. Jones was again appointed to the Superintendency, at a salary of \$2,000.

In September, 1875, the High School course was changed from four to three years, and a new set of rules and regulations was adopted by the Board, and published, together with the present course of study.

The schools are, at present, organized as follows: There are four departments. Primary, three grades; Secondary, two grades; Grammar, three grades; High School, three grades. Eleven years are required to complete the full course, including the High School.

The following is a brief outline of what is required for admission to the High School: The first five books of McGuffey's series of Readers, White's series of Arithmetics,

Harvey's Elementary and English Grammars, United States History (Anderson's United States Historical Reader), Elements of Natural Philosophy (Cooley). A thorough drill in Penmanship and Orthography, Language and Object Lessons through Primary and Secondary grades, and Exercises in English Composition in the Grammar grades.

Pupils in the High School have a choice of two courses of study—Classical and English. The following is a list of studies included in each:

C CLASS.—*English*—Algebra, Natural Philosophy, Physical Geography, Physiology and English Analysis. *Classical*—Algebra, Natural Philosophy, Physiology; Latin Grammar and Latin Reader.

B CLASS.—*English*—Geometry, Chemistry, Botany, Rhetoric and Higher Arithmetic. *Classical*—Geometry, Chemistry, Botany, Cæsar and Cicero.

A CLASS.—*English*—Trigonometry, Geology, Reviews, Astronomy, English Literature and Mental Science. *Classical*—Trigonometry, Geology, Reviews, Astronomy, Cicero and Virgil.

Weekly exercises in Declamation, Composition and Readings, from English authors, are required throughout the three years, of all pupils.

The following is the corps of teachers in the employ of the Board for the year 1875-6, with the salaries paid to each:

E. A. Jones, Superintendent and teacher in High School.....	\$2,000
Mrs. Lucy D. Pinney, Assistant in High School.....	950
Mr. W. H. Ray, Principal of E. Grammar School.....	800
Miss Emily Brainerd, Assistant in E. Grammar School.....	550
Miss E. J. Imrie, W. Grammar, grade B.....	550
Mr. Jacob Graybill, W. Grammar, grade C.....	550
Mrs. Laura B. Taylor, E. Secondary, grade A.....	500
Miss Nancy Wiseman, E. Secondary, grade B.....	475
Miss Mary Diether, W. Secondary, grade A.....	400
Miss Martha Jarvis, W. Secondary, grade B.....	400
Miss Anna Dangeleisen, So. Secondary.....	400
Miss Helen Fellows, Principal E. Primary.....	400
Miss Mary Merwin, Assistant E. Primary.....	320
Miss E. Bowman, W. Primary, grade A.....	350
Miss Flora Parsons, W. Primary, grade B.....	332
Miss Susie Graybill, W. Primary, grade C.....	320
Mrs. Julia Moore, Principal Tremont Primary.....	400
Miss Mary Read, Assistant Principal Tremont Primary.....	320

Several of these teachers have been in the employ of the Board for a number of years. It has been the policy of the Board, from the first, to retain the services of good teachers as long as possible. A report of the Board, published some years since, in referring to the subject, says: "In the employment of teachers we have avoided changes as far as possible, believing that experience is priceless; we can not afford to dispense with it for a few dollars difference in salary."

During the three years ending July 1, 1858, not a single change of teachers was made. There are some notable instances of long and faithful service in connection with the Massillon Schools. Miss Jane Becket was a teacher in the High School for ten years. Mrs. Nancy Stone, in the different departments, including the High School, fourteen years. These teachers have since occupied prominent positions, and are well known in the State. Miss Sarah Hoxworth began as teacher in the Primary when the school was first organized, and served in the different departments until April, 1872, when she resigned her position in the High School, having taught more than *twenty-three years in the same building*. It is doubtful if any school can present an instance of so long continued and successful service. Miss Sallie Branan was connected with the schools as teacher for thirteen years. Miss Temperance Dunn and Miss Sarah Folger, ten years each. Miss Folger now holds a prominent position in the Toledo High School. Special mention should be made of many of the teachers, but the space allowed for this report forbids.

The following is a complete list of teachers in the different departments previous to the present school year:

*High School*—Lorin Andrews, A. M., Miss Jane Becket, Hon. T. W. Harvey, Mrs. Nancy Stone, Prof. Joseph Kimball, Miss Mary Zerbe, E. A. Jones, Miss Sarah Hoxworth, Miss Sarah Folger, Miss Lucy Stickney, D. P. Pratt and Mrs. Lucy D. Pinney—12.

*Other Departments*—Betsey M. Cowles, Charles Shreve, Mary A. Russell, Sarah Hoxworth, Sarah C. Pearce, Eliza

Guild, William Bowen, M. D., Martha Bradshaw, Nancy Alban, Ruth Hurlbut, Mary Wellman, Frances Hine, Selina Jarvis, R. L. Griffith, Hester Bradshaw, Sallie Brannan, Melvina Bohannon, Amelia Haydon, Sarah C. Pomeroy, L. E. Holbrook, Mary Craig, Helena Ricks, Mary Devotie, Temperance Dunn, Lucy Giddings, Clara Zerbe, Lizzie Cutler, Amelia Focke, Mary Graves, Ellen Murray, Flora Richards, Agnes Wilson, Rose Southard, Mahala Butler, Julia McDermott, Ray Parsons, Harriett Humberger, Carrie Renick, Laura Bowen Taylor, John Smith, Mary Kelly, Emily Brainerd, Mary Diether, Lizzie Diether, Julia Lowe, Anna Reilly, Nancy Wiseman, Jacob Graybill, Helen Fellows, John Hoover, Flora Parsons, M. A. Jarvis, Mrs. A. C. Wigal, W. H. Ray, Ida Zerbe, Rebecca Eicholtz, H. C. Coolman, Mary Reed and M. E. Barr.

*Penmanship*—J. W. Lusk, I. Buckingham, H. A. Spencer, Edwin Smith, J. B. Jordan and D. W. Humer.

*Music*—Frederick Loeffler, Isaiah Ickes, Amelia Buckins, Ida Zerbe, Prof. A. Knight and Clara Ickes.

*German*—Frederick Loeffler and Frank Warthorst.

The following table shows the enumeration, enrollment, etc., for four different periods in the history of the school :

<i>Date.</i>	<i>Enumeration.</i>	<i>Enrollment.</i>	<i>Average Daily Attendance.</i>	<i>No. of Teachers.</i>	<i>Teachers Pay Roll.</i>	<i>Salary of Superintendent.</i>	<i>Salary of Teachers in High School.</i>	<i>Average Salary in Grammar School.</i>	<i>Average in Secondary.</i>	<i>Average in Primary.</i>
1848-9		481	347	7	\$2,115	\$800	\$300	\$250 00	\$225	\$145
1855-6	1,246	546	389	11	3,400	800	400	300 00	250	180
1865-6	1,340	514	415	12	5,300	1,200	600	412 50	375	256
1875-6	2, 077	*902	654	18	10,017	2,000	950	612 50	435	3

\*For the term ending December 4, 1875.

E. A. JONES, SUP'T.

A HISTORICAL SKETCH  
OF THE  
SCHOOLS OF MIDDLETOWN,  
BUTLER COUNTY, OHIO.

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For the first twenty-five years since this town was laid out (1802), the earliest settlement in the vicinity being in 1796, our information concerning the schools is derived alone from the recollections of a few survivors of a generation long since passed away. For the second twenty-five years (1827 to 1852), but few of the points desired have been found recorded ; while, for most of the time since, the records are tolerably full and satisfactory. Thus we may consider the time included in our proposed sketch as divided into three periods, corresponding with the past three-fourths of the century.

**FIRST PERIOD.**

The first period was one of “ pay schools ; ” that is, the pupils were taught for a certain charge apiece, usually fifty cents per month, or one dollar and a half for a quarter of twelve weeks. A school of this kind is said to have been taught here before 1805 in one of the rooms of a log woolen mill which, with a grist mill and saw mill, were built near the present location of the river bridge. These mills, very important in those days, were nearly destroyed by the freshet in 1805, the first one after the settlement of this vicinity ; and the *teacher* removed, and subsequently became *Judge Beers*, of Darke county.

Another school was taught by Marsha Wilson, in 1806, in a log house, one part of which was used as a dwelling, located on what was called the "Smoothing Iron," the present premises of J. K. Thomas, Esq. For some time after, Ephraim Gray taught in the same house, and at a later day, Joseph Worth. A Mr. Ward had a school in a cabin near the site of the machine shop. A Mr. Perry and a Mr. Piper were also teachers of an early day. Subsequently, Ephraim Gray built the house on Broad street, now owned and occupied by James Wicoff, Esq., and taught in the same for some time.



THE FIRST SCHOOL-HOUSE.

As early as 1815, the first brick building, being the *first school-house* (the first house built solely for school,) in the place, was erected on the east part of the lot southeast corner of Main and Second streets, and described as lot No. 11, one of the two lots dedicated for *county* purposes by Stephen Vail and James Sutton, proprietors, in the original plat of the village, as recorded in the records of *Hamilton* county; (Middletown not being the county seat of the new county, lots Nos. 10 and 11 were for some other use.) This structure, elegant for those days, was about 20 by 30 feet, one story high, and with a huge fire-place in each end for the burning of wood. In later years, one chimney was taken out and the door moved from the side to the end, while the warmth was provided from a large stove. In this house were day schools, singing schools, and religious meetings of different denominations on different Sabbaths.

The first teacher in this house of whom we have definite dates, is Jeremiah Marston, who taught in 1821 to 1824, inclusive. He was subsequently Associate Judge, and his son, Theodore Marston, Esq., is very well known to our citizens.

## SECOND PERIOD.

In this period, not only were the private schools improved, but the Free School System for this region had its birth and growth to a certain extent, as may be shown in the matter of funds. District No. 3, Lemon township, included our village, and its partial account with the county is shown by the following, from the Auditor's books, Butler county, Ohio :

<i>District No. 3, Lemon Township,</i>	DR.
1827, To cash paid George Taylor, on account, teaching school the previous year.....	\$ 23 70
1828, To cash paid Gideon S. Crowley (\$10 00) and Thomas Lummis (\$17 50), for teaching preceding year.....	\$ 17 50
1829, To cash paid James Cook (subsequently Surveyor and Attorney), in manner as above.....	\$ 25 44
1830, To cash paid Seymour White, as above.....	\$ 38 22

After this, the sums were paid to the Township Treasurer, and for the six years following were, respectively, \$38 16, \$49 42, \$60 41, \$60 90, \$74 81, and \$105 12. From this time the sums were much increased, in 1837 being a total of \$422 70. 1838 being omitted, on the following year :

1839, July 1, School tax levied a former year .....	\$148 39
Interest on proceeds sale Section 16.....	218 93
From the State tax.....	59 09

Making a total of..... \$426 41

For the latter part of the second period, we have as follows :

YEARS.	Enumerated Youth.	Local Tax.	Section 16.	State Tax.	Total Funds.
In 1843.....	352	\$211 37	\$179 37	\$ 94 56	\$485 31
1845.....	374	223 15	269 92	104 44	593 51
1847.....	455	146 71	217 00	120 74	484 45
1849.....	425	145 33	347 05	107 64	600 02
1850.....	423	269 68	217 42	104 67	591 77

For most of this period, the public funds were insufficient to pay the teachers, but they were supplemented by bills made out and collected, each term, by the teachers, so that the schools were *partly* free. The first school entirely free was taught by Joseph Gailbreath, a native of the neighborhood, about the year 1837; but the schools did not continue without the aid of funds from private sources.

Before 1839, the District School had grown too large for one room, and under its auspices a Mr. Elliott taught the younger pupils in the brick building then known as the "Juniata Iron Store," still standing on Third street, south side, and west of the bank of Messrs. Oglesby & Barnitz. In the Fall of 1839, in this room, Mrs. Mitchell, (then Miss Josephine S. Anderson,) carried on the school, with Miss Mary J. Gibson, Assistant (now Mrs. Bowen of Chicago.) This part of the school was soon moved to the "Barracks," then standing on the present site of the Odd Fellows' Building. (The "Barracks" are now on the northeast corner of Water and Fifth streets.)

The "Barracks" were vacated in 1849, to occupy the better rooms made vacant by Mr. Furman's removal to Hamilton. These rooms are on the west side of Broad street, a few steps north of Third street, and can be pointed out at this day. In this branch of the District School, Mrs. Mitchell taught continuously, excepting a year or two, and, with the help of her assistants, she had the *first graded school*. Her assistants, after Miss Gibson, were respectively Miss Alice T. Ketchum, (now Mrs. Lambright,) Miss Eliza Martin (subsequently Mrs. Storms,) Misses Virginia Howland and Susan McQuiety.

About the year 1844-5 the District School was transferred, or made a department of the private academic school of Nathanael Furman, Esq. The result of this arrangement was not satisfactory, and continued only one year.

The teachers in the "Old Brick," as the first school-house was named, appear to have had varied success in



their labors. Besides those already mentioned, were a Mr. Pennell, James C. Waldo, Zachariah Brown (since a merchant,) William McClellan, William S. Young, now of Baltimore, Md.,) Mr. Barnaby (writing teacher,) Isaac Robertson (now attorney of Hamilton, O.,) George Goble (since a physician of Oxford, O.;) and the last one of the term was Josiah Bridge, who came here in 1848, and taught four years for twenty-five dollars per month from public funds, with an attendance varying from 20 to 120 pupils. He taught elsewhere for a long time, and afterwards, when infirm, enjoyed in pleasant recollections, his teaching for the many years gone by.

Of the private schools of this period, that of Prof. Nathanael Furman was the most important. At the solicitation of citizens here, he came in 1833, and opened a school on the southwest corner of Fourth and Main streets. Later, he moved to better accommodations on the west side of Broad street, just north of Third. Mr. Furman was assisted by Mrs. Furman, Miss Lucretia Williamson (since Mrs. Gard,) and for a part of the time by his son, James F. Furman. About half of his students, which were from forty to eighty in number, were from abroad, and were boarding with him. He moved to Hamilton in 1848. His institution was widely known, and is yet gratefully remembered.

In this period, also, Absalom Death taught for one year a private school in the house belonging to Mrs. Hendrickson. Mr. Lummis, for about the same length of time, taught in the present house of Isaac Wolverton, Esq.; and Mrs. Burr, Mrs. Blackleach, Mrs. Moore, and Miss Susan McQuiety, by private enterprise, carried on the work of instruction at different times in this vicinity.

After Mr. Furman, Rev. Mr. Pentzer taught a select school in the old Methodist church, still standing on Second street; but the Rev. J. B. Morton soon took charge of it, and continued quite successfully for several years, moving, in the time, to the more pleasant surroundings of the old Presbyterian Church, the present Lutheran Church.

The feeling between the pupils of the private schools and those attending in the "Old Brick," is indicated by the mutually appreciative terms applied by themselves to each other, and "Morton's Cats" and "Bridge's Rats" had, on the intervening street, many a hard battle with snow-balls, and sometimes with missiles not so harmless, and the interference of School Directors was called into requisition to "quell the war."

### THE THIRD PERIOD

Was one of the greatest and most varied changes and improvements.

#### IN ORGANIZATION.

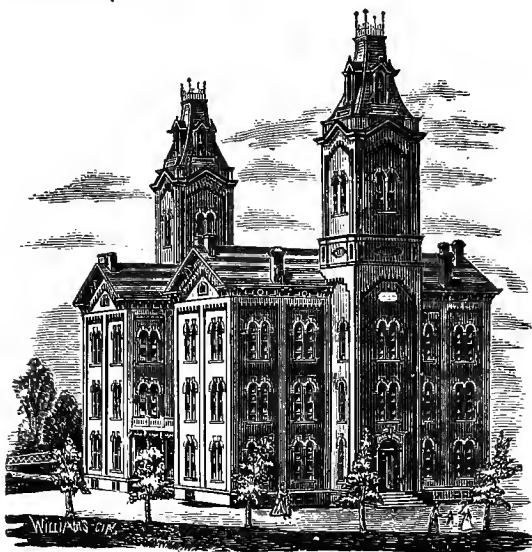
Although, after 1852, Middletown was not reported as one of the Township Districts, the reorganization from three School Directors to a Board of Education, composed of six members, was not brought about until 1855. The first Board consisted of William B. Oglesby, Stephen E. Giffin, Edward Jones, Joseph Sutphin, and William M. Marshall.

#### IN BUILDINGS.

The first three years after 1850, the only school-room owned by the District was the "Old Brick," quite dilapidated, as shown, without exaggeration, in a cut on a previous page. A great step in improvement was the erection, in 1853-4, of a substantial brick building of four spacious rooms, ample for all the needs at the time. But soon these accommodations became inadequate, and again colonies of primary pupils and German and colored scholars were established, until after some years of quiet, persistent, and public spirited effort, (such as was also required for the former advance,) in 1871, a school edifice was commenced, and finished in the following year, which will compare favorably with any other educational structure of the land.

For three years this noble building has been in use, and at this time, 1875-6, all the twelve elegant school-

rooms and German room are fully occupied, with the prospect that soon the Board will be obliged to use also the old building. This spacious edifice, situated between Main street and the Yankee road, and between Seventh street and the proposed continuation of Sixth street, has nearly *six acres* connected with it as play and ornamental grounds, extending in three directions to wide streets. Among its features of extraordinary excellence are the following: All its regular school-rooms have light and ventilation from the exterior on three sides; a beautiful public hall, 40 by 50 feet, with an arrangement by which its capacity can be tripled for emergencies requiring space; all the connecting halls are straight, and each 15 feet wide; the staircases, two entirely separate to the highest floor (third story,) and each seven feet wide in the clear, and with wide, easy steps; and the four double doors with vestibules, or large porches for entrance and egress. But why say more? The building is the best record of itself and the management under which it was constructed.



PRESENT SCHOOL-HOUSE.

### GROWTH.

The growth of the Public Schools is shown by the following table :

	1855.	1860.	1865.	1870.	1875.
Number of Youth Enumerated....	472	673	834	1319	1393
“ “ Pupils Enrolled.....	275	365	660	568	824
“ “ “ Daily Averaged	220	229	349	366	574
“ “ “ Teachers.....	6	7	9	10	15

### EXPENDITURES, &C.

	1855.	1860.	1865.	1870.	1875.
Total Expenditures...	—	\$2,464 69	\$5,514 45	\$5,958 56	\$8,170 05
Val. of School Pr'pty	\$6,250 00	Same.	Same.	Same.	75,000 00

### DEPARTMENTS.

Though before 1850, some of the advantages of grading were in use, the graded system was not fully developed until 1855. From that time the grades have been increased from year to year to correspond with the number of teachers and rooms required for the scholars. Though instruction was given in the higher branches previously to the reorganization, at that time the High School was established as a department, although no prescribed course of study was published by the Board until 1873. The branches pursued have not only been the so-called higher, but the common branches have received attention from a higher stand-point, and with a wider range.

In the year 1858-9, a colored school was opened, and it has continued since under one teacher.

A German Department was established in 1860-1 under one teacher; in 1872, in the new building, it was enlarged to two rooms, one being a primary German-English school, and the other a recitation room for older and more advanced scholars.

### GRADUATES.

Only since 1870 have diplomas been presented to those who were regarded as entitled to such a testimonial, and those who have received them are the following: In 1871,

Misses Aline Barnett, Mary Cunningham, Ella Steely and Mr. Joseph C. Hengstler; in 1872, Misses Clara Sutphin and Ella S. Wikoff; and in 1874, Miss Jennie Hudson. And it should be named in this connection that there are many who derived their English education in our schools, and sustained a high standing as students, at an earlier day, who are now occupying prominent positions in business and professional life.

#### TEACHERS, &C.

In the "Old Brick," Josiah Bridge taught till 1852. Subsequently, C. R. Galloway, John McClellan, William Ballard, J. S. Beall, and, for most of the year 1853-4, our well-known citizen, J. B. Cooley, Esq., taught, being the last man in the old old house. In the the new building the list of Principals, &c., is as follows :

Thos. Wallace taught in	1854-5,	6 months,	at annual salary of \$	500	00
L. B. Hatch	"	1855-7, 2 years,	"	"	600 00
Lyman J. Fisher	"	1857, hal. of year	"	"	600 00
J. B. Finch,	"	1857-60, 3 years	"	"	700 00
W. H. Wynn,	"	1860-2, 2 "	"	"	700 00
U. T. Curran (1st Sup't),	1862-4,	2 "	"	"	1st y'r 700 00
U. T. Curran,	"				2d y'r 1,000 00
G. C. Woollard, taught in	1864-6,	2 "	"	"	1,000 00
T. C. Mendenhall,	"	1866-8, 2 "	"	"	1,200 00
D. W. Hanna,	"	1868, 3 months,	"	"	1,000 00
William Watkins,	"	1868-72, 4 yrs nearly	"	"	1,200 00

In the last building, finished in 1872, A. G. Wilson taught 1872-4, two years, at a salary, the first year, of \$1,200 and the second year, \$1,500. A. C. Tyler taught in 1874-6, two years, at a yearly salary of \$1,500.

For service in the schools five years or more (and who are still in the schools,) the following teachers deserve honorable mention : Miss Joe H. Breeding, 5 years ; Miss Flora R. Mills, 8 years ; Mrs. Sarah Thompson, 9 years ; Miss Anna McAdams, 13 years ; and Mrs. Josephine S. Mitchell, 20 years or more, besides about 10 years in private schools in this vicinity. Her record is the impress of her spirit and work on the minds of many hundreds

who gratefully remember her. Crowned as she is with praises, and with many silver hairs on her brow, she is still teaching with an energy, enthusiasm and success equaled by that of very few younger teachers.

#### PRIVATE SCHOOLS.

For the last twenty years there have been several, and some of them quite successful.

In 1859-60, Charles Weichmann had a German school.

From 1862 to 1872, Mrs. Mitchell had a private school of limited number, not all the time in the same house.

From 1863 to 1870, Samuel S. Robinson, Professor of Penmanship and Commercial Science, in Leibeck's Building, had a Mercantile School.

From 1865 to 1870, Mrs. E. B. Nason had a Seminary, a Home School for girls. With an assistant teacher and competent instructors in Music and French, she taught about forty pupils, half of whom were boarders.

From 1865 to 1871, under the instruction of three Sisters of Charity, most of the time, there was a Parochial School of about 150 pupils.

From 1872 to 1874, Rev. G. E. Buchholz had a school of about 40 pupils.

#### ACKNOWLEDGEMENTS.

It is impossible to name all those who have contributed as friends and officers of the schools, time, attention, and faithful effort to the public welfare; and our limits compel us to mention but few. William B. Oglesby, Thomas Wilson and Dr. Samuel Hyndman (since deceased,) were the School Directors that probably wrought the greatest change in school structures. In the construction of the present building, the Board of Education consisted of Dr. John Corson, William Moore, Charles A. Bapst, C. W. Sutphin, William Sebald and Daniel Helwig. These, with P. P. LaTourrette, of the previous Board, and C. H. Wardlow of the succeeding one, encountered opposi-

tion to provide liberally for the educational interests of the village.

For all these improvements, the burden of cost has been promptly and cheerfully borne by the tax-payers, and that cordial and unequivocal support of public opinion indispensable to success, has been given by the citizens. The people of Middletown have regarded themselves not only as joint proprietors of their valuable property devoted to public instruction, but as having a greater interest than can be expressed in dollars and cents, as parents and patriots, on behalf of the eight hundred children which are being educated in their schools.

## PRESENT ORGANIZATION—1875-6.

### BOARD OF EDUCATION.

DR. JOHN CORSON, President;      WILLIAM MOORE, Secretary;  
CHARLES A. BAPST, Treasurer;  
C. H. WARDLOW, DANIEL McCALLEY, JNO. M. YOUNG, ESQ.

### BOARD OF EXAMINERS.

WILLIAM MOORE, President;      W. S. MARSHALL, Secretary;  
Rev. J. W. CLOKEY.

### CORPS OF TEACHERS.

A. C. Tyler.....Superintendent  
Miss Anna McAdams .....of the High School  
George Sutterer.....Special Teacher of German  
Walter H. Aiken.....Special Teacher of Vocal Music  
Mrs. Sarah Thompson .....Teacher, Room No. 11  
Miss M. J. La Tourrette.....Teacher, Room No. 10  
Miss N. D. Hendrickson.....Teacher, Room No. 9  
Miss Flora R. Mills.....Teacher, Room No. 8  
Miss J. H. Breeding.....Teacher, Room No. 7  
Miss Sallie C. Mirtland.....Teacher, Room No. 6  
Miss Ella S. Wicoff.....Teacher, Room No. 5  
Miss Susie J. Howell.....Teacher, Room No. 4  
Miss Fannie M. Mitchell.....Teacher, Room No. 3  
Miss Katie Pfeiffer .....Teacher German-English, Room No. 2  
Mrs. J. S. Mitchell.....Teacher, Room No. 1  
Miss Luella V. Anderson.....Teacher Col'd School, in old building



HISTORY  
OF THE  
PUBLIC SCHOOLS OF NEWARK,  
SINCE THEIR ORGANIZATION IN 1848.

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Previous to the year 1848, the Public Schools of Newark were ungraded, and but little better than the subscription schools of much earlier days. In accordance with the provisions of an Act passed by the General Assembly, February 5, 1824-5, the School Board had no power to levy tax for the support of the schools, except as provided in this Act, authorizing them to levy one-half mill on the dollar to be appropriated to the use of common schools. All the funds coming into the hands of the School Board, other than these, were raised by direct taxation, and authorized only by a majority of the qualified voters within the district limits.

The schools were open only three to four months in a year. When the funds were exhausted the schools were closed. The houses rented and the furniture used in them were the cheapest that could be gotten. The teachers were poorly qualified, poorly paid, and according to the custom of those days, "boarded around." All assessments for the support of the schools, except the levy authorized by the law of 1824-5, were made, collected and dispensed by the Board of Directors. All the children within the district limits, between the ages of four and twenty-one years, were privileged to attend these schools. The branches taught were Spelling, Reading, Writing, Arithmetic, and, latterly, English Grammar.

The date by which to determine the opening of the first schools in Newark, the attending circumstances, names of first teachers, etc., are lost, which renders it impossible to give a detailed account of the schools, tracing their growth and improvement from the beginning to the organization on the graded plan.

#### ADOPTION AND ORGANIZATION OF THE GRADED SYSTEM.

At a meeting of the Ohio State Teachers' Association, held in Akron, Ohio, December 30, 1847, at which eleven counties were represented, steps were taken by the Executive Committee of the Association, to procure the services of experienced instructors, for the purpose of holding Teachers' Institutes in such counties of the State in which sufficient encouragement would be given. The condition upon which the services of instructors could be had was that thirty dollars should be raised to pay for the services of two instructors one week. The course of lectures included instructions on the following subjects: English Language, Mental and Written Arithmetic, Mathematical, Civil and Physical Geography, American History, Civil Polity, Geology, Penmanship, Vocal Music and Theory and Practice of Teaching.

At a meeting of teachers and others interested in the promotion of Public Schools, held in the First Presbyterian Church, Newark, February 28, 1848, it was resolved to organize into what was called The Educational Society of Newark Township, and to invite all others interested in the common school cause to co-operate with them. The following is an extract of a report of said meeting, published in the Newark Advocate, Newark Gazette and Licking Herald, dated March 3, 1848:

“After a brief discussion with regard to the best method of co-operating with the State Teachers' Association, on motion, a committee of three was appointed, consisting of A. W. Dennis, Isaac Smucker and L. P. Coman, to report resolutions relative to the subject.”

“During the absence of the committee, the meeting was appropriately addressed by Mr. Benjamin Briggs, in behalf of common schools.”

The following were among the resolutions reported by the committee, all of which were unanimously adopted:

*Resolved*, That in our opinion Teachers' Institutes are the most efficient means of improving the teachers, and through them the common schools of the State, and the best calculated to render the profession of school teaching more elevating and dignified.

*Resolved*, That we heartily respond to the arrangement made by the Executive Committee of the State Teachers' Association, to hold a Teachers' Institute in this county, commencing on the 27th day of March next; that we will procure a suitable building, and provide means toward defraying the expenses of the session. And we earnestly solicit teachers and friends of education in other townships in the county, to co-operate with us in this matter, and that a committee of three be appointed to make arrangements for holding the Institute in the town of Newark.”

After the adoption of resolutions and the transaction of other business, the following gentlemen were chosen officers of the Society: Rev. Alexander Duncan, President; Rev. George Dennison and Isaac Smucker, Vice-Presidents; and C. P. Wilder, Secretary.

As a result of this movement toward an organization of the teachers of Licking county, the Institute which followed March 27 was well attended, and characterized by a lively interest in the cause of public schools. Mr. M. F. Cowdery, President of the Executive Committee of the State Teachers' Association, and Mr. Lorin Andrews, served in the capacity of lecturers during the week of the Institute; at the close of which a series of fifteen resolutions was adopted, setting forth the opinions of those in attendance, looking toward a more efficient system of public schools, a more thorough preparation of teachers, and a wider range in the course of studies.

At a meeting of citizens, friendly to the cause of common schools, held in the Auditor's office, July 11, 1848, the Rev. William Wylie was called to the chair, and A. W. Dennis was chosen Secretary. After an interchange of opinions relative to the merits of the Akron School Law, and the transaction of business, a committee of twelve was appointed to circulate a petition to the Town Council of Newark, for the purpose of securing signatures of such of the qualified voters in favor of extending the provisions of the law the Legislature first passed in favor of Akron, to this town. This petition received about four hundred and fifty signatures, almost a unanimous consent of the voters then within the corporation.

July 20th, a notice was issued by A. H. Caffee, Mayor, that an election would be held August 12th, following, for the purpose of electing six school directors for the town of Newark, in conformity with an Act amendatory to the Akron School Law, and made applicable to the town of Newark, Ohio. The election resulted in the choice of Israel Dille, Isaac Smucker, Samuel D. King, Adam Fleek, Abner W. Dennis and Joshua Gibbs, as the first School Board of the town of Newark, under the organization of the graded plan. The organization of the School Board was further perfected at a meeting held August 16th, at which the oath of office was administered by Samuel H. Bancroft, a justice of the peace, and the following members were chosen officers of the Board: Samuel D. King, President; A. W. Dennis, Secretary; and Adam Fleek, Treasurer. After determining by lot the seniority of the members, A. W. Dennis and Israel Dille were appointed a committee of correspondence. A committee of three was also appointed, consisting of Messrs. Dille, Smucker and Gibbs, who should secure rooms suitable for school purposes; divide the town into school districts for primary schools; learn what number of pupils would want instruction in the higher branches, and make such other arrangements for the year as the schools might require. Correspondence was at once opened by the former committee with school officers at Lockport, New York, Utica, New

York, and Akron, Ohio, with Lorin Andrews, then Principal of the Ashland Academy, Ohio, and with the Hon. Horace Mann, then Secretary of the Massachusetts Board of Education.

On motion, the Town Council was notified to appoint School Examiners as required by law. Messrs. Dille and Dennis were appointed a committee to draft rules and regulations for the government of the School Board and schools.

In the *Licking Herald*, dated November 3, 1848, appeared the following :

“SCHOOL NOTICE.

“Candidates for the office of teacher, under the supervision of the Board of Education of the town of Newark, are hereby notified that an examination of such candidates will be holden at ten o'clock A. M., on Wednesday, the 8th inst., in the basement of the Episcopal Church.

“The examination will be conducted orally in part, and partly by the use of written questions, to which written answers will be required.

“By order of the Board of Education.

“J. BUCKINGHAM, SEC'Y.”

At a meeting of the Board of Education, November 16, 1848, the committee appointed to rent rooms for the use of schools organized on the graded plan, reported the following, which were accepted:

“School house in the rear of the First Presbyterian church, at \$100 a year; room in basement of Methodist church, on Fourth street, at \$4 a month; room in basement of Episcopal church, at \$4 a month; school room in the rear of the Welch church, at \$3 a month; house owned by Joel Arnold, corner of Fifth and Main streets, at \$1.50 a month; house of Israel Dille, on East Main street, at \$3 a month; two rooms in front of the Franklin House, east side Public Square, at \$5 a month; room of A. J. Smith, in Appolo building, at \$25 a year; also two small buildings formerly

occupied as school houses, one on Walnut street, the other in East Newark. The same committee also reported that the furniture and stoves necessary to furnish the rooms would probably cost \$150."

The following was the corps of teachers employed, with their respective salaries opposite their names :

L. P. Coman, Superintendent of all the schools, and Principal of the High School, at a salary of \$600; L. W. Gilbert, First Assistant, at \$26 a month; Miss Sophronia Hines at \$22 a month; Miss Cornelia Curtis, Third Assistant, at \$16 a month; J. C. Miller, First Assistant in the Secondary department, at \$24 a month; Miss Susan Bushnell, Miss Caroline Carter, Miss Amelia L. Ellis and Miss Caroline Seymour, in the Secondary department, at \$16 a month each; Miss Elizabeth Morgan, Miss Sophia Carter, Miss Mary Dunham and Miss Lydia M. Little, in the Primary department, at \$16 a month each.

At a special meeting of the Board of Education, dated September 18, 1849, a complete course of studies was adopted, the schools having previously been named and classified with respect to time, as follows :

Primary school, embracing four years; Secondary school, embracing four years; and the High school, embracing four years. The course of studies for the Primary and Secondary grades embraced all the common branches, and Natural History the last year of the Secondary course, making this year preparatory for admission into the High School. The following were the branches included in the High School course: English Grammar and Composition, Vocal Music, Rhetoric, Botany, United States History, Mental Philosophy, Logic, Book-keeping, Higher Arithmetic, Algebra, Geometry, Trigonometry, Chemistry, Geology, Greek and Latin.

The following is quoted from the first annual report of the Board of Education, after its organization under the Akron law, to the Town Council, for the year 1848-9, dated February 19, 1850: "During the first quarter, twelve schools were taught, consisting of six Primary, four Secondary and

two departments of the High School, male and female. In these schools fourteen teachers were employed, including the Superintendent, the male, and eleven female teachers. During the second quarter the same number of schools were taught, and thirteen teachers were employed, the services of the assistant female teacher in the female department of the High School having been dispensed with, on the ground that an assistant teacher in this school was not absolutely necessary."

"The number of scholars enrolled during the winter quarter, was 395 males and 327 females; total, 722. The average daily attendance was 284 males and 240 females; total, 524. The number enrolled during the summer quarter, was 229 males and 275 females. The average daily attendance was 142 males and 192 females; total, 234.

Amount collected from common school fund, United States Military fund, County duplicate, delinquent school house tax, and all other sources.....	\$2,931	83.3
Amount paid teachers, for rent, for fuel, for furniture, and other miscellaneous items.....	2,858	52
Balance remaining in treasury.....	73	31.3
Total.....	\$2,931	83.3

"The most serious difficulty the Board had to encounter during the year, was the want of suitable school rooms, as they were under the necessity of relying solely on the rent of such rooms as could be obtained. Many of them are inconvenient as to location, unpleasant, and, in many instances, uncomfortable. Another difficulty was the classification of the scholars. When the town is supplied with convenient and well arranged school houses, this important part of our schools may be improved.

"As the whole amount of school fund accruing to the town under the general school law, and received into the treasury, was deemed insufficient to keep up the schools nine months in the year, the Board was under the necessity of making an assessment for this purpose on each scholar whose parents or guardians were considered able to pay, taking special care not to exclude any who were justly entitled to free admission.

“ As to the erection of a new building, it was first supposed that six or more Primary school houses, located in different parts of town, would be first needed, but since they have effected a classification of scholars, and better understand their wants, they are of opinion that the interests of the schools require that a central school house be first erected for the accommodation of the Secondary and High School scholars.

“ When the town is supplied with suitable and well arranged school houses, the Board confidently believe that our public schools may be made equal to any schools in the State, either select or public, that the youth may be educated at much less expense in public than in select schools, and that a large amount of money heretofore sent to other towns for educational purposes, will be retained here for the improvement of our town, and for the benefit of common schools.

“ Although the Board have had an arduous duty to perform in organizing and classifying the several schools, they take pleasure in stating that the success of our common schools during the year may, in a measure, be ascribed to the common sense liberality of the citizens of Newark, for the last of which no better evidence need be required than that they contributed from private sources nearly twelve hundred dollars for the support of the public schools.”

At the regular meeting in May, 1850, the Board of Education entered into contract with Messrs. H. Rogers and S. Ferguson for the erection of what is known as the Central School building, on Church street, at a cost of \$12,000. Said building was to be two stories high, eighty feet long and sixty feet wide; to contain two school rooms in basement, eight school rooms, one office, and one recitation room in the superstructure, and to be ready for occupancy at the opening of schools in the fall of 1851. In 1854, the capacity of the Central building having become too small for the accommodation of the pupils then in the schools, a third story, containing four school rooms and one recitation room, was added to it.

A concise and full account of the difficulties encountered in the organization of the schools on the graded plan, of the



opposition to the erection of the first new building, and of the prominent facts connected with the early history of the schools of Newark, would be impossible within the limits of this brief history.

Since the erection of the Central building, substantial two-story Primary buildings were erected in what is known as East Newark, South Newark and West Newark; all the rooms of which, with two exceptions, are well furnished.

A handsome two-story building, containing ample corridors, one office and eight well arranged and well furnished school rooms, with cloak rooms connected, and all warmed with steam heating apparatus; was completed in September, 1875, in what is known as North Newark. About four hundred pupils, the capacity of the building, are now accommodated in it.

It is with pleasure that we record the fact that, at this time, Newark is probably as well provided with school buildings as any city of equal size in Ohio.

The following is a tabular form of the more important statistics since 1855, showing the growth and improvement of the schools, and increase of funds expended for their support:

	1855.	1865.	1875.
Number of Pupils enumerated.....	1,400	1,927	3,379
Number of Pupils enrolled.....	820	1,178	1,563
Average daily attendance.....	540	629	1,037
Number of teachers.....	17	20	32
Number of school rooms.....	13	14	30
Number of weeks in session.....	36	36	38
Amount paid teachers in 1849.....	\$2,057	;	in 1875.....\$12,593
Value of school property in 1851.....	13,000	;	in 1875..... 80,000

# CATALOGUE

OF THE

## GRADUATES OF THE NEWARK HIGH SCHOOL

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[In the preparation of this list of graduates, with their occupations and residences, valuable assistance was rendered by Miss Allie C. Anderson, Newark, Ohio.—SUPT.]

### CLASS OF 1853.

Anna Black, *nee* Dille.....Newark

### CLASS OF 1855.

Mary Hervey, *nee* Reader.....Granville

Sarah Moore, *nee* Beckwith\*.....

Clara Knight.....Newark

Kate Lewis\*.....

### CLASS OF 1856.

Cordelia Deering, *nee* Walker.....Virginia

Fidelia Wilkinson, *nee* Walker.....Peru, Indiana

Sarah Freeman, *nee* Darlington.....

Mattie Osborn, *nee* Scott.....Columbus

Mary Follet, *nee* Woodbridge\*.....

### CLASS OF 1858.

Will. H. Fleek\*.....

Charles P. King, M. D.....Newark

Edward Kitzmiller.....

Homer H. Henderson, Artist.....Rock Island, Ill

### CLASS OF 1859.

Kate King, *nee* Knight.....Newark

Lou Miller, *nee* Jewett\*.....

Mame Wilson, *nee* Warner.....Newark

Sarah Stevens, *nee* Hirsh.....Newark

Mary E. Henderson.....Columbus

Anna E. Watkins, teacher .....	Philadelphia, Penn
Grace A. Trowbridge, Real Estate Agent.....	Newark
Laura J. Jones, teacher.....	Newark
Allie H. Anderson.....	Newark

#### CLASS OF 1860.

Allie Myers, <i>nee</i> Kitzmiller .....	Pittsburgh, Penn
Mattie Cox, <i>nee</i> Reader*.....	
Entilla Trimble, <i>nee</i> Odell*.....	
Carrie Keagey, <i>nee</i> Anderson, teacher.....	Newark
Agnes Duncan, music teacher.....	Mt. Sterling, Illinois
Mary E. Scott, clerk .....	Newark
A. T. Speer, M. D.....	Newark
W. O. Fullerton, Druggist.....	Newark
Charles G. Penney, U. S. A.....	Fort Beaufort, D. T.
Alson B. White, Route Agent.....	

#### CLASS OF 1861.

Lois Sook, <i>nee</i> Abbott.....	Newark
Tillie Janes, <i>nee</i> Ward.....	Toledo
Sallie Smythe, <i>nee</i> Atcherly.....	Newark
Augusta Smucker, <i>nee</i> Hirst.....	Newark
Josie Mitchell, <i>nee</i> Barrick.....	Lacygne, Kansas
Carrie Farrington, <i>nee</i> Brice*.....	

#### CLASS OF 1862.

Ella Taylor, <i>nee</i> Granger.....	Newark
Dee Newkirk, <i>nee</i> Henderson.....	Columbus
Rowena Greene.....	Newark
Ella G. Mehurin.....	Newark
Ella Legg.....	Marshalltown, Iowa
Hattie T. Dowell, teacher.....	Lima
Hattie A. Jones, teacher.....	Newark
Charles H. Newkirk, merchant.....	Newark
Robert Evans*.....	
Robert S. Fulton, attorney.....	Cincinnati

#### CLASS OF 1863.

Rebecca Boss, <i>nee</i> Smith.....	Newark
Ella Lewin, teacher .....	Newark
Ella Jewett.....	Newark.
Henrietta Zeublin, <i>nee</i> Follett.....	Philadelphia, Penn
Mary Leslie*.....	
Flora Collins, <i>nee</i> Gray.....	Toledo, Iowa

#### CLASS OF 1864.

Ella Bower, <i>nee</i> Howell.....	Newark
Mary Sutter, <i>nee</i> Evans.....	Connersville, Indiana
Orilla Coffman.....	Newark

CLASS OF 1865.

Carrie Brewster, <i>nee</i> Milligan.....	Cincinnati
Augusta Chambers, <i>nee</i> Smucker.....	Newark
Kate K. Granger*.....	
Henrietta Crane.....	Newark
Elma Ball.....	Newark
Annie E. Mchurin.....	Newark

CLASS OF 1866.

Zoe Dean, <i>nee</i> Davis.....	Newark
Joseph K. Knight.....	New York
Willard F. Warner.....	Pittsburg, Penn

CLASS OF 1868.

Mary Dickinson, <i>nee</i> Rogers.....	Osgosh, Missouri
Carrie Reed, <i>nee</i> McGaughy.....	Vanattsburg
Ray A. Griffin, teacher.....	Newark
Sarah Jones.....	"
Hannah Jones.....	"
Clark D. Barrows, law student.....	"
Giles E. Smucker, clerk.....	"
Willis Robbins.....	traveling in Europe
Oscar F. Mehurin, marble dealer.....	Mt. Vernon
Sanford Cunningham.....	Newark
Will Jenkins*.....	

CLASS OF 1869.

Ella Veach, <i>nee</i> Ball.....	Newark
Mattie Brunner.....	"

CLASS OF 1870.

Ida Tucker, <i>nee</i> Moore.....	Newark
Ida Woodbridge.....	"
Annie Lewin.....	"
Maggie Evans, teacher.....	"
Lizzie Jones.....	"
Mattie E. Bower.....	"

CLASS OF 1871.

Bell Sample.....	Coshocton
Kate Owens.....	Newark
Mary Brunner.....	"
Fanny Tyhurst.....	"
Charles Hedrick.....	"
Willoughby Miller, student.....	Edinburgh, Scotland
Will Webb, law student.....	Cincinnati
Edgar A. Galbraith, teacher.....	Upper Sandusky
Howard Brook.....	Newark

### CLASS OF 1872.

Ella Bostwick, <i>nee</i> Ritter.....	Coshocton
Lou Wilson, <i>nee</i> Rissler.....	Newark
Etta Buckingham.....	"
Ella G. Wiswell, teacher.....	"
Anna Sprague.....	"

### CLASS OF 1873.

Emma Dinsmore, <i>nee</i> Smith.....	Newark
Mary Davis, clerk.....	"
Anna Lee.....	"
Clara Ball, teacher.....	"
Minnie Buckingham, teacher.....	"
Will Wilson, merchant tailor.....	"

### CLASS OF 1874.

Retta Giffin.....	Newark
Teresa Lyon.....	"
Helen Phipps, teacher.....	"
Rosa Schlasman, teacher.....	"
Rata Johnson.....	"
Nettie Swisher.....	"
Mamie Lewin.....	"
Fannie Smith, student.....	Cleveland Normal School
George Williams, law student.....	Newark
Charles Ward, express clerk.....	Toledo

### CLASS OF 1876,

Consists of fifteen ladies and three gentleman now preparing to graduate in June, '76.

Leila H. Stasel.....	Newark
Mary J. Schlasman.....	"
Lucy M. Connel.....	"
Mary J. Ritter.....	"
Erie Flewlling.....	"
Jennie W. Owen.....	"
Helen A. Sprague.....	"
Emma Kochendorfer.....	"
Irene C. Jones.....	"
Fannie B. Jones.....	"
Hattie E. Stevens, teaching.....	"
Nettie Shields.....	"
Florence O. Grasser.....	"
Emma Spencer.....	"

Flora B. Galbreath.....	Newark
Charles F. Snider .....	"
Arthur L. Greene .....	"
Clinton Brooke .....	"

\* Deceased.

Whole number of graduates, except the class of '76.....	116.
Average size of class.....	6.1

List of Superintendents and Principal of the High School since the organization on the graded plan, November 16, 1848, to the present :

#### SUPERINTENDENTS.

L. P. Coman.....	1848-49
H. C. Kibler.....	1849-49
A. J. Buel.....	1849-50
H. C. Kibler ....	1850-52
H. S. Martin.....	1852-54
A. Duncan.....	1854-62
A. T. Gibbons.....	1862-63
M. M. Travis.....	1863-67
G. W. Walker.....	1867-69
C. A. Snow .....	1869-72
A. Humphreys.....	1872-72
J. C. Harper.....	1873-75
J. C. Hartzler.....	1875—

#### PRINCIPALS.

L. W. Gilbert.....	1848-49
H. C. Kibler.....	1849-50
W. A. King.....	1850-52
S. Jewett, <i>nee</i> Niles.....	1852-54
S. L. Mills.....	1855-61
Annette Voris .....	1861-63
Mary Lamb .....	1863-65
C. A. Stewart.....	1865-67
J. Rees .....	1867-68
F. C. Ampt.. .....	1868-69
J. M. Swartz.....	1869-70
T. B. Bird.....	1870-74
T. W. Philipps.....	1874—

#### MUSIC AND GERMAN.

F. Kochendorfer.....	1861-69
G. Schultz.....	1 69-71
F. Kochendorfer.....	1871—

Special mention ought to be made of many members of the different Boards of Education, from the organization of the schools to the present time; of the wisdom and enterprise that characterized their official acts; of the spirit displayed in laying the foundation of the present system of public schools of Newark; of others, not officially connected with the schools, yet whose influence and wise counsels were always favorable to the public schools, but space will not allow.

The Board of Education, at the time of the organization of the schools on the graded plan, in 1848, consisted of the following gentlemen: Samuel D. King, President; A. W. Dennis, Secretary; Adam Fleek, Treasurer; Israel Dille, Isaac Smucker and Joshua Gibbs.

The present Board of Education are the following gentlemen: Gibson Atherton, President; G. M. Grasser, Secretary; D. E. Stevens, Treasurer; John David Jones, J. H. Travers and W. E. Atkinson.

## PRESENT CORPS OF TEACHERS:

### HIGH SCHOOL.

T. W. Philipps, Principal; Emma A. Moore and Jennie Jones, Assistants.

### GRAMMAR SCHOOLS.

Ella Lewin, Hattie A. Jones, Carrie L. Keagey, Annie M. Irvine, Emma W. Lewis, Laura C. Bane, S. F. Bowne and Ray A. Giffin.

### PRIMARY GRADES.

Ella G. Wiswell; Maggie Evans, Clara Ball, Ora M. Tenney, Sylvia H. Wing, Elizabeth Powell, Fannie S. Gill, Mary C. Rinker, Hattie E. Stevens, Mattie Brunner, Helen B. Phipps, Mattie Singinger, Annie J. Moore, Ida McGaughy, Rosa Schlasman, Minnie Buckingham, Ella E. McMillen, and Julia Phelps, teacher of colored schools.

### SPECIAL TEACHERS.

F. Kockendorfer, Music and German; J. M. McFarland, Penmanship; J. M. Swartz, Teacher of Night School; Superintendent of Instruction, J. C. Hartzler.

# COURSE OF STUDY ADOPTED FOR THE NEWARK HIGH SCHOOL.

## FIRST YEAR.

*First Term*—Arithmetic, Algebra and Physiology.

*Second Term*—Algebra, Physiology, Latin or Etymology.

*Third Term*—Algebra, Botany, Latin or Etymology.

## SECOND YEAR.

*First Term*—Algebra, Natural Philosophy, Latin or Etymology.

*Second Term*—Geometry, Natural Philosophy, Latin or Etymology.

*Third Term*—Geometry, Natural Philosophy, Latin or Etymology.

## THIRD YEAR.

*First Term*—Geometry, Astronomy, Latin or General History.

*Second Term*—Trigonometry, Chemistry, Latin or General History.

*Third Term*—Rhetoric, Chemistry, Latin or General History.

## FOURTH YEAR.

*First Term*—Rhetoric, Geology, Psychology, Latin or Physical Geography.

*Second Term*—English Literature, Psychology, Latin or Physical Geography.

*Third Term*—English Literature and Reviews.

English Composition throughout the course.

Greek and German are elective studies; the former may be taken up at the beginning of the third year, by those who are preparing for college.

## ORGANIZATION OF THE ALUMNI ASSOCIATION OF THE NEWARK HIGH SCHOOL.

In response to a circular invitation dated June 18, 1875, a large number of graduates, former teachers, superintendents and members of the present and former School Boards of Newark, met in the assembly rooms of the High School, for the purpose of effecting an Alumni Association. Mr. L. P. Coman, of Hanover, first Superintendent of the Newark Public Schools, was chosen President, and Dr. A. T. Speer, Secretary. Remarks of a highly interesting char-



acter, retrospectively the history of the organization and growth of the Newark schools, were made by Messrs. L. P. Coman, A. W. Dennis, first Secretary of the School Board; Adam Fleek, first Treasurer; C. H. Kibler, second Superintendent of Schools; Isaac Smucker, of Newark; M. D. Follett, Esq., of Marietta, Ohio; Gibson Atherton, President of the present School Board; and Judge Charles Follett, of Newark.

After the adoption of a constitution, the following officers were elected for one year:

*President*—Dr. A. T. Speer, class of 1860. *Secretary*—Miss Clara Knight, class of 1855. *Treasurer*—Miss Hattie A. Jones, class of 1862.

After the adoption of a series of spirited resolutions, looking to a permanency of the organization, the following were appointed a committee on programme for the annual meeting in 1876: William O. Fullerton, class of '60; Miss Ray A. Griffin, class of '68; and Mrs. Dr. Black, class of '53.

The first meeting of the Alumni of the Newark High School, having resulted in the formation of a permanent organization, it is hoped that all who may annually come forth from this *Alma Mater* may fondly cherish its purpose of self-culture, social intercourse, a union of its members into fellowship and good will, and, above all, the promotion of public education as the only means of public happiness.



# HISTORY

OF THE

## SCHOOLS OF NEW LISBON.

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Written for Centennial Purposes, at the Request of the State Superintendent, by H. H. Gregg, one of the School Directors.

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We can not give a full and satisfactory history of the schools of New Lisbon without going back to the beautiful spot of ground originally chosen by the first settlers of New Lisbon, to rear the old Log Cabin School House in which to educate their children.

According to the testimony of the venerable Fisher A. Blockson, now in his 94th year, and who came to New Lisbon in November, 1805, the lot or square of ground on North Market street, on the hill, occupied, from the commencement of the town, for school purposes, was originally a beautiful grove of white-oak saplings, or bushes, in the midst of which was constructed a rude Log Cabin School House, of round logs and clap-board roof; and, according to the testimony of one who attended school in the building, light was admitted through oiled or greased paper, used in place of window-glass. The school furniture of that day was not made of cast-iron and varnished wood, in large factories, as at present, but was generally constructed of slabs, flat side up, adjusted by fixing pins in the wall, and desks to suit, and the teacher sat on a stool of primitive style, and desk the same, with rod near at hand, to insure peace and obedience to his mandates. Inside of this rude but humble building, the light was extracted from Dilworth's

and Webster's Spelling Books, the English Reader, and Daboll's and Jesse's Arithmetics, and the Western Calculator, and other ancient school books, long held in remembrance by the older class of people.

And Mr. F. A. Blocksom says, when he first came to New Lisbon, this primitive Log Cabin School House was presided over by a teacher named Wilson, and he thinks David Wilson was his full name, and that he continued to teach there until the year 1808, when he died of a fever which prevailed and proved fatal in many cases at the time. He was succeeded by Reuben P. McNamee, who was afterwards County Commissioner, and, also, by the Rev. Thomas Rigdon, a Baptist preacher, who was elected a Representative in the State Legislature from 1813 to 1816.

This primitive Log Cabin School House was succeeded by a hewed log house, which was, at the time, considered a great improvement in architectural style; and, from the further testimony of Mr. Blocksom, the School Board, about this time, was composed of General Reason Beall, Major Thomas Rowland, Daniel Harbaugh and Fisher A. Blocksom.

In the last named house, John Whitacre taught school; also, DeLorma Brooks, who was County Auditor and a Representative in the State Legislature in 1826-7, and now resides at Beloit, Wis. When DeLorma Brooks, in his search for a school, first entered the north-east limits of Columbiana County, he met in the road, or overtook on foot, the late Professor McGuffey, author of the Eclectic Series of School Books, who had just started out on his mission as a teacher. Although strangers, they seemed to recognize each other as wandering schoolmasters of the old type, and the Professor, having better knowledge of the local wants in their line, advised Mr. Brooks that a teacher was wanted at New Lisbon, and it was a county seat, and for him to go there; and he would go to Foulkstown (now Calcutta), a small town, also located in Columbiana County, and take the school there.

This I have from Professor McGuffey himself, who assured me that he had so little confidence in his ability as a teacher, on first starting out on his great mission, that he was actually afraid to make the first trial at a county seat, and, therefore, continued on the road, on foot, to Calcutta, where he knew a teacher was wanting, and took the school there, and taught for some time, leaving the New Lisbon school for Mr. Brooks. This, if I recollect aright, was in the year 1818.

And of the early teachers, I will name Thomas Morrell, long a citizen of New Lisbon, ——— Glasgow, John Core, J. H. Reddick, Lawrence Jones, John Young, and, also, a man named McKinley. And in later years, Robert Whitacre and Jacob G. Williard taught school in this house—the former for six years Auditor of this county, and the last named Treasurer and County Surveyor, and is at this time County Surveyor of Stark County.

The last teacher, however, who occupied the old building, was the late David Anderson, who, for about thirty-seven years, well and faithfully served the people of New Lisbon as a teacher of youth. In fact, it was not until September, 1849, that the Board of School Directors declared the old hewed log house “no longer tenantable,” and Mr. Anderson and his school were compelled to abandon the premises, and occupy a building on West Walnut street, which had been rented for them.

But many persons who graduated from this old Log Cabin School afterward made their mark in the world. Three became distinguished in the medical profession at Cincinnati, two of them eminent medical professors, and one of the three served for several years in Congress. And a fourth became distinguished for his legal knowledge in the Southern part of the State, and for his eloquence and distinguished ability as a Representative in Congress. And in Cleveland are two bank Presidents and one Cashier, as well as an editor of a daily evening paper, who graduated from the old building; and, in Detroit, Pittsburg and St. Paul, are legal as well as business representatives, and one hold-

ing an important official station, who can claim to have gone forth from the old Log Cabin School, or received their first lessons in the same. And I could, also, add the names, or refer to several eminent ministers of the gospel, who received their first lessons in the old school house on the hill; one of them, the Rev. Henry C. McCook, once Superintendent of our schools, and now a distinguished minister of the Presbyterian church in Philadelphia. I could also name members of the Press in several States, as well as a recent Governor of Colorado, but it would make my address or history too lengthy.

The old log-cabin era, however, although useful in its day and generation, and productive of most excellent fruits, can not strictly be called a Public School System in the sense of later years. The expenditure of the public school funds only lasted a few weeks or months, when the schools were compelled again to fell back upon private subscription to keep or maintain an existence, and, as a consequence, those scholars whose parents were unable or unwilling to subscribe and pay, had to cease their efforts at an education, just in fact as they had commenced, and then fell back into the next class, and lose the position which they had striven to maintain while the public fund held out.

But this inequality ceased when, about the year 1848, our schools were organized under what was called the "Akron Law," and \$1,603.78 were levied and collected for school purposes; but the records being lost or mislaid, we can not give more particulars, only to say that the law was passed for the benefit of the town of Akron, and made general in its application.

About the years 1836-7-8, Jesse Holmes opened and taught an Academy in the Friend's School House on the hill, and soon after built a large brick building just above the Fair Grounds, which he used for a Boarding School and Academy for some years, and did much to further the cause of education at that early day. - Rev. John B. Graham also taught an Academy at the corner of Washington and Jefferson streets, soon after the close of Mr. Holmes' school;

and, at a later period, the late Joseph E. Vance also proved very efficient in the cause of education by opening and teaching a school in the basement of the Presbyterian church.

In consequence, however, of the Akron Law being repealed, or changed in its application to other places, on the 16th of April, 1849, the qualified electors of the School Districts composing the town of New Lisbon, met according to previous notice, and adopted the act recently passed by the Ohio Legislature, entitled "An Act for the better organization of Public Schools in Cities, Towns, etc." On the 28th of April, of the same year, an election was held for School Directors under this new organization, which resulted in choosing Th. Umbstetter, Daniel Dorwart, Robert Hanna, William D. Morgan, B. W. Snodgrass and H. H. Gregg, as Directors.

Under this organization a tax of \$1,350 was assessed upon the property embraced within the limits of the New Lisbon Union School District, said tax to be in addition to the moneys accruing under the general school laws of the State.

The schools were divided into three departments. First, the Principal; second, the Secondary, and third, the Primary; the teacher of the principal school to be ex-officio Superintendent of all the schools. And under this new organization we appointed William Travis, as Principal and Superintendent; Miss Harriet Converse, Assistant; David Anderson, Male Secondary; and for the Primaries, Mrs. Mary Tabor, and Misses Harriet M. Canaan, Mary Ann Craig, Martha Thomson and Rebecca J. Lee.

And of the six original Directors named above, there is but one now connected with the schools to write this history. MESSRS. Umbstetter and Snodgrass are dead; Daniel Dorwart lives in Iowa City; Robert Hanna is President of the Ohio National Bank, at Cleveland; William D. Morgan is Auditor of Licking County, Ohio, and one of the Commissioners of the Ohio Central Lunatic Asylum.

Rules and regulations were then adopted for the government of the schools, text books selected, rooms rented in

which to open schools; and still the Log Cabin School House was called into requisition for Mr. Anderson's Secondary School. On Monday, the 14th of May, 1849, the schools were put into operation under the new organization, graded to suit the different departments, and a very general attendance of the children in all the Sub-Districts was reported. The High School, or Superintendent's Department, was located in the basement of the Presbyterian church, the two rooms having been rented for that purpose.

We must confess, however, that in the reorganization of our schools, some opposition was manifested. The first school funds, \$1,603.78, having been collected under what was called the "Akron Law," with the boundaries of the District somewhat different, injunctions were applied for, both in the Common Pleas and before Judge Spalding, of the Supreme Court, and notices served, to enjoin the School Board from applying the said funds to the Union Schools as organized under the later Act of the Legislature of Ohio. The applications for injunctions, however, were overruled in both the Supreme and Common Pleas Courts, and the School Board was left free to apply the funds to the payment of the teachers' salaries and other expenses in the newly organized District.

At the close of the first term, July 21st, 1849, our progress under the new law stood as follows: Number of schools and teachers, 7; scholars enrolled, 456—males 227, females 229; average daily attendance, 321.

The second term of our schools commenced on the 3d of September, 1849, and in renting rooms and preparing for the same, the old log-cabin school house was declared by the Board "no longer tenantable," and a new room was rented for the Male Secondary, under David Anderson, and thus passed out of use, but not out of recollection, the venerable old public log-cabin school house which so long, in early times, stood as a beacon light to knowledge and education, on the hill.



According to the annual report of the School Board, the first year of the Union Schools of New Lisbon showed a

Receipt of funds to the amount of .....	\$3,487 94
Expenditures for the year.....	1,838 79

Leaving a balance of.....	\$1,649 15
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At the close of the term in July, 1851, under the Superintendence of Reuben McMillen, the whole number of scholars reported as enrolled was 447, with an average daily attendance of 326.

On the 14th of June, 1851, propositions were submitted to the voters of the Union School District of New Lisbon, and adopted, authorizing the Board of School Directors to raise by taxation the sum of \$5,000, running through 1852, 1853, 1854, 1855 and 1856, with privilege to borrow all or any portion of the above amount, and also to raise a sum sufficient to pay interest on the same.

The people seemed determined to have good and efficient schools in which to educate each and every child of lawful age in the District, and for that purpose they were willing to be taxed as well for the erection of buildings as for other school expenses.

On the 5th of March, 1853, a vote was also taken as to whether there should be *one* or *four* school houses built—at which election 166 votes were given for building *one* school house, and 92 votes for building *four* school houses—thus putting our schools all under one roof, where the head can supervise the different branches, and thus make the system more uniform and efficient.

During the year 1856 a plain, but substantial brick school house was built on the beautiful location on the hill, and just where the early inhabitants of New Lisbon located the original log-cabin school house. The building is 55 by 80 feet, three stories high, having four rooms on the first floor for the smaller class of children, and four on the second, counting the recitation-room, for the more advanced scholars, and a fine large hall, covering the whole of the third story, for examinations, lectures, or any other legitimate or useful

purpose—and which, if necessary, can be divided and used for school rooms. And I will add, the contractor was James Scott, who put up the building in the most substantial manner. And the members of the School Board, under whose administration this building was erected, were as follows: Erastus Eells, James H. Shields, William Dorwart, Simon Spiker, George S. Vallandigham and William D. Lepper.

On the 6th of April, 1857, the New Lisbon Union Schools were opened in the new brick school house, under the late David Anderson as Superintendent, J. B. Harris, teacher of the High School; Miss Lucretia Cole, Female Grammar School; Miss Sarah E. Roach, Intermediate; Miss Harriet Dibble, Advanced Primary; and Misses Mary Ann Eells and Mary L. Watt, Primaries.

This was really a new and eventful era in our Public School System. A fine, substantial public building, where all the children and youth of the town could gather and receive instruction under the same roof, with an able instructor for each room, and all under the supervision and control of one Superintendent. And under this bountiful provision the schools have prospered for many years. The people seem willing to bear the burdens of taxation for school purposes, when they know the funds are properly expended. Those having the greatest number of children, of course, receive the greatest amount of benefits; but is there not some honor in being represented in all the grades and departments of the schools, even if it does entail upon the family thus represented the labor of washing more faces and combing more heads, as well as darning more stockings, or even the responsibility of hunting up the latest fashions for Young America? And we should not be envious of our neighbor's good luck in this latter respect, but feel that it is our duty to contribute our full share of the taxes in order that all the youth of the land may receive a good, plain common school education, and thus become well qualified to step in and help manage the affairs of the world when we are ready to leave the stage of action.

I will now give the names, as well as the date, of appointment of the Superintendents of our schools. They generally taught the High School, but were not, in all cases, Superintendents when first appointed:

William Travis.....	April 30, 1849
Reuben McMillen.....	April 24, 1850
George Fraser.....	April 24, 1852
J. B. Harris.....	September 26, 1853
Henry C. McCook.....	March 31, 1855
David Anderson.....	April 24, 1857
T. M. T. McCoy.....	August 23, 1860
W. M. Bryant.....	March 23, 1867
W. R. Smiley.....	April 11, 1868
I. P. Hole.....	August 14, 1869
R. W. Taylor.....	June 6, 1873
G. F. Mead.....	July 5, 1875

With the exception of one or two temporary appointments for a short time, the above is a complete list of the Superintendents who have successfully conducted the Union Schools of New Lisbon for the last twenty-seven years. Our schools are now under the management of Mr. Mead, who is certainly not behind his predecessors in ability or success.

The incidents of our school days are never forgotten, but follow us through life. We should, therefore, cultivate the kindest feelings towards our teachers, as well as to the scholars—and the parent, too, should feel it a duty to pay frequent visits to the schools in order to encourage the teachers, as well as to make their children feel that they take a deep interest in their education and proper development while attending school. They are thus enabled to know from personal knowledge and consultation with the teacher as to the advancement of their children, or why they do not keep up with their classes, and make the proper progress—and at the same time such visits show an interest in the schools, and have a very fine effect.

On the first opening of our schools, in 1849, under the Union School System, the wages of teachers were low, ranging from \$14 per month to \$450 per year for Mr. Travis, the Superintendent. In later years salaries were gradually raised, and at one time the School Board paid the Superintendent as high as \$1,200 to \$1,500 per year. At this time the teachers of Nos. 1, 2, 3 and 4, receive \$35 per month; No. 5, \$40; No. 6, \$50; Assistant in High School, \$45; and the Superintendent, \$1,000 per annum. And our time this year will extend to 35 weeks.

The settlement of our Union School Treasurer for 1875, with the Auditor of the county, shows the following receipts for the school year:

RECEIPTS.

Received from State .....	\$1,025 11
“ “ local tax .....	4,363 28
Tuition non-resident pupils, etc .....	146 70
	<hr/>
Total receipts.....	\$5,535 09

EXPENDITURES.

Paid teachers .....	\$2,940 00
“ debt and interest.....	1,809 44
“ contingent expenses.....	530 10
	<hr/>
Total expenditures during the year.....	\$5,279 54
Balance.....	\$255 55

We are, however, now free from debt, with the local tax levy reduced to five and a half mills, which is in addition to what we receive from the State. And as economy is the order of the day, we hope to give our Union Schools the greatest amount of benefits from the least possible expense.

We also give the names of the teachers in the Union Schools for this present Centennial year of 1876: G. F. Mead, Superintendent; Mrs. M. A. Mead, Assistant; A. R. Martin, teacher of No. 6; Miss Carrie Scherer, No. 5; Miss Lou. Roach, No. 4; Miss Ella M. Scaife, No. 3; Miss Lydia A. Ogden, No. 2, and Miss Jennie F. Scott, No. 1.

The names of our present School Directors are J. H. Wallace, John Way, D. C. Shultz, Dr. Gilmor, Wm. A. Nichols and H. H. Gregg.

Our present school system has been in operation in New Lisbon for twenty-seven years, and has become so firmly established that no person could think of abolishing or changing it in any manner in order to cripple or render it less effective in the education of our youth. All parties join in its support, and we have the good sense to elect our Directors free from partisan bias, and to so manage and administer the affairs of our schools that nothing of the kind shall creep in and corrupt the fountain and source of knowledge and education. Within a very few years we have expended about \$3,000 to modernize and improve our school building, and it is now surrounded by a beautiful grove of evergreen and forest trees, to which the minds of our youth will wander back, many times in years to come, while in pursuit of their destiny in the outside world.

The following is a report of our Union School for the fall term of fourteen weeks, closing December 17, 1875: The whole number of scholars, 405; average daily attendance of the whole school, 300; and the average per cent. in attendance, 84. The number of scholars attending the High School during the fall session, 53; average daily attendance, 32; per cent. of attendance, 89.

The branches regularly studied in the Primary schools are Reading, Spelling, Writing, Arithmetic and Geography, and in No. 6, Grammar. The following branches were studied last term by scholars attending the High School: Reading, Spelling, Higher Arithmetic, Physical Geography, English Grammar, Primary and Higher Algebra, Geometry, Geology, Physiology, Rhetoric, History and Book-keeping.



LOCAL HISTORY  
— OF THE —  
NEW LONDON SPECIAL SCHOOL.  
BUTLER COUNTY, OHIO, 1876.

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This place was first settled by intelligent and enterprising people from North Wales—Edward Bebb, the father of Governor Bebb, being the first settler. This was in 1801. In 1802-3 John Vaughn, Morgan and William Gwilym came, and thus was begun the foundation of a Welsh community which, for enterprise, morality and intelligence, formed an oasis in Southwestern Ohio.

The first school in the township was taught in 1809, in a rented log cabin, by Adam Mow, at \$1.50 per scholar, for a term of three months, paid by subscription. This is claimed by some to have been the first school in this part of the county, but some of the people of the adjoining township claim that a school was taught in 1808, in a part of that township which now belongs to the New London special district by a Mr. Jenkins, whose most distinguished pupil was James B. Ray, who afterwards became Governor of Indiana. This teacher was noted for teaching morals and manners to his pupils. Before dismissing his pupils at noon, he collected them with their dinner around a large table in the center of the room, and after asking a blessing upon the meal, he acted as “autocrat of the dinner table,” requiring silent attention from all.

In 1810 the citizens of this place met together and built a log cabin school house with cat and clay chimney, wooden latch, slab benches, board roof and two small windows; but provided with no black-board, maps, globe or charts. Here the children were taught to spell in Dilworth’s spelling book,

and to read in the New Testament, Bunyan's Pilgrim's Progress and American Preceptor, and to write, and to cipher in Bennet's and Pike's Arithmetics, graduating at the "rule of three." The qualifications of the teacher were decided by those appointed to employ teachers, according to reputation, or recommendation, or decided characteristics, *as* good penmanship, ability in arithmetic, or austerity in manner and discipline.

In this way the schools were kept during three or four months of each year, no change being made except a change of teachers occasionally, until 1819, when David Lloyd, a graduate from Philadelphia, was employed to teach. He introduced grammar and geography into the schools, and classified his pupils in these branches and in arithmetic. Before this, each pupil recited by himself, or rather did not recite at all. He was an eccentric man, having spent most of his life in a vain effort to invent perpetual motion. He taught for the same wages as his predecessors, and collected his tuition from his patrons. The general government had made some provision to help the schools before this, by appropriating the land in section sixteen of each township for this purpose. This land was leased for a series of years by the Township Trustees, to be put under cultivation, and now part of it was rented for one-third grain rent, which amounted to twenty or thirty bushels of corn, worth ten or twelve cents per bushel. This the teacher had to take at current prices as part of his wages. This plan of renting the land for grain rent was continued until the land was considerably run down, when most of it was sold, and the interest of the money divided, *pro rata*, among the schools.

In 1821, in addition to the Common School, Rev. Thomas Thomas, father of the late T. E. Thomas, D. D., of Lane Theological Seminary, established a High School and boarding school, in which he taught, for a series of years, advanced pupils in grammar, geography, arithmetic, algebra and geometry. This was a great impetus to the growth of the educational spirit of the community, and in the same year the "Union Library Association of Morgan and Crosby" was



formed and chartered by the Legislature, and approved by the Supreme Court, Judge Burnet and Judge McLain ratifying the articles. In this library were such books as Plutarch's Lives, Rollin's Ancient History, Josephus, Mungo Park's travels, Lewis and Clark, Campbell on the Miracles, Paley's Evidences of Christianity, Butler's Analogy, &c., and by examining the librarian's record, we find that these books were drawn out and read by almost every citizen of the two townships; and thus the intelligence of the people was greatly increased, and a desire for improvement was awakened in both old and young. And this desire has been growing ever since, so that when the schools were organized under the State law in 1826, the people were eager to avail themselves of its advantages. A new school house was built, and William Bebb, who became Governor of Ohio in 1846, was the first teacher employed under the State law. He taught two years and then taught High School four years, when he went to Hamilton and studied and practised law until he was elected Governor. We had township examiners to decide upon the qualifications of teachers as early as 1825. The Hon. James Shields, who had been nineteen years a member of the Ohio Legislature, and who was afterwards, in 1829, a member of Congress, was the first examiner. Excepting Professor McGuffey, he was perhaps the best scholar and most influential man in the county, taking a leading part in all the educational enterprises. He was educated at Glasgow, Scotland. He examined Governor Bebb, Evan Davies and other noted teachers. From 1828 to 1832, Governor Bebb was township examiner. Evan Davis taught here for six or seven years, commencing in 1830. He was for forty years one of the most prominent educators of Butler county, being County Examiner from 1840 to 1869. After Mr. Bebb, the Rev. Benjamin Lloyd and Rev. B. W. Chidlaw, well known as a veteran worker in the American Sunday School Union, and in Ohio as a Trustee of the Reform Farm School at Lancaster, Ohio, were Township Examiners. From 1837 to 1840, Mr. Chidlaw taught High School here with great success.

These eminent teachers gave a good education to those who have since furnished pupils and teachers for our schools. Among the most noted in the Rev. Thomas Thomas's school we might mention Charles Selden, author of Selden's Book-keeping, and the late T. E. Thomas, D. D., of Lane Theological Seminary, who is the author of one of the best works on homiletics in the English language. In Governor Bebb's school we mention William Dennison, who became Governor of Ohio in 1861, Hon. G. M. Shaw, of Indiana, and Hon. Daniel Shaw, a member of the first legislature of Louisiana after the late rebellion. He was Sheriff of Grant parish, and had charge of the colored troops at the time of the Colfax massacre, and Hon. Peter Melindy, one of the most prominent Republican politicians in Iowa. These schools were patronized by many of the most wealthy families in Cincinnati and the Southern States. Mr. Evan Davies built up and popularized the Common Schools, and prepared pupils for the High School, teaching some of the higher branches himself in the public schools, so that Mr. Chidlaw's school had more of a home influence. He taught more on the modern plan, introducing the modern improvement of black-board, charts, &c. He prepared some eminently successful teachers, among whom we may mention T. F. Jones, Griffith Morris, Evan Morris and M. R. Shields. These gentlemen conducted the schools here and in the neighboring villages with great success for several years. Mr. M. R. Shields afterwards filled the office of County Surveyor very successfully, in Butler county, for a number of years. Mr. Evan Morris graduated in civil engineering in the College of Cincinnati, under Professor Mitchell, a distinguished mathematician and astronomer. Some distinguished editors also attended Mr. Chidlaw's school, the best known of whom is Murat Halstead, the editor and publisher of the Cincinnati Daily Commercial, whose father, Colonel Griffin Halstead, still lives here.

Under the management of these excellent teachers the public schools were very prosperous, and wages were increased from \$12 to \$25, and afterwards to \$30 per month. In 1852

or 1853 a new library association was formed, and about one thousand volumes of choice standard works were purchased for it, which were free to the people to read.

Thus it will be seen that, up to this time, this place has shown a praiseworthy example in educational progress. Since this time we have had some ups and downs, and individual failures, such as occur almost everywhere. But it is not our province to speak of these, but rather to show the general progress that has been made. No one should suppose that every teacher has been a success because we do not take pains to point out the failures that have been made, though we feel free to say that these have been few and far between.

In 1858 the Academy, or High School, was organized on a more permanent basis. Twelve of the most prominent citizens were appointed as Directors, who made themselves responsible for the payment of all expenses connected with the school, the funds for which were mainly derived from tuition, and they employed David McClung, afterwards Judge McClung, as Principal, at a salary of \$3.00 per day. At this time black-boards, wall maps, globes, charts, instruments and all the modern appliances to facilitate teaching were systematically used. The Public School was also, at this time, divided into two departments, primary and secondary. The Misses Atherton, three sisters who received their preparatory education here, and finished their studies at the Western Seminary at Oxford, and Michael Jones, of this place, were all very popular teachers in the public schools, and were employed for several years. In the High School the teachers were changed often, though most of the teachers were men of ability, being nearly all graduates of college, and all professional teachers, as the rules of the Company required that none but professional teachers should be employed. Yet the colleges had given them good training, and were not at fault, for most of them left their situation here because they obtained better situations elsewhere.

Of the noted teachers we mention two, the Rev. David Wilson, who had been a missionary in Syria for fifteen years, a man of great ability and energy and success

as a missionary, preacher and teacher, and Rev. Mark Williams, a graduate of Miami University, and of Lane Theological Seminary, who has been for the past ten years a missionary at Kalgan, China, sent out by the American Board. He was prepared for college here.

A large number of the Principals in the High School here, are now filling high professional positions as preachers, lawyers and doctors.

In 1865, James A. Clark, the present Principal of the Graded Schools, was employed as Principal of the High School. Under his management the school was quite successful. But in order that both the High School and the Public School might be more efficient, it was necessary that they should be united, and the people felt this. And so, after the Act of the Legislature, passed April 9, 1867, being an Act for the organization of Special School Districts, the leaven of enthusiasm so pervaded the whole community that they were unanimous in their vote to avail themselves of the benefits of this law. And on December 10, 1869, the New London Special School was organized, and Messrs. Jacob Scheel, Evan Evans and Thomas Appleton were the first Board appointed under this Act. They employed as Principal Samuel McClelland, a former pupil of the High School, and graduate of Miami University, and also a member of the present Board of Examiners of Butler county. But at this time the school was not thoroughly graded and classified, for want of suitable rooms.

In 1871 a large and beautiful lot of about three acres was purchased, and a commodious brick school house was erected, containing four departments furnished in modern style, the whole costing about thirteen thousand dollars.

At that time the basis of the present system of classification was formed by Miss Florence Shafer (the only lady teacher ever employed in the High School), and the three members of the Board then acting, viz: Messrs. Griffith Morris, Abner Francis and Evan Evans, the first two being men of more than ordinary scholarship, and experienced as teachers, and all three men of wealth and influence; and,

above all, thoroughly in earnest in their efforts to build up a good school. Three grades were formed, Primary, Intermediate and High School. In 1872, James A. Clark, former Principal of the High School, was employed as Principal; and since that time much has been done with the co-operation of the Board and citizens, to establish a course of study and system of education and mental training that would best prepare our youth for citizenship and the duties of life.

A daily record of deportment is kept, but no marking in daily recitations is done; no stated examinations are held during term time; but classes are examined often on important portions of studies passed over, and a careful general review, and semi-annual and annual examinations are given for promotions. No cramming is attempted; but we aim to make careful and accurate thinkers and systematic scholars. All promotions are made by examination, the Board or persons selected by them, assisted by the Principal and teachers, being the judges. We endeavor, mainly, to govern on moral principles, striving to make our pupils true to themselves; true to their fellows, that they may grow up to be true to their country, and, above all, true to their God.

We have had for the past five years an enumeration of about one hundred and ninety pupils of school age in the district, which is two by three miles, the population being about stationary. We have enrolled each year, since 1872, about one hundred and eighty-five pupils, including about twenty pupils each year who attended from other places, and who pay tuition at the rate of thirty-two dollars for forty weeks in the High School. And we could have double this number if we were prepared to accommodate them. A great many pupils attend the High School to prepare for teaching, and many young gentlemen and ladies to prepare for college.

#### COURSE OF STUDY IN PRIMARY DEPARTMENT. ,

*First Year*—This is a grade for oral and blackboard instruction, and the teacher is expected to use such cards for instruction in the elements of Reading, Spelling and Object

Lessons as the Board may direct. Pupils shall be taught to call at sight and spell all the words in McGuffey's First Reader. They shall be taught, by means of objects, to perform mental and slate exercises in the four fundamental rules of Arithmetic to amounts not exceeding ten, and to count on the frame to one hundred. They shall be taught to speak short sentences, containing such words as occur in the Object Lessons, and to use the same in both numbers, and to write capitals and small letters. Particular attention is to be paid to correct language and orthography on the part of the teacher.

*Second Year*—Pupils in this grade shall be taught to read fluently and distinctly all the lessons in McGuffey's Second Reader, and number each page by its figures. They shall be taught to write at dictation on their slates all the words they are required to spell, and to count with and without objects as high as one thousand; and perform mental operations in the fundamental rules not exceeding one hundred. Singing shall be taught ten minutes each day, and a short lesson given in morals and manners.

*Third Year*—Pupils in this grade shall be taught to read fluently and distinctly all the lessons in McGuffey's Third Reader; and to repeat in their own language the substance of each lesson; and to number the pages by the figures, and the lessons by their numerals; and to spell in writing all the words they use; and to learn the uses of all punctuation marks. They shall finish Primary Arithmetic to the tens, and perform slate exercises to ten thousand, the multipliers and divisors not exceeding nine. They shall receive Language Lessons and oral instruction in Geography, beginning with location, direction and distance, illustrating by the Village, Township, County, State, etc. Object Lessons, Singing and lessons in Morals and Manners continued. Care must be taken to acquire a habit of speaking a well-cultivated and refined language.

#### INTERMEDIATE DEPARTMENT.

*First Year*—McGuffey's Fourth Reader, Spelling, Guyot's Intermediate Geography, Ray's Arithmetics (Second and Third), Swinton's Primary Language Lessons, and Copy Books numbers one and two.

*Second Year*—Fifth Reader, Ray's Arithmetic (Third Part to Decimal Fractions), Intermediate Geography, Language Lessons and oral instruction in Grammar, Morals and Manners, and number three Copy Book.

*Third Year*—Sixth Reader, Common School Geography, Ray's Arithmetics (Part Second completed, Part Third to Square Root), Swinton's Intermediate Language Lessons, oral instruction in Grammar and Objects, and number four Copy Book.

*Fourth Year*—Selected Reading, Common School Geography, Arithmetic (Part Third completed), Intermediate Language Lessons completed, and Harvey's Grammar begun, numbers four and five Copy Book.

#### HIGH SCHOOL DEPARTMENT.

*First Year*—Harvey's Grammar, Algebra, United States History, Physical Geography, Swinton's School Composition.

*Second Year*—Algebra, Ancient History, Physiology, Latin Grammar and Reader and Composition.

*Third Year*—Modern History, Natural Philosophy, Botany, Geometry and Cæsar.

*Fourth Year*—English Literature, Trigonometry, Virgil, Book-keeping and Cicero.

Pupils preparing for college take Greek instead of some of the above English branches that belong to the college course.

The members of the present Board are Messrs. Evan Evans, R. M. Evans and Cummins Butterfield, all interested in the schools.

J. A. CLARK.



# NORWALK, OHIO.

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NORWALK, OHIO, February 25, 1876.

At a special meeting of the Board of Education for the village of *Norwalk, Huron County, Ohio*, composed of HENRY M. WOOSTER, S. M. FULLER, HENRY S. MITCHELL, S. T. A. VAUSCIVER, N. H. PEBBLER and C. B. STICKNEY, the Special Committee for that purpose, viz: REV. DOCTOR ALFRED NEWTON, PROF. C. W. OAKES and HON. THEODORE WILLIAMS, appointed by this Board October 14, 1875, submitted their report and historical account of the school interests of Norwalk, Ohio, for presentation, with other educational statistics of Ohio, to the Centennial Exhibition, at Philadelphia, Pennsylvania, 1876, which report was duly considered by the Board; and, upon motion of S. M. Fuller, the same was approved and adopted; and the Secretary of said Board was ordered to forward a copy thereof, with the action of the Board thereon, to the State Commissioner of Public Schools for Ohio, to be published pursuant to the former instruction of said School Commissioner, for the use and purpose above named.

H. M. WOOSTER, .  
*President of Board.*

ATTEST: C. B. STICKNEY,  
*Clerk of Board.*

Which report is in the words and figures following, to wit:

## **NORWALK SCHOOL HISTORY PREVIOUS TO THE ADOPTION OF THE GRADED SYSTEM.**

The town of Norwalk, Ohio, was incorporated by special act of the Legislature, February 11, 1828, and the first election under the act of incorporation was held the 5th day of

May of the same year. At this election a much larger vote was polled than for many years succeeding—the returns showing 69 votes. There was no provision in this act for the maintenance of Common Schools, consequently the meager privileges that were afforded were those provided by the general laws of the State for education under the District System; and from the earliest settlement of the village, in about the year 1816 until 1826, small private and District Schools, taught during the winter months, afforded the only educational facilities for our sparse population, and of these no authentic records have been preserved.

#### NORWALK ACADEMY.

In October, 1826, an association of individuals, organized under the name of “The President, Trustees, etc.,” of the “Norwalk Academy,” having previously purchased of Elisha Whittlesey four lots, known then as Nos. 38, 39, 40 and 41, and being the same lots now occupied by our High School building, erected a three-story brick building, and partially finished it, upon these lots, the first and second stories of which were designed for the purposes of the Academy, and the third story for a Masonic Lodge. The first and second stories, though far from complete, were occupied, and the Academy opened in December of the same year (1826), with Rev. C. P. Bronson, rector of St. Paul’s Church, as Principal, and Rev. S. A. Bronson, Abram Bronson, Mr. Warner and Josiah Botsford, assistants. A female teacher, Miss Bostwick, was soon after added, who taught ornamental branches—drawing, painting, etc. At the end of the first quarter the Principal reported the number of pupils in attendance at 90. The prices fixed for tuition were as follows: Reading, Writing and Spelling, per quarter, \$1.75; if paid in two weeks, \$1.50; Arithmetic and English Grammar, \$2.00; paid in two weeks, \$1.75; higher branches of English education, \$3.00; paid in two weeks, \$2.50; Greek and Latin, \$4.00; paid in two weeks, \$3.50. Beside the tuition, each pupil was required to furnish one-half cord of wood or 25 cents in money, towards warming the building.

At the close of the first year the Trustees reported 100 scholars in attendance as the average for the year, and the occasion was marked by an examination, with an exhibition in the evening, at which essays and declamations by the pupils were given before the friends and patrons of the school. The Academy continued under the superintendance of Mr. Bronson until May, 1828, when he was succeeded by Mr. Henry Tucker, a graduate of Union College. Owing to the difficulty of sustaining the school, an effort was made to increase the number of pupils, by reducing still lower the price of tuition. The salaries of the Superintendents and Assistants depended upon the amount the Principal could collect for tuition, which rendered their compensation very uncertain, and generally very unsatisfactory.

Mr. Tucker remained until the fall of that year (1828), when he was succeeded by Mr. John Kennan, of Herkimer, New York. There was no lack of ability in these different Principals to establish for the Academy a high reputation, but it was evidently premature. The country was too sparsely populated and the people too poor to support the expenses necessary for its successful continuance, and we find in October of 1829 a consolidation of the Academy with the District schools, with Mr. Kennan as Principal. The number of pupils was thus increased, but even then the salary of the Principal amounted to less than \$400 per year. Mr. Kennan continued in charge of the school until the fall of 1830, when he resigned his position, and Rev. Mr. Johnson, formerly Principal of the Classical and Young Ladies' Boarding School, of Utica, N. Y., succeeded him in the Superintendency. The population of the Norwalk corporation at this time was 310. The Board of School Examiners was appointed by the Court, and consisted at this time of Ebenezer Andrews, Doctor Amos, B. Harris, Moses Kimball and L. Bradley.

In August, 1831, Miss Roxana Sprague was employed to teach the school in District No. 1, and occupied a room upon the first floor of the Academy building. The studies taught

in the Academy at this time were all the common branches, including Rhetoric, Elocution, Astronomy, Chemistry, Philosophy, Mineralogy, Geology, Music, Engineering and Surveying, and the Latin and Greek languages.

In April, 1833, Miss Eliza Ware opened a school exclusively for young ladies, in the Academy building, under the title of "Norwalk Female Seminary," but soon after it was moved to the residence of C. P. Bronson, who then resided on the lot directly west of St. Paul's Church. This school was not of long duration:

#### NORWALK SEMINARY.

On the 11th of November, 1833, the "Norwalk Seminary" was opened in the Academy building, under the auspices of the M. E. Church, with Rev. Jonathan E. Chaplin as Principal. The object of the institution, as stated in the prospectus, was to prepare young men of all classes for college or for the duties of active life, and it was intended, if the Seminary received the support anticipated, to enlarge the school buildings and erect boarding houses, and make Norwalk a central educational point for the supporters of that denomination especially, and of all others who might desire to avail themselves of its advantages. Norwalk at this time had a population of 899.

The Seminary opened with the Principal and one male assistant and three female teachers—Miss Jenkins, Miss Louisa Hamlin and Miss Anna Langford. The Trustees were Rev. H. O. Sheldon, James Crabbs, Samuel Pennewell, E. Hedges, Benj. Coggsell, Benj. Summers, Edward S. Hamlin, Timothy Baker, Obadiah Jenny, Henry Buckingham, Platt Benedict. Price of tuition in Primary department, \$2; English department, \$3; Classical, \$4; Ornamental, \$5.

The school was opened successfully, and was prosecuted vigorously, and at the close of the first year showed an average attendance of 100 pupils. Our population in July, 1834, was 1,020. During the second year a course of lectures was

delivered by Dr. Bigelow upon Chemistry, and a philosophical apparatus was procured for the use of the school. The number of pupils rapidly increased as the character of the institution became more widely known, and at the end of the second year they reported 189 in attendance; and a very large proportion of this number was made up of young ladies and gentlemen of more advanced years, who labored with unusual zeal in acquiring an education.

The Seminary burned down on the night of February 26th, 1836, with a loss of about \$3,000, and no insurance; school books, library and apparatus were all destroyed. The blow was a severe one to the institution, as it had no endowment nor support from public funds, and the people of Norwalk and the patrons of the institution were in no pecuniary condition to rebuild; but with commendable energy the friends of the Seminary immediately set themselves to work to raise funds for rebuilding, and upon a larger scale than before. Mr. Chaplin, the principal, and Rev. H. O. Sheldon went East to solicit assistance, while others were laboring amongst our own people for contributions; but means came slow and sparingly. In the interval, however, the school was not discontinued. The Methodist Church, together with the basement of the Baptist Church, was improvised for the emergency, with an interruption of but four days Rev. J. E. Chaplin continued as Principal, with Mr. Darnell as assistant, Mrs. Goshorn, Miss Loveland and Miss Langford in the female department, and Rev. H. O. Sheldon as general agent for raising funds and promoting the general interests of the institution. The catalogue for 1836 showed 137 in the male department and 118 in the female—aggregate, 255.

The fall term commenced in October, 1836, the trustees presenting a flattering prospectus. J. M. Goshorn became the agent, and the same corps of instructors were retained. Rev. Dr. Thompson delivered the commencement address to the students and patrons of the school.

In February, 1837, the trustees issued proposals for the erection of a new building, of brick, 40x80 feet, and three

stories high; and in December, 1838, they were enabled to re-open the school in the new building, for male scholars—the apartment for female pupils not being complete. The former Principal, Rev. J. E. Chaplin, having been transferred by the Methodist Conference to Michigan, Rev. Edward Thompson was appointed to fill the vacancy in 1838. Alexander Nelson was his assistant in the Mathematical department, and new life was infused into the school.

In the Fall of 1839, the trustees gave public notice of the completion of the building, and that the female department would be opened under the charge of Mrs. Nelson, assisted by Miss Morrison. The male and female departments were kept entirely distinct, excepting that they were under the supervision of the same board of trustees. The trustees at this time were Timothy Baker, Platt Benedict, A. G. Sutton, D. Squire, Thos. Dunn and Walter Osborn. Tuition in Primary Department, \$2.00 per quarter; Higher English branches, \$4.00; Mathematics, \$5.00; Latin and Greek, \$5.00; French, Spanish and Italian, \$5.00; Ornamental branches, \$5.00; Music, \$10.00. Good board was advertised at from \$1.25 to \$2.00 per week. Dormitories were also provided in the upper part of the building, where many of the students not only slept and studied, but also boarded themselves. An Historical and Geological Society of Norwalk Seminary was organized in April, 1842, Rev. A. Nelson, President, and H. Dwight, Secretary.

A literary Society, known as the "Athenian Society," had been previously organized by the students, and was for many years continued, of which L. A. Hine, now of Cincinnati; Judge L. B. Otis, now of Chicago; W. H. Hopkins, and other students, were prominent members, and before which addresses and lectures were delivered by the pupils and others, and in which discussions were held upon various topics.

At the annual commencement in 1842, the catalogue of the Seminary showed 391 students during the year, and the examining committee spoke in the highest terms of the

proficiency of the students and the zealous and faithful labors of the instructors in the various branches.

Hon. T. W. Bartley delivered the annual address before the Athenian Society, and Rev. Dr. Thompson delivered a valedictory address through the Franklin Literary Society to the retiring class. The Seminary held no chartered rights and conferred no degrees, but a student had not finished his course until he was prepared to enter college; but with the larger proportion of students it was their Alma Mater, and scattered all over the land—in the pulpit and at the bar, in the field of literature and upon the judicial bench, in our legislative halls and the busy marts of commercial activity—will be found those who look back to the “Norwalk Seminary” as the educational source of their subsequent success. Our present popular Governor, Hon. R. B. Hayes, was long a student here, and doubtless looks back with genial veneration upon the old building, and the dingy church basement, where we pursued our studies, and he will remember that good and thorough work was done there, which has had an abiding influence.

The Ohio Wesleyan University was chartered by the Legislature in the winter of 1842, to be located at Delaware, and upon the organization of the Board of Trustees, Dr. Thompson was elected President of the University. But as nothing was contemplated at Delaware for the present but a preparatory school, the services of Dr. T. were not immediately required, and he continued in the Seminary. The financial condition of the Seminary was not good. Since the effort to rebuild, debts had accumulated upon the Trustees, which they found it exceedingly difficult to meet, and for the purpose of relief, a society was organized in the fall of 1842, known as the “Norwalk Education Society,” the object of which was to collect funds, and aid in other ways, the Institution to relieve itself of debt, and to increase its usefulness, of which society Rev. Adam Poe was elected President.

The General Conference of the Methodist Episcopal Church, held in New York City in June, 1844, elected Rev.

Edward Thompson editor of the Ladies' Repository, published in Cincinnati, and at the close of the summer session, in July, 1844, he tendered his resignation as Principal of the Seminary, which position he had occupied since the fall of 1838. His resignation was accepted with regret. He was a man of rare literary attainments, of ripe scholarship, of pleasing address, of refined and gentlemanly manners, and of purity of life and character, and the vacancy thus created was one of great difficulty to fill.

H. Dwight, who had for some time been the principal assistant of Doctor Thompson, was appointed his successor, and the fall term of 1844 was opened under his supervision, and he remained Principal of the Seminary until its close, January, 1846.

The Seminary had been laboring under heavy indebtedness from the time of rebuilding, in 1838, which the most strenuous efforts of its friends had been unable to remove, and now that the stronger interests of the Methodist denomination throughout the State had been transferred to the University at Delaware, the local interest of Norwalk was found inadequate to the removing of the incumbrance, and the whole property was sold under execution in favor of the builders.

#### NORWALK INSTITUTE.

The Baptists of Northern Ohio called a meeting January, 1846, to take into consideration the purchasing of the property and the continuance of the school under the auspices of that denomination, and measures were immediately inaugurated to carry the proposition thus brought forward for accomplishing this into effect. A Board of Trustees was elected, consisting of J. S. Lowry, Rev. Jeremiah Hall, Rev. R. N. Henderson, Rev. Samuel Woodsworth and John Kelly, and arrangements made to make immediate efforts to procure subscriptions and donations for the purchase and opening of the school under the name and style of the "Norwalk Institute."

The Institute was opened August, 1846, with Rev. Jeremiah Hall as Principal, assisted by Nathan S. Burton and



Miss Martha J. Flanders, as Principal of the Female Department. The terms of tuition remained the same as under the Seminary management, and pupils rapidly filled up the school. In November, 1847, the catalogue showed the number of pupils for the year to be 230. One hundred and fifteen gentlemen, 93 ladies and 22 primary, and the numbers continued to increase, till 1849 their catalogue showed 306.

Rev. J. Hall was succeeded by A. S. Hutchins, as Principal, who continued to occupy that position till 1855, when the Institute ceased to exist. It was a vigorous, popular and thorough Institution, aiming to qualify its pupils for the business of life, or fit them for entrance into the higher departments of collegiate study, and but for influences that had been agitating the public mind for several years, that were soon to culminate, it might still have continued a valuable Institution.

The people of Ohio had become thoroughly awakened to a necessity of better and more efficient public schools. The old district system, with its meager support, its illy qualified and poorly paid teachers, rarely employed longer than from four to six months in the year, and with unsightly buildings, provided with slabs for seats, without support for the back or the convenience of desks, was doomed to give way to the demand for better and more thorough public schools—taught by better educators, under a better system, supported by a more liberal expenditure, with more convenient buildings and fixtures—maintained throughout the year, free to all, and supported by a public tax, in which regular courses of study should be adopted, and thorough, practical education placed within the reach of all.

The Legislature of Ohio passed the Akron School Law February 8th, 1847, and under this act and the one amendatory thereto, other towns, by a petition of two-thirds of their qualified voters, could avail themselves of its provisions. This law authorized and inaugurated the system of graded schools, which were soon after so generally adopted, and which experience has amended and improved till it

has resulted in our present efficient school system. On the 21st of February, 1849, an act of the Ohio Legislature was passed allowing all incorporated cities, towns and villages, having a population of two hundred inhabitants or more, to vote upon the adoption of the system of graded schools, essentially the same as those now established here and in nearly all the villages and cities of the State—a majority vote deciding the adoption or rejection of the provisions of the law.

At the spring election in April, 1850, the question of adopting the Union School system was submitted to a vote of our people, and by an almost unanimous vote it was adopted. A "Board of Education" was elected, which proceeded at once to adapt the brick school house on Whittlesey avenue to the necessities of the school.

This system once fairly inaugurated, our private schools began to decline. The popular pride was concentrated in their support. Our best citizens accepted positions in the Board of Education, and those who had been the most efficient in sustaining Seminaries now became the champions of free schools, with the determination to make those of our village fully equal to any private school or seminary we ever had.

The result of this state of feeling was that in March, 1855, the Norwalk Institute was purchased by the Union School District, together with library and apparatus, and Mr. Hutchins, who had been Principal of the Institute, became the Superintendent of our Public Schools.

#### FEMALE SEMINARY.

The history of our schools would be incomplete should we omit to mention the Female Seminary, established in December, 1837, under the Principalship of Miss Harriet Bedford. The school was under the control of a Joint Stock Company, and managed by a Board of Directors, of which David Gibbs was President, and Dr. John Tift, Secretary. The building occupied was the one erected at an early day

for our County Court House, but finding it too small to accommodate the increasing business of the county, it was sold and moved to Whittlesey avenue, and occupied for several years for school purposes. No data can be found from which the text books used, the course of study adopted, or the number of pupils in attendance can be given. In March, 1839, Miss Bedford was succeeded by Mrs. M. F. C. Worcester, the accomplished wife of Hon. S. T. Worcester, then a resident of our village, whose love of the occupation, united with educational qualifications of a high order, soon gave to the school an enviable reputation amongst our own citizens, and brought in many pupils from other towns.

The price of tuition in English branches was \$5.00, including Drawing, \$6.00; Latin and French in addition, \$8.00; Music, \$5.00 extra.

The Seminary, however, continued but for a short time, though the precise date of its close we cannot readily determine, as no records have been found. A want of means and pecuniary embarrassment led to its discontinuance, and the building was sold. Mrs. Worcester, however, continued a private school for young ladies for some time after, which was eminently successful.

But the necessity of a good female school amongst our people was still strongly felt, and the matter continued to be agitated, until the winter of 1846 and '47, an act of incorporation was obtained for the "Norwalk Female Seminary," with S. T. Worcester, W. F. Kittridge, C. L. Lattimer, John R. Osborn, and Rev. Alfred Newton as Trustees, and an effort was made to get the necessary amount of stock subscribed, which was fixed at \$3,500. This amount, after considerable labor, was finally obtained, and a beautiful location was selected in the west part of our village, corner of Main and Pleasant streets, which was the generous gift of Hon. S. T. Worcester, and a suitable two-story brick building was erected, which was completed and fully paid for in June, 1848.

At this juncture an unfortunate sectarian jealousy was awakened amongst some of our people, in relation to the

denominational control of the Institution, which for a time threatened to defeat the educational object, and it was not until the spring of 1850 that the Seminary was finally opened under the charge of Rev. J. M. Hayes, a Presbyterian minister of scholarly acquirements, who had previously obtained by purchase and assignment the interests of the shareholders, with the reservation on the part of some that the building should continue to be used for the purposes originally designed.

There were two departments of pupils, one for children and one for young ladies, and employed two assistant teachers. A very respectable number of pupils was soon brought into the school, and with, for a time, satisfactory results; but, as in the case of the Institute under the charge of the Baptist denomination, it soon began to feel the effects of the awakening interest in Public Schools, and financially it was found difficult to sustain it.

Mr. Hayes remained two years, and was succeeded by Rev. Asa Brainard, of New York, an experienced instructor and a gentleman of fine acquirements. He remained but two years, and was succeeded by Miss E. Cook, a graduate of Mt. Holyoke, who had charge of it for the two succeeding years, when she resigned the position to her sister, Miss C. Cook, who remained one year. Both ladies were competent and successful teachers.

Miss Metcalf, of Hudson, Ohio, was then (in 1857) employed with Miss Eliza S. Watson as assistant, and they fully sustained the good reputation the school attained under the former instructors. But the commercial disasters of the country at this time, combined with the growing interests of our citizens in our Public Schools, left the Seminary without an adequate support, and in 1858 it suspended. Though its life was less than ten years, it had exerted a marked influence in our village and its vicinity.

The branches taught in the higher department were the common English branches, including Vocal Music, \$4.00 per quarter; Natural and Mathematical Science, \$5.00; Latin and Greek, \$6.00; Instrumental Music, \$8.00.

With its close our private educational Institutions ceased, and no subsequent effort has been made for their establishment. The flattering success which had, within the few years that had elapsed since the opening of our Public Graded Schools been achieved, concentrated in them the educational interests and hopes of our people, and they embraced the system with great unanimity, to the exclusion of all other schools.

The history of the Public Schools of Norwalk, Ohio, from the date of its first settlement in 1819 to the adoption of our present system of Graded Schools in 1850, presents little of especial interest pertinent to the objects of the present inquiry by our State School Commissioner.

The system was that, then recognized by our State laws, making meager provisions for Common Schools, in which the people manifested but little interest and felt but little care. Poor, cheap buildings were provided, comfortless and uninviting in their interiors, and without taste or ornamentation in their surroundings, with a precarious and limited support, and usually taught from four to six months in the year, and, if for a longer period, were prolonged by an extra tuition fee paid for each scholar.

Our District Schools were taught for many years in buildings rented for the purpose, but one school house belonging to the district up to 1837, which stood upon the west lot of the grounds now occupied by our High School building. It was a one-story wooden structure, with but one room, which was removed about 1830.

In 1837, a school house was built on the brow of the hill southwest of the Court House, now known as Benedict avenue, and being somewhat pretensions from being painted, was known as the "White School House." Another was so on after built on Seminary street, near the old Methodist Church, of brick, and another was built on Whittlesey avenue in 1841—the same building now occupied by our Public Schools.

A building was also rented on Railroad avenue in 1841, where a school was kept by J. H. Foster; and another was

kept in a building near the corner of Main and Milan streets, and still another was in the Norwalk Seminary building.

The Directors in 1841 were Timothy Baker, John R. Osborn and Jarius Kenman.

Our Seminary being in operation at that time, there were few excepting primary scholars who attended the District Schools.

With our gradually increasing population and more liberal views in regard to educational matters, the subject of a better system of Public Schools was agitated in able communications through our local papers, and by public addresses. The educational men of this part of the State were seeking in various ways to arouse the people to an appreciation of the necessity of more general education and intelligence amongst the masses, as a means of promoting better order in society and greater efficiency as citizens, as well as a means of perpetuating our free institutions, and giving greater permanence to our system of government.

#### FIRST TEACHERS' INSTITUTE.

In February, 1848, the first congregation of Teachers, under the title of Teachers' Institute, was called in this place.

Hon. S. T. Worcester, Hon. E. Lane and Henry Waters were appointed a committee to make the necessary arrangements, which resulted in the Chairman of the Executive Committee of the Ohio Teachers' Institute, Prof. M. F. Cowdry, giving public notice in the papers of Northern Ohio of a Teachers' Institute, to be held at Norwalk on Monday, March 20th, 1848, at which there would be lectures and instructions upon the English language, including the elementary sounds of language; analysis of sentences; and elocution, lectures upon Arithmetic, Geography, Civil Government, Physiology and many other subjects.

The County Board of Examiners earnestly requested all teachers, and those intending to make application, to attend this Institute, as they had determined upon a more thorough

and rigid course of examining the qualifications of teachers than formerly.

The Commissioners of the County made an appropriation to meet the ordinary expenses, board excepted.

The first Institute proved a great success. It was conducted by Prof. M. F. Cowdry, then of Geauga County, and J. Hurty, of Mansfield, O., assisted by Rev. Jeremiah Hall, the Principal of the Norwalk Institute. From 150 to 200 teachers, and those desiring to become such, were in attendance.

Lectures were delivered by Hon. S. T. Worcester, then of Norwalk, and Rev. Mr. Sawyer, of Monroeville, and Hon. Isaac J. Allen, of Mansfield, and an interest was awakened in educational matters the result of which extended far beyond our borders.

#### FIRST NORMAL CLASS IN THE STATE.

On the 14th day of June, 1848, the first Normal Class of the "State Teachers' Association held in Ohio was convened in this place, continuing nine weeks, and marks an epoch in our educational history, for it seems to have proved the radiating point from which a better, a more thorough and far higher system was soon to be eliminated.

The "Akron School law" had been passed in a somewhat crude form the year previous, but probably had not been adopted at any other place than Akron. It was anticipated that this Association of educational men—the largest and most influential that, perhaps, had ever been convened before in the State—would not only give a new impulse to the cause of popular education, but would give shape to a better system of teaching.

The lecturers and instructors were Prof. St. John, of Western Reserve College; Prof. Isaac J. Allen, of Mansfield; Prof. J. Nichols, Principal of W. R. Theo. Seminary; Prof. M. D. Leggett, Principal and Superintendent of Akron schools; Prof. Loren Andrews, Principal of Ashland Academy; Prof. J. B. Howard, Principal of New York State Normal School; Prof. T. W. Harvey, Principal of Chardon

Academy; J. Hurty, Esq., of Richland County; Prof. H. Manderville, Prof. H. Benton, Prof. J. B. Thompson, of New York, and several other prominent educational men. A general invitation to teachers in other States was extended. The tuition for the term was fixed at \$3.50.

The Hon. Samuel Galloway, then Secretary of State and President of the Ohio State Teachers' Association, delivered an address before the class.

Immediately upon the adjournment of the "State Normal Class," a meeting of our citizens was called at the Court House, to take into consideration the propriety of establishing a system of Union Schools. This was in August, 1848. The Akron School law had passed the Legislature February, 1847, and under this act and the acts amendatory thereto, other towns, by petition of two-thirds of the qualified voters, could avail themselves of its provisions. This law authorized and inaugurated the system of graded schools, which was soon after so generally adopted, and which experience has amended and improved till it has resulted in our present efficient school system.

The Legislature of our State, in February, 1849, passed an act under which all incorporated cities, towns and villages having a population of 200 or more might vote upon the adoption of the system—a majority vote deciding the adoption or rejection of the law.

At the spring election in 1850, the question was submitted to a vote of the people, and was adopted with great unanimity. A Board of Education was elected, and proceeded at once to adapt the brick school building on Whittlesey avenue to the necessities of the school.

Mr. D. F. DeWolf was elected Superintendent, and all arrangements were made for opening under the graded system on the 23d of September of that year.

The Board of Education consisted of six members: W. F. Kittredge, E. E. Husted, Samuel Pennewell, S. T. Worcester, Henry Brown and C. L. Boalt. Henry Brown as clerk of the Board.



There were three buildings occupied for school purposes. The Central, on Mechanic street (now Whittlesey avenue), the South Pleasant street building and the brick school house on Seminary street; the latter two as Ward Schools for Primary scholars, with five female teachers. The Superintendent also gave the larger portion of his time to teaching.

The female teachers were Mrs. DeWolf, Miss Eunice C. Fox, Miss Isabella Farr, Miss M. Barrett and Miss Julia Hitchcock.

The population of Norwalk at this time was about 2,000, and the Union School District extended over the corporation.

The school opened with 300 scholars in the various grades. The salary of the Superintendent was fixed at \$600 a year, and that of the female teachers at \$14 per month. A tax was levied for school purposes of  $2\frac{1}{2}$  mills, producing \$1,050, beside the money received from the State School funds, amounting to \$340.

The enrollment for the year amounted to about 400, of whom 190 were males and 210 females, with an average attendance of 300. The school was taught for ten months. The departments were divided into Primary, Secondary and Grammar Schools.

At the May election in 1851, O. G. Carter and John R. Osborn were elected members of the Board of Education to fill the vacancies occasioned by the expiration of the terms of S. T. Worcester and C. L. Boalt. Mr. DeWolf was continued in the Superintendency, and Mrs. P. A. Seymour was engaged in the Grammar School at a salary of \$200. She continued but a short time, and Miss Janes was appointed to the vacancy.

The enumeration for 1852 shows 707 between the ages of 4 and 21 years, with an enrollment in our schools of 456. The salary of Mr. DeWolf, as Superintendent, was increased to \$700. During the year, Miss Ella Tenney, one of the teachers, died, after a brief illness, and a special meeting of

the Board was held and resolutions of respect and condolence were passed.

No course of study appears in any of the records of the school at this time.

At the close of the school year in July, 1853, Mr. DeWolf tendered his resignation as Superintendent, which the Board accepted with regret, and passed commendatory resolutions as to his ability and faithfulness in the discharge of his duties, and commending him to those with whom his lot might be cast. The vacancy was filled by the election of Wm. P. Clark, of Hillsdale, Mich., as Superintendent, at a salary of \$800. Mrs. Bates was employed to take charge of the Grammar School, and Miss Hill, Miss Julia Hitchcock, Miss Fannie Wilson, Miss Dealing and Miss Lowe in the other departments. The school examiners at this time were Rev. E. Winthrop, Rev. Alfred Newton and Sam'l T. Worcester.

The whole value of our school property was returned at \$2,300, and the total expenses of our schools for the year, at \$1,800. The average salary of female teachers for forty weeks was \$180. A special school tax was levied of two mills. The value of maps and school apparatus was \$150.

But few villages in Ohio of equal population entered upon the Union School System so poorly provided with necessary buildings, or with so meager a support. The people, however, were awakening to the necessity of heavier taxation for a more liberal provision of room and the necessary appliances for communicating instruction. The Board certified a levy of four mills for school purposes, and appointed a committee of their number to confer with the executive committee of the "Norwalk Institute" in relation to the purchase or renting by the District of the brick building occupied for that school; which resulted in measures for its purchase in 1855, to be used as a Central and High School building for the District. The purchase was for the sum of \$3,500, which embraced the two central lots and the present High School building, a small library and some apparatus.

Mr. A. S. Hutchins, the former Principal of the Norwalk Institute, was elected Superintendent of the Union Schools in September, 1854, in place of Mr. Clark, at the same salary—\$800. Mr. S. F. Newman was elected Principal of the Grammar School, at a salary of \$500, with seven female teachers in the Primary and Secondary departments.

Previous to the close of the school year in 1855, Mr. Hutchins resigned his position as Superintendent, and Mr. William Mitchell was appointed to the vacancy at the same salary as had been paid to Mr. Hutchins. The High School building was at once thoroughly overhauled and adapted to the purposes of the various grades that were to occupy it; and the Superintendent congratulated the citizens upon the removal of some of the serious embarrassments to progress.

The Board of Education adopted and published this year in a pamphlet form a system of rules and regulations for the government of themselves, the pupils and teachers of the school, which were received with much favor, and constitute the only ones ever published. They defined the school year and its divisions, holidays and examinations, grades of schools, divided into Primary, Secondary, Grammar and High School, times of admission and tuition of pay scholars, duties of scholars, teachers and Superintendent, and rules for the regulation of the schools; also by-laws for the Board of Education, and the list of text books used.

Mr. Mitchell was re-elected Superintendent in 1856, at a salary of \$1,000 per year, with the following corps of teachers: S. F. Newman, Principal of the Grammar School, salary, \$600; Miss S. S. Sanford, at \$350; Miss Julia Hitchcock, at \$300; Miss Fannie Wilson, at \$250; Miss Dealing \$300.

As no reports have ever been made by the Superintendents to the Board, and the proceedings of the Board are but briefly recorded, the changes in the details of school management or the introduction of new methods or new ideas, the changes in courses of study, methods of examination and standards of promotion, and the text books used from time to time can only be imperfectly arrived at. Our Pub-

lic Schools being now our only ones, our citizens generously sustained the Board in efforts to make them thorough, and to keep pace with every improvement in the system which the experience of educational men at other points had found advantageous.

The Board at this time consisted of N. S. C. Perkins, Jos. M. Farr, C. E. Newman, H. Rose, F. Sawyer and R. P. Geer. A levy of four mills was made for school purposes. Mr. Mitchell was continued in the Superintendency at his previous salary, and Mr. Newman was retained in charge of the Grammar School. The Superintendent reported the Grammar School as over crowded, and the Board was forced to procure additional seats and economize their room. At the end of the second quarter the quarterly pay-roll amounted to \$1,150 for Superintendent and eight teachers, and the amount expended for the year for all purposes was \$4,612.

At the annual election in 1858, J. A. Jackman and Theodore Baker were elected in the places of C. E. Newman and R. P. Geer, whose terms had expired, and the new Board systematized their labors by the appointment of committees to attend to specific duties, to wit: A Committee upon Teachers, a Committee upon Buildings and Repairs, upon Text Books, and upon Supplies. Rev. A. Newton, William Mitchell and S. T. Worcester were appointed Examiners for the year.

There seemed to the Board a necessity for retrenching expenses, and the salary of the Superintendent was reduced to \$900, and there was also a reduction in the salaries of the Primary and Secondary teachers; but the policy did not seem to work successfully, as the Principal of the Grammar School resigned for want of increase of salary, and in the following year Mr. Mitchell tendered his resignation. During this year the Board presented to the electors the question of purchasing the two lots adjoining those on which the High School was situated, which resulted in favor of the purchase, which was effected at the price of \$1,500 for the two, thus making our grounds a block of 16 rods square. The tax levied was four mills.

Mr. Theodore E. Baker was elected by the Board to succeed Mr. Mitchell in the Superintendency, at a salary of \$800, and O. A. White was engaged to teach the Grammar School. Miss Emma Fish was assistant in the High School, the Superintendent giving about one-half of his time to class teaching.

After the purchase of these additional lots and the enlarging of the grounds, measures were taken to beautify the grounds by grading and putting out ornamental trees, in which Col. Sawyer, then in the Board, took an active part; and the present beauty of the High School lot may be attributed largely to his interest and taste. Measure were also taken to determine the true boundaries of the School District, and to have a map made of the same.

At the annual election, May 5th, 1860, Messrs. C. E. Pennewell and William Case were elected members of the Board in the places of Perkins and Rose, whose terms had expired, and at the close of the school year in July, the Board elected R. W. Stevenson, then of Dresden, Ohio, to the Superintendency, at a salary of \$850, and his wife as assistant teacher in the High School, at a salary of \$350.

Some changes in the course of study were introduced by Mr. Stevenson, and some changes in text books; among others, Ray's Series of Arithmetics were introduced in place of Stoddard's. The High School room and some other rooms in the building were reseated, and more comfortable and convenient desks replaced the old ones, and the rooms were made more attractive, and the grounds still further improved and ornamented. The grounds about the Whittlesey Avenue Building were graded and filled in with gravel, making a dry and pleasant play-ground for the children; the building was painted and matting put upon the floors, and a general effort was made to make our school premises more attractive. Rev. Asa Brainard, Rev. Alfred Newton, Rev. A. Darrow, Hon. S. T. Worcester and P. N. Schuyler were appointed by the Board to attend the annual examination and make a report.

At the annual election in May, 1861, H. M. Wooster and C. E. Newman were elected members of the Board, in the places of O. A. White and Theodore Baker, whose terms had expired. A tax of four mills was levied. All the teachers of the previous year were invited to remain, including the Superintendent and Mrs. Stevenson, who were conducting their departments with marked success.

Sub-district No. 9, joining the Union School District on the east, was by petition added to it. At this time the number of teachers was increased to twelve, including the Superintendent, about one-half of whose time was devoted to class teaching. In 1862, John Gardner and F. Sawyer were re-elected members of the Board. The same corps of teachers was retained, and no change was made in salaries. The tax levied was three mills.

In 1863 the salary of the Superintendent was raised to \$1,000. There were some changes in the text books, the committee recommending the substitution of Goodrich's History of the United States in place of McGuffey's Sixth Reader in the last year in the Grammar School, and Goodrich's Universal History in the first year in the High School. An additional room was found necessary for the Secondary department, which the Board arranged for in the Whittlesey Avenue Building, and Miss Cornell was employed to take charge of it at a salary of \$250. The salaries of the female teachers were increased \$25 per year each, and a tax levied of  $2\frac{3}{4}$  mills.

The report of the Treasurer of the Board shows for this year as follows:

Receipts from foreign tuition .....	\$ 206 00
"      "      tax levied .....	4,896 52
"      "      State school fund .....	1,271 30
	<hr/>
. Total.....	\$6,373 82
To amount paid teachers .....	\$4,167 50
"      "      for funds overdrawn.....	67 92
"      "      for janitor, wood, supplies and repairs.....	800 47
To balance in Treasurer's hands.....	1,337 93
	<hr/>
Total.....	\$6,373 82

The first graduate of our Union Schools was Miss Sarah E. Wilkinson, in 1861, and the next was Miss Nettie M. North, in 1862; and in the class of 1863 were Miss Arletta Newman, William F. Parker and Cortland L. Kennan. At the close of the school year, June 22d, an exhibition was held at Whittlesey Hall, at which essays and original declamations by the graduating class were delivered, and diplomas were awarded.

At the annual election, in May, 1864, C. E. Newman and H. M. Wooster were re-elected to the Board, and Hiram Rose was elected to fill the vacancy occasioned by Gen. Sawyer's absence in the army. A tax was levied of three mills. Mr. Stevenson's salary was increased to \$1,100. All the teachers of the previous year were invited to remain, at increased salaries. A change was made in the Grammar school by substituting a female teacher—Miss M. Colvin—at a salary of \$400. At the close of this school year there were seven in the graduating class.

In 1865 Mr. Stevenson's salary was again increased, to \$1,200, and all the teachers of the previous year were invited to remain at former salaries. The population of our Union School District at this time was 3,821, and the enumeration of children between 5 and 21 years was 1,443, divided as follows: 695 white males, 737 white females, 7 colored males and 4 colored females. At the close of this school year there was a graduating class of six.

At the annual election, May, 1866, Horace Kellogg and Samuel T. Worcester were elected members of the Board. A tax was levied of four mills. Mr. Stevenson's salary was again increased by the voluntary action of the Board, they recognizing the value of his services, and the salaries of Intermediate and Secondary teachers were also increased \$50 per year each. The following is the corps of instructors for this school year:

R. W. Stevenson, Superintendent and Principal of the High School; Miss E. Davies, Assistant in High School; Misses C. Vaughn, S. H. Smith, D. B. Smith, E. E. Dean,

E. M. McConnell, E. Wilkinson, M. Miller, S. Mason, L. Gibbs, S. N. Lyon, F. Rogers, and Mrs. S. Dunbar—14 in all. The monthly pay roll was \$550. Tax levied, four mills. This year there was a graduating class of six.

At the annual election in May, 1867, H. M. Wooster and F. Sawyer were elected for the regular term, and D. D. Benedict was elected to fill the vacancy, occasioned by the resignation of Mr. Kellogg. Mr. Stevenson was again re-elected to the Superintendency, with his salary increased to \$1,500. Mr. C. M. Wilcox was elected Principal of the Grammar School at a salary of \$700.

The Board decided to erect a larger and better school house on South Pleasant street, the old one being small and dilapidated. A lot was purchased adjoining the old one for \$800, and a brick building was erected to accommodate Primary scholars. The tax levied was five mills, and the amount disbursed for school purposes was \$13,035.79. There were ten graduates at the close of this year.

At the annual election in May, 1868, John Gardiner and Theodore Williams were elected members of the Board. R. W. Stevenson was re-elected Superintendent at a salary of \$2,000, and the salaries of most of the teachers were increased. The Board felt fully satisfied with the corps of teachers, and with the good and thorough work they were accomplishing, and knowing there were localities about us that had been attracted by their merits, and were seeking, by offers of larger salaries, to obtain them, they conceived it to be for the interest of our schools to retain good and experienced teachers, even at high salaries, rather than poor ones at less; consequently they continued to advance. The pay roll for this year was \$760 per month, and our teachers were always promptly paid monthly.

There was urgent necessity for more room and more school buildings to accommodate the increased number of scholars in the different wards of the village. The Board obtained from the corporation authorities a deed of two lots on League street, designed in the platting by the "Homestead League" for "public purposes," for the erection of a school house, and



the Board proceeded to erect a good, substantial two-story brick building for the purpose known as the "League Street School House."

The building was erected under the especial supervision of D. D. Benedict and Theodore Williams, (a committee appointed by the Board), at an expense of \$5,788.81, which was all paid for without levying any additional tax over that raised for school purposes of five mills. The Board also purchased an acre of land on Benedict avenue, in the south part of the village, for the erection of another Ward School House, to be put up as soon as the finances would permit, without creating a bonded debt. For this they paid \$800.

Our enumeration had now reached 1,754 between the ages of 5 and 21, and the enrollment in our schools was 875, with an average cost per pupil of \$12.54 per year. We had now five school buildings and thirteen schools, with fifteen teachers, and Board, Superintendent and teachers co-operating harmoniously together. The graduating class this year consisted of five members.

In 1869, Horace Kellogg and D. D. Benedict were re-elected to the Board. Seven mills were levied—a larger levy than formerly made being necessary on account of building and the purchase of the Benedict avenue lot. The Superintendent and all the teachers of the previous year were invited to remain at previous salaries, and the increased number of scholars made three additional teachers necessary. The monthly pay roll now amounted to \$890.

There were no marked changes in 1870. H. M. Wooster was re-elected to the Board, and D. H. Pease was elected in place of F. Sawyer, whose term had expired. A small increase was made in the salaries of Primary teachers.

A Normal Institute was held in Cleveland during the latter part of the summer vacation, which the Board earnestly requested all the teachers to attend, proposing to pay them part of their regular salaries whilst doing so, anticipating that the development of new ideas and new methods, as well as increased zeal, would prove the expenditure an advantageous one.

The receipts from all sources this year were \$15,139.63 ; and here it may not be inappropriate to remark that while more than one-half the counties in Ohio pay less to the Common School Fund of the State than they draw back for school purposes, Huron County has always contributed quite a large excess for the support of schools in other counties.

In the spring of 1871, John Gardiner and Theodore Williams were re-elected to the Board. At the close of the school year in July, the Superintendent and all the teachers were invited to remain. Mr. Stevenson, however, tendered his resignation, as he had been elected to the same position in the public schools of Columbus at an increased salary ; and the Board, whilst appreciating his value to the schools, felt their inability to compete with the far greater pecuniary means of the State Capital, and reluctantly and with much regret accepted it. Mr. Stevenson had occupied the position for eleven years, and had proved himself, as an educator, as a Superintendent and as a citizen, a man of rare qualifications. Mr. Wilcox also resigned his position in the Grammar School to accept a public office.

Mr. Henry A. Farwell, of Quincy, Ill., was elected by the Board to succeed Mr. Stevenson from September, 1871, at a salary of \$1,500, and Mr. R. W. Kilpatrick was appointed to fill the vacancy in the Grammar School.

On the 13th of January, 1872, Mr. D. H. Pease, a much valued member of the Board of Education, deceased, and a special meeting was called, at which resolutions of respect were passed, and the schools were ordered dismissed that all might attend his funeral.

It was determined by the Board, at its meeting March 6th, 1872, that the crowded state of our schools made it necessary that a school building should be erected on the lot purchased on Benedict avenue, and plans were procured and measures adopted for proceeding at once to its erection. D. D. Benedict and Theodore Williams were appointed a Building Committee, and authorized to fit up the grounds and make all necessary arrangements for having a school

opened. A very commodious two-story brick building was erected, about 36x60 feet, upon the ground, designed to accommodate two Primary Schools, with ante-rooms, recitation-rooms and black-boards, and seated with modern single seats and desks, having a more tasty and attractive exterior than any of our previous school buildings, at a cost of \$8,000. This building will seat comfortably one hundred and fifty scholars.

In May, 1872, Mr. B. Cortrite was elected to fill the vacancy occasioned by the death of Mr. Pease, and S. T. A. Vansciver and C. B. Stickney were elected for the regular term. Five and one-fourth mills were levied for the support of schools.

Mr. Farwell was re-elected Superintendent at a salary of \$1,750, and the teachers of the previous year were invited to remain. Mr. Kilpatrick resigned his position in the Grammar School, and was succeeded by Mr. Raymond Kennan, a former graduate of our schools. The enumeration of children between 5 and 21 years of age showed 1,736, and our whole population was 5,043.

In May, 1873, H. M. Wooster and S. M. Fuller were elected to the Board, and at the first regular meeting the Board organized under the new School Law of May 5th, 1873, and under the sections applicable to Village Districts. A fine piano was purchased during the summer for the use of the High School, the money for the purchase being raised mostly from sources outside of school funds.

Mr. Farwell was re-elected Superintendent at his previous salary, and Miss S. H. Smith was re-elected Principal of the High School at a salary of \$800, and Miss M. S. Newton assistant at a salary of \$600. The tax levied was five and one-fourth mills.

The Board appointed H. A. Farwell, Rev. C. E. Wright and S. F. Newman as the Examining Committee for teachers, under the new law for the Village District, and it was resolved that the standard of qualification for teachers should be the same as that adopted by the County Board, and with the same fees.

A committee, composed of H. M. Wooster, H. A. Farwell and Theodore Williams, was appointed to re-district the school limits, to more nearly equalize the numbers in the different schools.

Fine copper-plate engraved diplomas were procured for graduating classes, with the plate for reproducing them as needed, at a cost of \$125 per hundred, including the plate.

Miss S. H. Smith resigned her position in the High School at the close of the school year in 1873. She had been a teacher of marked ability in our schools for many years, and her resignation was accepted with much regret.

Mr. Farwell was re-elected to the Superintendency in July, 1873, and Miss Josephine Wright was elected to fill the vacancy occasioned by the resignation of Miss Smith in the High School, with Miss M. S. Newton as co-principal, with salaries of \$600 each. The tax levied was five and seven-tenth mills. There was no election of members of the Board in the spring of 1874, the law having been changed so as to hold the Board elections at the same time in April as our Municipal elections; consequently, the members whose time expired in May had to hold over until the next April. There was a Graduating Class at the close of the school year of eleven.

In July, 1874, Mr. Farwell's time having expired, the Board elected Prof. C. W. Oakes Superintendent, at a salary of \$1,600 per year, and Mr. M. B. Ferguson Principal of the Grammar School, at a salary of \$800, in place of Mr. A. T. Jones, resigned; and Miss Emma Paddock as Principal of the High School, at a salary of \$750, with Miss Newton as assistant.

Prof. Warren was employed to give two special courses in Penmanship, to both scholars and teachers, at \$150 per month, during the winter and spring.

The annual election of the Board was held in April, 1875, at the same time as the municipal election, and partook in some degree of the political bias of the time. Messrs. H. Mitchell and N. H. Pebbles were elected members of the

Board, in place of Gardiner and Williams, whose terms had expired.

The enumeration taken under the law of May 5th, 1873, limits the school age to those between 6 and 21 years—our last enumeration embracing those between 5 and 21 years. We find the number reduced to 1,634. The average daily attendance was 614, of whom 80 were in the High School. It should be stated, in explanation of the small per centage of daily attendance to the enumeration, that the Catholic denomination maintains separate schools, and also the Lutherans (making three in all), and employing four or five teachers.

The whole receipts for the year, including \$2,363.36 on hand, were \$20,260.96, and the expenditures were \$12,114.37, leaving a balance in the hands of the Treasurer, September 1st, 1874, of \$8,146.59. This covers the school year from September, 1874, to September, 1875. Quite a large item in this expenditure was for building, grading, etc., and not for ordinary expenses.

There were thirteen in our Graduating Class at the close of this school year.

Mr. Oakes was re-elected to the Superintendency in June, 1875, at a salary of \$1,800. Miss Paddock having resigned her position in the High School, and Mr. Ferguson having resigned in the Grammar School, Mr. C. S. Young was elected Principal of the former, with Miss Newton as assistant, and Mr. A. E. Roberts to take charge of the latter.

The Board this year added vocal music to the branches taught, and engaged the services of Prof. Luse at a salary of \$600, to divide his time between the different schools. The High School and the A and B Grammar rooms were re-seated with more modern seats and desks. A tax was levied of five mills.

Initiatory steps are being taken to open a German School, in addition to those heretofore sustained.

## RECAPITULATION.

A brief recapitulation of the prominent points in our School History may not be uninteresting.

Our Graded Schools were organized under the General Law of 1849; they opened under that law in Sept., 1850; the population of Norwalk was then about 2,000; the enrollment the first year was about 400; they have been in operation 25 years; our present population (1876) is 5,400; our enumeration, between 6 and 21 years, for 1875, was 1,634; our enrollment in schools, exclusive of Catholic and Lutheran Schools, is 939.

We commenced with four schools, in three buildings, and five teachers; we now have six school houses; sixteen schools and twenty-four teachers.

We paid our first Superintendent \$600 per year, and our female teachers \$14 per month; we now pay our Superintendent \$1,800 per year, and our female teachers from \$35 to \$60 per month; and we pay the Principal of our Grammar School \$1,000, and \$800 for male teacher in the High School. Our monthly pay roll is now \$1,200.

We commenced with three grades, Primary, Secondary and Grammar; we now have nine grades, embracing the High School, with a standard of education intended to fit pupils to enter College. We think the average cost per scholar, for instruction for a series of years, will not exceed \$15 per year.

Our school property in 1850 was worth \$2,300; it is now worth over \$40,000.

Our course of study is very nearly that recommended by the North Eastern Ohio Teachers' Association.

We have a Night School, opened a few months since, employing three teachers, and having one hundred scholars in attendance.

The Board is about employing a German Professor to give instruction in the different schools in that language.

We have had seven different Superintendents in our schools since organizing under the graded system, as follows: D. F. DeWolf, from 1850 to 1853; W. P. Clark, from 1853 to 1854; A. S. Hutchins, from 1854 to 1855; William Mitchell, from 1855 to 1859; T. E. Baker, from 1859 to 1860; R. W. Stevenson, 1860 to 1871; H. A. Farwell, 1871 to 1874; C. W. Oakes, 1874.

Our list of graduates numbers 107.

An Association of the Alumni was organized last year, which proved both pleasant and profitable, and promises to be a permanent society, holding regular meetings hereafter. It numbers among its members many of our best citizens, and gathers from abroad many, occupying prominent positions, who have gone out from us.

The educational interests of our town were never receiving more attention than at present. Our citizens, our Board, our Superintendent and teachers, all are co-operating for the best interests of our schools. An experience of twenty-five years convinces us that the system is a good one and should be sustained; and we are proud to say, our people do sustain it generously and ungrudgingly.

The Catholic portion of our population has never felt disposed to participate, to any great extent, in the benefits of our Public Schools, preferring to maintain their separate denominational instructions. They maintain two schools, within our district, employing four teachers.

The Board of Education has never made the reading of the Bible in our schools imperative upon Superintendent or teachers, but has left the matter wholly discretionary with them; and though the general practice is in most of our schools to read a portion of the Scriptures in the opening exercises, no strictures or criticisms have arisen of a sectarian character to disturb their peaceful progress.

There is no local interest dearer to our people than that of maintaining the high standing of our Public Schools.

The impression has grown into a settled conviction, that with universal suffrage, the great safeguard for our institutions, both civil and religious, is in universal education.

Respectfully submitted,

ALFRED NEWTON,

C. W. OAKES,

THEODORE WILLIAMS,

*Special Committee.*



# HISTORY OF OBERLIN PUBLIC SCHOOLS.

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## ORIGINAL PLAN.

The history of Oberlin Schools is a history of Oberlin. The school was antecedent to the village. The object of the founder was to establish a school, not a town or a city, and to-day the village is the out-growth of the schools, and its prosperity depends largely, if not entirely, upon their success.

The original plan of the founder of Oberlin College was that primary instruction should be given in its preparatory department.

## FIRST PRIMARY SCHOOL.

With this view the first Primary School was established, under control of the officers of the college, in 1834. The School was taught by Miss Eliza Branch, of Sudbury, Vt., afterwards the wife of Rev. George Clark, who is still living in Oberlin. Her work was well spoken of in the first catalogue published by the college. There was a provision among the college rules that no pupil could be admitted to the institution under eight years of age. This system proved impracticable, and at the end of a year was given up.

## FIRST COMMON SCHOOL.

The first *Common* School was taught in one part of the house belonging to Deacon T. P. Turner, in 1838, by Miss Anna Moore ; subsequently this school was moved into a shop near the corner of Main and East College streets. Till 1838

this school seems to have itinerated, settling for a term wherever a vacant room could be found.

#### FIRST SCHOOL HOUSE.

In the year 1838 the first school-house was built. This was a small frame building, containing but one room, and situated on the corner of Main and Lorain street, near where the First Church now stands. The building of this house was considered a step forward and upward in the cause of education by its friends, by its enemies as an unwarranted piece of extravagance. At first this house was furnished with rough boards for seats, and nothing more. Afterward, rough tables were placed round next to the wall, and chairs placed in front of the tables, with backs toward the fireplace and teacher. This school-house was the only one built till 1851, although the number of pupils doubled and tripled during these twelve years. Every room and shop that could not be used for any other purpose, were secured for the schools. Private schools were numerous at this time, and for many years afterward, and from all accounts, more efficient than the Common Schools.

#### FIRST RECORDS.

The first written records of the school I have been able to find, are in the report of the directors in 1840. The amount of money received from the township treasurer is reported as \$160.70. The language of the report is somewhat quaint :

“That the following schools have been kept in said district during the year :

1. School kept by Jeremiah Butler, 14 weeks at \$18	
pr. month, \$63.00.....	\$63 00
Board and washing at same time.....	17 00
1 School kept by Catharine G. Stevens, 18 weeks at	
\$2.50, including board.....	45 00
Paid Mrs. Penfield for room rent.....	6 75
1 School kept by Laurette L. Turner, 9 weeks at \$2.25	
per week, including board.....	20 25
1 School kept by Mary Hall, 5 weeks.....	6 30
Balance now due in treasury, \$2.33.”	

I find farther from the report, that in the school taught by

Mr. Butler there were enrolled . . . . . 58 pupils.

In the school taught by Miss Stevens . . . . . 36 “

In “ “ by Miss Turner . . . . . 44 “

In “ “ by Miss Hall the number is not given,

the school, however, was organized to accommodate two or three families at a distance. I have no means of knowing whether these schools were taught all at the same time in different rooms, or whether at different seasons of the year in the same room. This being the case, it is not possible to ascertain the number of different pupils enrolled during the year. The names of the directors subscribed to this report are Bradstreet Stevens and John Grannis. We find that beside the so-called common branches, Natural Philosophy and History were taught in Mr. Butler's school.

#### FIRST STATISTICS.

In 1842 the statistics of the village show an enumeration of 95 males and 129 females—total, 224. This is the first enumeration on record, and included all persons living in the district between the ages of four and twenty-one years. In 1844 the enumeration had increased to 256. The directors report that eight schools were taught during this year, making in all twenty-two months, at an average price of \$12 per month. That the number of different pupils enrolled during the year was 63. The whole amount paid for tuition, \$264, making the cost per pupil, \$4.20 for six months instruction, which, in proportion to the time, equals the cost per capita of instruction at the present day of high prices. A part of this was paid out of the Common School Fund, and a part by private subscription.

#### HIGHER BRANCHES TAUGHT.

According to this same report, advance ground was taken in relation to the subjects taught, as we find in addition to the common branches, Elements of Chemistry, Natural Philosophy, Astronomy, History, Algebra, Composition, Music, the Latin and Greek languages enumerated. From this time forward till 1851 and 1852, the schools seem to have been in

about the same condition, and on the same plan as represented by the above report. The number did not increase much until about 1849 and 1850, when suddenly it nearly doubled, giving an enumeration, in 1851, of white males 190 ; of white females, 204 ; colored males, 19 ; females, 15—total, 428. This increase was due in great part, no doubt, to the enlargement of the school district. The higher branches, introduced in 1843, were not continued to any great extent during the remaining years the district school system was extant.

#### CONDITION OF SCHOOLS.

During these years the Common Schools were struggling for an existence, with but little life and efficiency. As reported by one of the first directors, the rooms were small and inconvenient, with *no* furniture in most cases, situated in chambers in private houses, wherever one could be rented, with an enrolment of from thirteen to eighteen pupils in a room.

#### FIRST DIRECTORS.

Among the first directors are found the names of Peter P. Pease, D. B. Kinney, H. C. Taylor, John Grannis, Bradstreet Stephens, Thomas P. Turner, Ralph Campbell and Jonas Jones, Henry Cowles, Henry Peck.

#### FIRST SUPERINTENDENTS AND TEACHERS.

I find many reports, during the first ten years, signed B. Pelton, Superintendent of Common Schools. What that office was during these years, I am unable to determine. Judging from his reports, I should conclude it was that of general censor. J. L. Hunter succeeded Mr. Pelton in this office, and M. H. Safford was Mr. Hunter's successor. The superintendence of these gentlemen extended over all the schools in Russia township.

Beside the teachers already named were Miss Ellis, Eliza Hitchcock, Margaret Wyett, Q. M. Bosworth, D. M. Ide, Joseph Barnum, Miss H. Jones and Margaret Pease, of whom the superintendent says : "She seems industrious and well earned her money."

#### NEW BUILDING ERECTED.

In 1851 and 1852 a new brick building was erected, nearly

West of Tappan Hall, across Professor street. This building was two stories high, and contained three school rooms and one recitation room. The rooms were furnished with desks and seats, which were comfortable and quite elegant for the time and place. For the first time an attempt was made to grade the schools in Oberlin, not under any special law, but into a village graded school. The first room was called the Primary room, the next the second room, and the third the higher room. During the winter term, Alexander Bartlett, now Professor Bartlett, of Marysville College, taught in the higher school with an assistant, and had a general oversight of the other schools. Miss Susan Cox, Mrs. Sarah W. Appleby, and Miss Alvira Jackson, were teachers in the new building during the first year, and remained in the school several years afterward, and stood high as teachers. Mrs. Appleby was a successful teacher for about ten years

The building of the new house met with much opposition, although there were more than four hundred pupils in the district, with but one school-room, built thirteen years before. The rooms of the new building were soon full, and two schools were established in the old Cocoonery, built some years before for the manufacture of silk. These schools were presided over by Mrs. Appleby and her daughter, Addie, giving to the district five schools yet without much system in grading; pupils attending the school most convenient and acceptable to themselves and parents.

#### JOSEPH BARNUM APPOINTED SUPERINTENDENT.

This state of things lasted till 1854, when the schools were re-organized, and Mr. Joseph H. Barnum, now of Memphis, Tenn., was elected superintendent at \$450 per annum, afterwards increased to \$600. A course of study was arranged, but not published.

After three years of successful labor in the schools, Mr. Barnum resigned and accepted the position of Superintendent of the Union Schools in Elyria.

#### ADDITIONS MADE TO THE BUILDING.

During the last year of Mr. Barnum's supervision two

wings were attached to the brick building already mentioned, two stories high, making a building with seven school-rooms and ample halls. The interior of this building was conveniently arranged, and the rooms were comfortable. The architecture of the house, viewed externally, was fearful in its ugliness, and stands to-day as a monument of the bad taste of its builders. Still the house served its day and generation well, and we all look upon it with reverence and regard, and perhaps with a kindlier feeling than the more elegant structure that has taken its place.

#### W. W. WRIGHT SUPERINTENDENT.

In the fall of 1857 the schools were continued without a superintendent. At the beginning of the winter term the Board selected one of its own members, Deacon W. W. Wright, a graduate of the college, to have a general supervision over the schools, and to teach some classes in the higher department. Deacon Wright continued the work for the rest of the school year.

#### NO SUPERINTENDENT.

During the years 1858 and 1859, the office of Superintendent remained vacant. The funds were low and the right man did not appear. This proved a decided injury to the school, which ran down in numbers and in discipline and lost much of the confidence of the people.

#### SCHOOLS ORGANIZED UNDER THE LAW OF 1849.

In 1860 the *Union School* was first organized under the law of 1849. The School Board then elected consisted of Thomas P. Turner, James Monroe, S. D. Hinman, William Hovey, J. M. Langston and William Johnson, all of whom had been active in securing the change.

#### SAMUEL SEDGWICK ELECTED SUPERINTENDENT.

This Board appointed Samuel Sedgwick, a graduate of Oberlin College, Superintendent, at a salary of \$600, who served in this capacity nine years, receiving for the last two years, \$1,000 per annum.

#### HIGH SCHOOL INAUGURATED.

The High School was at once inaugurated under his

instruction and that of a lady assistant. The other grades were improved and the school became efficient and prosperous. The branches taught in the High School were Algebra, Latin, Natural Philosophy, Physiology, English Analysis, Grammar and Arithmetic. The pupils were drilled also in Elocution and English Composition.

The studies in the intermediate grades and in the Primary School, were Reading, Writing, Spelling, Mental and Written Arithmetic, General and Physical Geography. Singing was practiced, though under the care of the assistant teachers only. Light Gymnastics and Posturing were taught.

#### MR. SEDGWICK'S ASSISTANT TEACHERS.

Mr. Sedgwick's assistants during these years, were Mrs. J. Jump, Miss Minerva Tenney, Miss Melissa Tenney, Miss Hattie Holtslander, Miss Martha Turner, Miss Frances Turner, Miss Almira Hamilton, Miss Amelia Johnson, Miss Mary Gaston and Miss Fanny Durand. Their wages averaged about \$40 a month.

#### BOARD OF EDUCATION.

The gentlemen who served on the Board from time to time, were J. H. Fairchild, J. W. Peek, W. C. French, William Hovey, John Clark, Homer Johnson, E. J. Goodrich, D. P. Reamer, S. Plumb, J. M. Ellis and James Dascomb.

The position of these officers was by no means a sinecure. Persistent and successful efforts were made to improve the spirit of the school and enlist the interest of parents. The buildings were kept in excellent repair, new furniture provided; the grounds were adorned with shrubbery and trees, and the walks were flagged. The examination of teachers was made more thorough, and the wages increased. The number of pupils in the High School increased to about forty. The whole number enrolled in all the schools being as high as four hundred and fifty.

#### LIBRARY.

A Library of about four hundred volumes was raised, and about \$200 expended for maps, charts and globes.

#### E. F. MOULTON ELECTED SUPERINTENDENT.

In the fall of 1869, Mr. Sedgwick resigned, and Mr. E. F. Moulton, a graduate of Oberlin College, was appointed his successor with a salary of \$1,500, which has since been raised to \$1,700. About half his time is occupied in superintendence, the rest in teaching.

In 1860-61, H. A. Pease and Judson Smith became members of the Board of Education. Up to the present time the gentlemen serving on the Board, beside those mentioned, have been Albert H. Johnson, John Watson, Montreville Stone, Alexander Steele, C. S. Martindale, Alpheus Manly, C. H. Churchill, Edward Johnson and Edwin Regal.

Since the resignation of Mr. Sedgwick, the schools have been in charge of Mr. E. F. Moulton, making but two superintendents in sixteen years.

#### CHANGE IN COURSE OF STUDY IN THE HIGH SCHOOL.

Immediately on Mr. Moulton's accession a change was made in the course of study; English Literature, Evidences of Christianity, Biblical Antiquities, Botany, Roman and Grecian History, Virgil and Sallust, and Greek through two books of Homer, were introduced into the High School.

#### CHANGES IN THE GRAMMAR SCHOOLS.

—In the Primary and Grammar Schools were introduced Music and Drawing by professional teachers; also, Elements of Botany and Physiology.

#### INCREASE OF PUPILS.

The number of pupils in the High School was more than doubled, and has averaged over a hundred for the last six years. The number in this school at present is one hundred and twenty-four.

The youth enrolled in all the schools has doubled since the organization of the new system in 1860.

The enumeration of youth for the year 1875, was 1,129, which gives 82 per cent. of the enumeration enrolled in the public schools. Add to this the number of youth of school



age belonging to Oberlin, enrolled in some department of the College, and it will show that 91 per cent. of the enumeration has been attending school some part of the year.

#### SCHOOL YEAR—TERMS—VACATIONS.

The school year begins with the State school year, and consists of thirty-eight weeks. It is divided into three terms—a fall term of sixteen weeks, a winter term of ten weeks, and a spring term of twelve weeks. The fall term is followed by a vacation of two weeks, and the winter of one week. The year closes the second week in June,

#### PROMOTIONS.

The annual examinations and change of grade throughout the schools is at the close of the spring term. Pupils of any department may also be promoted at the close of any term, and even during the term, to an advance grade, if it becomes evident to superintendent and teacher that they are qualified to do the work of the next higher grade.

#### CLASSIFICATION.

The primary school course is for four years; the grammar school course for four years; the high school course, as arranged in our manual, is for three years, though practically for four. For the last five years there have been four classes in our high school, with a four years' course of study. The committee on classification have reduced the course again to three years, with the view of giving an opportunity to those who desire and are able to do the work in this time. Other pupils who are younger, and in less haste to finish their studies, will be permitted to spend four years in completing the course, with the addition of some special studies which shall be arranged for them by the committee on classification. In the primary and grammar departments there is but one grade in a room, with one teacher for each grade. It has been only by the closest grading that the work of the teacher has been rendered at all efficient, with the large number of pupils we have been compelled to give to each teacher. In the

almost complete classification to which we have brought our schools, the teacher's time is so economized that she can instruct her pupils, although in large numbers, as well as hear their recitations. The explanation to one scholar will suffice for the whole class. The teacher has time also for special instruction ; time to attend to the proper discipline of her school ; time to incite in the minds of her scholars an enthusiasm for study, and inspire them with the true spirit of their work.

#### COURSE OF STUDY

Five years ago the former course of study was replaced with the more progressive and comprehensive course arranged by a committee of experienced teachers appointed by the North-eastern Ohio Teachers' Association. We have found this course of study practical, and in every way adapted to the best methods of instruction, I think I can safely say that our oldest and best teachers have been able, with this new course, new classification, and the new methods of instruction that have been introduced, to accomplish as much in one year as they accomplished in two under the old regime. This course has been thoroughly revised and improved with all the new light we could get up to the present time. The high school course has been arranged without reference to this course, and with special reference to the course of study in Oberlin College. The instruction in the primary schools is not chiefly oral or chiefly "object lessons." We believe in both methods of instruction, and use both to some extent. Neither method has been allowed to take the place of what may properly or improperly be called text book work. By a judicious combination of *all*, the teachers have been able to produce the most satisfactory results.

The instruction in the grammar schools, in method, is much the same as in the primary grades. During the first two years special attention is given to geography and map-drawing ; much attention is also given to oral instruction in grammar. During the last two years Harvey's two grammars are completed. Arithmetic is also completed and reviewed the last

year in the high school. Special attention is given to history, both modern and ancient. Elementary botany is completed in these grades. Our pupils are very enthusiastic in this study, and the best results have been obtained. Composition and declamation are required once a week. Two literary societies are in successful operation in each of the grammar grades. These societies have their regular officers, who conduct their affairs with much efficiency. Vocal music has been taught in all our schools for five years, with much satisfaction to parents, and with much interest on the part of most of the pupils. A children's concert is held at the close of each year, with an admission fee, which nearly pays for the instruction during the year.

Drawing has been systematically taught in the school the last three years; L. S. Thompson, of Sandusky, has supervision of this department. The pupils are greatly interested in the work, and it has proved a great success. In regard to the utility and practicability of drawing being taught in the public schools, I suppose there is no difference of opinion.

#### HIGH SCHOOL.

The average yearly enrollment in the high school for the last three years has been 113; the average weekly attendance, 96; the average daily attendance, 91. The want of room to accommodate the scholars in this department, compelled us to adopt a plan which at least is not usual, but which has proven very successful for four years in our school. All the pupils are required to meet together in the morning at nine o'clock, for devotional exercises and other exercises which pertain to the school as a whole. The programme is so arranged that the two advanced classes recite all their lessons during the forenoon session, which closes at twelve o'clock. These classes are not required to return for the afternoon session, except one day in the week for rhetorical exercises. By this arrangement they have the entire afternoon and evening for quiet study at home. The teachers find their pupils better prepared for recitation than when they were obliged to study in the school-room. I doubt whether this plan would

work as well in other places as in Oberlin, yet I think the experiment worth trying wherever the high school is large and the accommodations small.

The graduates of the High School are fitted to enter college, and yearly furnish a large class for each of the college courses. Young ladies graduating are fitted to enter the third year of the Literary Course in Oberlin College.

The first graduating class was in 1863. The whole number of graduates is 109, seventy-five of whom have graduated in the last six years, including the senior class of this year.

The High School has served to give tone and character to the Union School, and gives free tuition to a large number who would otherwise never fit for college.

In all the departments, except the Primary, Mr. Moulton has introduced monthly written examinations of the most thorough kind, and students fitting for college are examined by a Committee of College Professors, at the end of each term of study.

About a year was added to the course necessary to enter the High School.

#### ASSISTANT TEACHERS.

In this department Mrs. Pinney and Mrs. Hetta Ayres have been very prominent and successful teachers, and at present Miss Mary C. Gaston and Miss Anna Wright are well fulfilling the same duties. Miss Thirsa Johnson, Miss Harmonia Wattles, Miss Mary Whitney, Miss Minerva Reed, Miss Kate Dalton, Miss Exana Cochran, Miss Sally Embree, Miss Hattie Markham, Miss Mary Hewitt, Miss Mary K. Rich, Miss Julia Akers, Mrs. M. J. Hubbard, Mrs. C. M. Smith, Miss Sophia M. Hall, Miss Betsy Stone, Mrs. A. M. Tannar, Miss Carrie Cheyney, Miss Julia M. McWade, Mrs. Loraine A. Cornish, Miss Maggie C. Lamberton, and Miss Tacy P. Aderson have been employed in the Primary and Grammar Departments, at salaries averaging \$50 a month.

#### SPECIAL TEACHERS.

Mr. L. S. Thompson has given special instruction in Draw-

ing. and Mr. F. H. Geer, Mr. Calvin Cady, Mr. Wm. Chamberlain and Mr. C. A. Bentley in Music.

#### TEACHERS' INSTITUTES.

An efficient Teacher's Institute, taught by the best educators to be had, is held annually in one of the principal villages of the county, and this the teachers of the Oberlin Union Schools attend with great constancy.

In July and August, 1875, a Normal Class of over sixty-eight was organized in the High School building, at Oberlin, which continued in session six weeks, with most excellent results. The teachers were Supt. H. Parker, of Elyria; Supt. E. F. Moulton, of Oberlin, and Prof. C. H. Churchill, of Oberlin College. The branches taught were English Analysis and Grammar, English Composition, Vocalization, Arithmetic, Geography, Meteorology and Elementary Astronomy.

#### EXAMINING COMMITTEE.

The Examining Committee, consisting of Prof. Giles W. Shurtleff, Prof. Wm. Ryder and Supt. E. F. Moulton, have within the last five years required very thorough examinations of those applying for situations as teachers, and have brought up the grade to a high standard. Anything less than 80 per cent. in any one of the branches, is fatal to the success of the applicant.

#### QUALIFICATIONS OF TEACHERS.

Applicants for situations in the Primary Department, are examined in all the common branches, and for the Grammar Schools, History, Physiology and Botany, are also required. For situations in the High School, the applicants are examined, in addition to the common branches, in all the higher branches to be taught by them.

Only such teachers as have certificates from the Local Board are employed in the schools.

A certain amount of successful experience is required to secure a position in the Public Schools of Oberlin. Thus the best qualified and experienced teachers have been secured,



the eye. It is situated near the centre of population, on a lot of about two and a half acres, approached from two parallel streets in front and rear.

The cost of the completed structure has been about \$40,000. The furniture is of the best modern make, and has cost about \$3,500 more.

#### RESULTS.

The taste of the pupils and teachers has been greatly stimulated by the transition from crowded, dark and worn rooms to the beautiful pleasant quarters of the new house, and many pictures and flowers adorn the walls.

The bonds are being paid off at the rate of about \$4,000 yearly, beside the interest.

The discussion and attention called out among the citizens in raising the tax, deciding the location, and dedicating the completed structure, has reacted most favorably upon the school, which has never before in its history enjoyed so high a degree of prosperity and public confidence as at present.





## HISTORY OF ORRVILLE GRADED SCHOOLS, WAYNE COUNTY, OHIO.

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This village, lying at the junction of the Ft. Wayne & C. and Mt. V. & C. Railroads, has no history prior to the location of the first named railroad, in 1850, at which date was built the first house of the present village, numbering about 1,500 inhabitants.

The present School District of the incorporated village and annexed territory was originally part of two Township School Districts, the one in Green and the other in Baughman Township.

Of the early history of the old Baughman District No. 7, within the territory of which the village school buildings now stand, the following is all that can now be gleaned :

The first settlement in the district commenced in about 1812, and so rapid was the immigration, after the close of the war with England that, by 1822, nearly every quarter section had a house upon it, and an occupant. But during the first decade there were no schools, and for very obvious reasons.

The first houses of the settlers were round log cabins, of one small room, and built without a nail or an ounce of iron in the structure. But by the year 1822, many of the pioneers had built their second and more commodious houses of hewed logs, and into which they had moved, leaving their first cabins vacant. This seems to have been the suggestion of the era of schools.

William Montgomery, the first settler upon the farm in section 32, on which the school house of the old district now stands, having moved recently out of his first cabin into his second or hewed log house, did, at the re-

quest of the neighboring householders, start, in his vacated cabin, a common school, of which he was himself the teacher. This school, commenced in 1822, continued two terms, and was the first school ever taught in the district. Number of scholars, 40. There were Directors, although no district was yet defined, or method prescribed by law for their election. The teacher's pay was raised by subscription. The branches taught were Reading, Writing and Arithmetic, as far as the end of Long Division (by aid of teacher's key). Books used were Dilworth, Daboll and the New Testament. The furniture might be said to have included the means of lighting the room, which was accomplished by knocking out the chunks and daubing between two of the wall logs nearly all around the room, and tacking paper, greased for transparency, over the long, narrow interstices. Under the windows thus formed wooden pins were driven into the wall logs, and upon these boards were placed for desks. The seats were made of split puncheons or slabs, with wooden pins for legs, and these articles, with the addition of the King's rod, were the sole furniture. And such as this, with but little change, were the schools of the district for the first ten years.

At the close of Montgomery's terms, one Pierce taught a term in a like vacant cabin, on what is now the Jacob Martin farm. The next year Warren Harris taught a term in a cabin near Samuel Taggart's Spring, within what is now the corporate limits of the village. Next, Jonathan West taught a term in Robert Taggart's vacant cabin, within the now corporation. Then Abe Teters taught two terms in the same place, and was succeeded there for two terms more by James Teters, afterwards author of "Teter's Grammar," one of the very first published in the State.

At the close of the last above named terms, the householders, upon their own motion, and at the expense of their own labor, put up a hewed log school house upon the Foreman (now Huntsperger) Farm, two and a half

miles southeast of Orrville. This was the first house built for school purposes within the district, and was erected in 1826. It was larger than the former cabins, and had glass windows, but the furniture was but little improved. In this house Smith Orr taught two winters. Then, during the winter of 1828, William Finley taught the school in Samuel Taggart's cabin in the corporation, and the following winter William Wilson taught back in the Huntsperger school house, and this term closed the career of the first school house, for the reason that it was deemed too far eastward in the neighborhood to accommodate the pupils, and to remedy this evil the householders built another log school house on the extreme western verge of the territory, just where Jacob Brennenman's fine mansion now stands in Orrville. In this house Aunty Chidester taught two terms, when it was also abandoned, for the reason that it was located too far westward for the convenience of its builders. The school was then removed to the before mentioned cabin, on the Jacob Martin farm, where Mrs. Chidester taught two terms more, and was succeeded by William Finley, who taught there until about the year 1835, when the householders voluntarily, and without legal levy as before, built a large, comfortable, hewed log school house, on the Montgomery farm, about midway between the first two school houses, and near the center of the district, and very soon after the erection of this house the boundaries of old District No. 7 were defined, and the school put regularly in operation under the laws of the State of Ohio. The school continued to be very successfully operated in this house until about 1850, under the following teachers, to wit:

McClellan Cox, Hotchkiss Alexander, Misses Orr, Jamison, Scobey, Foreman, Mrs. Huston, Taggart, Martin, and others. The branches taught in these schools from 1835 to 1850 were Reading, Writing, Arithmetic, Geography and English Grammar; books used were English Reader and Western Reader, lately McGuffey's Readers, the Western Calculator, Olney's

Geography, Kirkham's Grammar and Webster's Spelling Book. The total enrollment during these years averaged about 80 in winter, and average attendance 50. The teachers were paid from \$12 to \$20 per month, mostly from State fund. Previous to 1835, the teachers were paid from \$8 to \$15 per month by subscription, collected by themselves.

About 1850 the district was sub-divided, and the educational interest thereof began to center in the then growing village of Orrville, and an account of the growth of schools therein forms a second chapter given hereafter; but before leaving this first epoch in the growth of the schools, we can with truth say that the men reared in these cabins and educated in these rude schools were those who have made the State of Ohio what it is to-day.

The interest which was always manifested in self-culture by the pupils of these early schools is worthy of remark, and was possibly largely stimulated by the doctrines of universal suffrage and equal eligibility resulting from the War for Independence.

Having traced the Public School through its early mutations, we now find a sturdy branch, if not the mother stock, flourishing in the midst of a growing village. As early as 1851, the little group of citizens, whose cabins clustered along the line of the P., Ft. W. & C. R. R., at the point where it passes from Baughman Township into Green, formed themselves into a fractional sub-district, and in the latter part of the same year erected their first school house. The house was a small structure, about 20 feet square, but as commodious as the backwoodsmen could afford. The house being situated on the Baughman side of the town, was under the control of the Baughman Township Board, and so remained for years.

A Mr. Brosius was the first teacher who conducted a school in this house. Different teachers succeeded each other, but the records contain no traces of them until H. H. Carr, jr., was employed, May 20th, 1856. Mr. Carr received a compensation of \$30 per month. His total enrollment was 70, and average daily attendance 44. His report states that he taught Orthography, Reading, Penmanship, Arithmetic, En-

glish Grammar, Philosophy, Algebra and Geography. M. E. Storrs had charge of the school during the winter of 1856-7. He received \$30 per month, and taught the same branches as Mr. Carr did. His enrollment was 84, and attendance 46.

Long before this the house was felt to be too small for the accommodation of the rapidly growing school. After the subject had been brought to the attention of the Baughman Township Board several times, they finally passed a resolution, directing the sub-district to build a house, under the supervision of the Board, but not to expend above \$1,000 in so doing, as this was the extent to which the Board had determined to tax the citizens of the fractional sub-district for its house. The resolution also contained a proviso that the citizens of Orrville might add a second story to the house, by "donation or otherwise."

Accordingly, a house 30 by 40 feet, and two stories high, was built in the latter part of 1858, the citizens of Orrville completing and furnishing the upper room.

Little more need be said of the school up till the incorporation of the village. Its progress was steady, its teachers generally able and efficient, and its financial support, though at times meager, never caused it serious embarrassment. Two teachers, whose salaries ranged from \$20 to \$45 each per month, were usually employed during the winter session.

February 22d, 1865, the village of Orrville was incorporated, but the incorporation did not include all the territory which had been embraced in the fractional sub-district. After a long discussion, the Baughman Township Board, by a bare majority, consented to attach the territory contiguous to Orrville to the incorporation for school purposes.

On the 18th of September, 1865, the Green Township Board made a like concession, and thus was formed the Orrville School District.

J. M. Palmer, who had conducted the school during the previous year, and Lydia Wilson, were employed to take charge of the schools for five months, the former at a salary of \$57 and the latter \$25 per month. The school opened on the 23d of October, 1865, and enjoyed a season of great prosperity. Un-

der the able management of Mr. Palmer, the attendance in his department became so large that an assistant, Miss S. Florence, had to be employed. A number of scholars, who paid a tuition of about one dollar per month, attended from outside of the district. Mr. Palmer taught, besides the common branches, single and double entry Book-keeping, Natural Philosophy, History, and Algebra. The total enrollment in the higher department was 63, with an average attendance of 38. The Primary teacher had an enrollment of 86, and an average attendance of 52.

In 1868 it became apparent that a new house was needed. After some delay and opposition, the qualified voters met on the 18th day of March, 1869, and by their ballots pronounced in favor of a new school house.

At a meeting of the Directors, on the third Monday of April, 1869, D. G. Horst and Louis Piper were appointed a building committee, with powers to select a site and contract for the building of a new house. Very convenient grounds, pleasantly located on Walnut street, were selected and purchased at an expense of \$1,200. A very suitable brick house, 60 by 40 feet, with two wings, each 14 by 24 feet, with a commodious porch in front of each, was erected on these grounds at a cost of \$9,000. The house is two stories high, and contains two rooms down stairs and a large one and a recitation room up stairs. The wings are used for entrances and stairways. The house was built by separate contracts, under the management of the Directors. It was completed early in 1870, and supplied with \$800 worth of furniture by the Furniture Company of Richmond, Ind. The money used in constructing the house was obtained by selling bonds, all of which are now redeemed except one.

As time rolled along, the town became thrifty and prosperous. Capital had begun to accumulate, and the people, freed from the constant exertions for physical subsistence which a state of poverty induces, began to turn their attention to the means of a higher and better culture. Their facilities for acquiring wealth had been largely increased, while their system of education remained almost in its primitive condition. The

thoughtful protested against this state of affairs, and insisted upon the adoption of that system of education which would afford the most liberal means of culture and the highest practical results in the development and growth of the mental powers of their youth. With a desire to accomplish these ends, an effort was made which resulted in reorganizing under the Act of February 21st, 1849.

On the 20th of April, 1872, by their suffrage, the people declared their willingness to thus organize. May 2d, the first Board of Education was elected, and consisted of D. L. Moncrief, Lewis Piper, James B. Taylor, Thad. D. McFarland, D. G. Horst, and W. M. Coup. The change from the old to the new system was made and inaugurated without any serious opposition. But the change did not immediately affect the school. It seemed to be simply a change in machinery, without affecting methods or results. In later years an improvement in the quality of the work became apparent. The warmest friends and promoters of the movement were D. G. Horst, J. B. Taylor, and I. W. Steele.

The building which was erected in 1869-70, though not fitted up as well as could be desired, was commodious, and answered every purpose of the new school. The school, as I have already intimated, was not at first affected by the change. The divisions, Primary, Secondary, and Higher department, which had been in use were continued. In the Primary the rudiments of Reading, Writing and Spelling were taught; in the Secondary, Reading, Writing, Spelling and the rudiments of Geography, Grammar and Arithmetic; in the Higher department, in addition to the more extended treatment of the subjects which have been already under consideration, United States History, Philosophy, Algebra and Geometry.

J. B. Ross, who had been engaged in the schools since the fall of 1868, had charge of the Higher department at a salary of \$800 per year. He was not employed in the capacity of a Superintendent, but rather as Principal of the department in which he was placed. During the year 111 pupils were enrolled in this department. The average daily attendance for the winter term was 90. Laura Davison, at a salary of

\$35 per month, took charge of the Secondary, and Lou Steele, whose salary was also \$35 per month, was assigned to the Preparatory. From the meager records it is impossible to determine the enrollment and attendance of the school for the year. J. H. Myers was employed as Principal of the Higher department during the latter part of 1873, and continued in charge until his health failed, in the early part of 1875. He received, as compensation for his services, \$900 a year.

During the summer of 1875, S. R. Bell was employed as Superintendent, at a salary of \$900 per year. A course of study was laid down and adopted, similar to that in use in the Graded Schools of Northern Ohio. The school was now fully systematized in accordance with the course of study, which provided for four departments—Primary, Intermediate, Grammar and High School. The High School was not organized, because the corps of instructors was not large enough to manage all grades. The Superintendent was obliged to spend nearly all his time teaching in the Grammar School. Only three teachers, besides the Superintendent, were employed. The most improved methods of instruction were used, with monthly written examinations in the Intermediate and Grammar Schools. The Centennial year opened out with an enrollment of 240, and an average attendance of 205.



## PAINESVILLE PUBLIC SCHOOLS.

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The earliest schools in Painesville of which we have been able to obtain reliable information were private schools, taught by Mr. Flavius Josephus Huntington. He had acquired considerable experience as a teacher before he removed from Connecticut to Ohio, having been employed, from 1807 to 1815, as assistant to Dr. Ulysses Dow, who was for many years the Principal of the Grammar School of New London. He came to Ohio, at the solicitation of Governor Huntington, in the year 1816, and, in July of that year, opened his first school. From that time until the summer of 1849—thirty-three years—Mr. Huntington made teaching his sole business. His schools, with two or three exceptions, were private, or select schools, and the charge for tuition was from \$1.50 to \$3.00 a term. Most of the early inhabitants of the town were the pupils of Mr. Huntington, and the ability with which many of them subsequently filled important positions proves the thoroughness and efficiency of his instructions. Mr. Huntington still lives, at the advanced age of 87.

In the year 1829, the Legislature of Ohio passed a special act incorporating the "Painesville Education Society." The "Society" organized under this act was a stock company, which secured the funds requisite to purchase a site and erect on it the building known for many years as the Painesville Academy. The Academy had no fund from which it derived income, its only property being its building and lot. For nearly twenty years, schools were maintained in the Academy, and some excellent educational advantages were afforded to Painesville and the neighboring towns. Between the years 1845 and 1850,

this Academy, like most of the Academies of Ohio, including, probably, all of those which had no endowment to afford a partial support, began to decline, and it seemed evident that some other means of education must be adopted.

Previous to this time, under the act of 1838, the territory included within the corporate limits of the town of Painesville, together with some contiguous territory, had been divided into three School Districts. In these Districts, school houses were erected, and the schools were conducted under the supervision of three Boards of Local Directors. The accommodations were inadequate, and the progress of the pupils in their studies was not satisfactory; and the Academy, which had supplied for a time the need of advanced instruction, seemed to have declined from its former efficiency.

In the spring of 1851, an attempt was made to consolidate the School Districts into which the town was divided, with the intention of establishing the Union School system of education. A public meeting of the citizens of Painesville was held at the Court House, at which the propriety of adopting the act of February 21, 1849, was discussed. Speeches were made advocating the adoption of the act, and also opposing the adoption of it. On submitting the question of the adoption of the act, a large majority of the citizens present were against the measure.

This adverse result was attributed to the want of definite information in regard to the nature and the advantages of Union Schools, and means were adopted to supply the information which appeared to be needed. Excellent service in this direction was rendered by A. D. Lord, then Superintendent of the Public School of Columbus, who addressed a public meeting of citizens. The merits and advantages of such schools were discussed in the newspaper of the village, and became the subject of conversation, and, on the 28th of July, 1851, a second public meeting of citizens was held to consider and vote upon the adoption of the act of 1849. At this meeting,

fifty-two (52) votes were cast for the adoption of the act, and three (3) against the adoption. At the same meeting, Timothy Rockwell, Allured Plimpton, James B. Carpenter, William P. Carter, Jerome Palmer and Henry C. Beardslee were elected a Board of Education. On the 13th of August the Board organized by electing H. C. Beardslee, President; A. Plimpton, Secretary; and W. P. Carter, Treasurer. William L. Perkins, Esq., Rev. J. A. Brayton, and A. M. Wright, were appointed Examiners of teachers.

The first Superintendent was Mr. George E. Howe, now and for some time past the Acting Commissioner of the Ohio Reform School at Lancaster, Ohio. Mr. Howe was followed in 1857 by Rev. E. H. Hawley. Miss Betsey M. Cowles followed Mr. Hawley in 1858, and she was followed in 1860 by M. T. Oatman. H. H. Merrill was then Superintendent for one year, 1864, and he was succeeded by Thomas W. Harvey, who remained until he was elected School Commissioner of the State. Then the schools were in charge of Miss A. M. Hawley, now of the Hughes High School, in Cincinnati, for one year, 1871. She was succeeded in 1872 by E. E. Spalding, and he in 1875 by I. M. Clemens.

In 1852 the Painesville Education Society transferred its title and interest in the Academy Building and grounds on Washington street, to the Union School District. Since this transfer the Board has purchased two adjoining lots, and they now have a spacious lot, which is covered with a fine grove of oaks of the original growth. In 1860 a new school building was erected on these grounds at an original cost of about thirteen thousand dollars (\$13,000). In 1867 a lot was purchased on St. Clair street, and a school house, containing four rooms, was erected thereon, at a cost of ten thousand dollars (\$10,000). The Board also own a lot on which it may be necessary to build a third school house hereafter. The property now belonging to the School Board is estimated at forty-five thousand dollars (\$45,000).

The Board, during the Superintendency of Mr. Harvey, procured a very good set of apparatus for illustrating Natural Philosophy and Electricity, and apparatus sufficient to illustrate the leading principles of Chemistry. For several years the Board have employed a very accomplished teacher of the principles of Music and of Vocal Music. At the commencement of the present school year, the Board was entirely free from debt, and had in its treasury over three thousand five hundred dollars (\$3,500).

The schools now have in attendance 550 pupils.

In High School.....	75
In Grammar Schools .....	222
In Primary Schools .....	253—550

The schools, since their organization have prospered. With one or two exceptions, the teachers have been competent, and many of them have been of rare excellence, and it is believed that the instruction has been as thorough and effective as in any schools of the same grade in the State. It is hoped that they will continue to be the pride and boast of the town, and merit as well as receive the cordial support of its citizens.

PAINESVILLE, April 1, 1876.

# HISTORY

OF THE

## Public Schools of Piqua, O,

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PIQUA.

Piqua is situated on the west bank of the Miami River, ninety-two miles north of Cincinnati. It was formerly an Indian town, whose history is traceable to about the middle of the eighteenth century. It was named by a Shawanoes tribe. The word *Piqua* signifies "A man out of the ashes." The tradition is that this tribe had assembled at an annual feast; and while seated around a fire which had burned down, the Indians observed a puffing in the embers, when suddenly a full grown man rose out of the coals and ashes. From this circumstance the tribe that settled here took its name. Afterward it was given to the Indian village, which was burned in 1784, and the name was finally transmitted to this city. Piqua was laid out by the whites in 1807. Its population in 1830, was less than five-hundred; in 1840, one-thousand four-hundred and eighty; in 1847, three-thousand one hundred; in 1860, four thousand six hundred and sixteen; and in 1870, five thousand nine hundred and sixty-seven.

### THE PIONEER SCHOOLS.

The first school of this pioneer town was taught by Isaac Hendershot, in 1808. If the house were now standing, it would be in Young Street, about the locality of Swartz's Tavern. We have but little account of either the house or the school. After this time, and prior to 1817, schools were taught for several suc-

cessive winters in a school house which stood on Main Street near the site of the present City Hall. It was a log house, chinked with clay, and contained only two small windows, whose lights consisted of greased foolscap. Its size was about 30 ft. long by 20 ft. wide. A fireplace, capable of consuming almost incommensurable back logs, occupied nearly the entire end of the house. The floor was laid of slabs; its roof was made of rough, unshaved clap-boards, stayed by poles. The furniture consisted of one row of writing benches, illy suited to the sizes of the pupils, arranged on the sides and one end of the room. They were made of slabs, and hewn-out pins entered into the slabs by a two-inch auger.

The American Preceptor, Webster's Speller and the Testament, were the first text-books used; afterward, Pike's Arithmetic and Murray's Grammar were introduced. No classes were formed except the spelling classes. There was neither School Board nor Public Fund. Teachers were paid by subscription, which they solicited and collected for themselves. Pupils selected studies to suit them, and paid tuition, per term of thirteen weeks, as follows:

For Reading and Spelling.....	\$1 00
“ Reading, Spelling and Writing.....	2 00
“ Reading, Spelling, Writing and Arithmetic. ....	3 00

Instructors were not unfrequently poor scholars, without sufficient education to teach the few branches asked for. They were wanting in system and experience, and unless the mitigating circumstances of those primitive days were sufficient to excuse their mistakes, they were wanting in judgment and prudence. The punishment was generally hasty, passionate, abusive, cruel. The rod, usually carried under the left arm, fell backhanded, and without discrimination, upon an entire row of pupils. The guilty one received what he was thought to deserve, the others what they were supposed to have deserved at other times. Pupils were sometimes suspended by the thumbs and flogged. The present presiding officer of the School Board, was a victim of this cruel treatment. There were no schools at this time, north of Piqua. Pupils were sent here from Ft. Wayne, Defiance, Wapakoneta and other places. The log house

was in use until about the year 1818; Micajah Fairfield and Benjamin Cox, taught in it.

#### DISTRICT AND SELECT SCHOOLS.

Another school house, known as the Academy, was completed in 1818. It was a brick building 30 feet square, which stood on the west side of Main Street, opposite the City Hall. It was built by subscription, and was used for both school and church purposes. Sometimes clergymen were employed, who taught during the week, and preached on the Sabbath. John P. Finley taught the first school in the Academy. Among the teachers who followed him, were Daniel Mitchell, brother of the lamented General O. M. Mitchell, and John Crozier. The Academy building was burned by an incendiary in 1831, after which event a log church on Water Street was used for school purposes for a number of years, together with a school house on the bank of the river near Manning's Mill. About this time, or a year earlier, in 1830, Mrs. N. A. Evans, who is still a resident of this city, began to teach, and continued to labor in the schools of Piqua through a period of 42 years.

In 1845 three district school buildings were erected. They were 40 ft. long, by 28 ft. wide, and two stories high. Four teachers, two principals and two assistants, were accommodated in each building. These houses were furnished with double-boxed desks and a few portable blackboards. Public interest increased upon the subject of education. The result of it secured a larger attendance, and a better quality of school work than had been hitherto. And while it was altogether an ungraded school, there was in some degree a general plan of work and a more systematic arrangement of classes, which looked to the economy of both time and labor. Since the establishment of the graded school system, they have been used exclusively for the primary grades. One of these buildings is still in use. It would be difficult to attempt to give a list of the teachers who taught successively in these schools. Cotemporary with them was a succession of select schools taught in different parts of the town. Up to this time no High School had been established. These

private schools were called 'High Schools, to distinguish them from the common school provided by law. In them were taught in addition to the common branches, Latin, Greek, Higher Mathematics, Natural Sciences, and the Mental and Moral Sciences. They were all subscription schools and were well sustained. Many of the teachers were competent, industrious, and successful. To trace these select schools accurately from the time of their organization, is likewise a difficult task. We shall attempt to give their record, only as far as it can be definitely ascertained.

Prior to 1840 a creditable select school, with a course not so extensive as the one indicated, was taught by John Vaile. Then came successively the following teachers: James H. Bristow, related to Benj. H. Bristow, Secretary of Treasury of U. S., James H. Anderson, Daniel Horton, David Ayers, Nathan H. Dow, Robert McMurdy, Ardivan Rogers, Mrs. Mary T. Bunyan, George G. Parker and Jonathan Fairbanks. Bristow and Anderson taught in the basement of the Old Baptist Church. Dow, McMurdy, Rogers, Parker and Fairbanks taught in the basement of the Second Presbyterian Church. The other schools were conducted probably in the basement of the Methodist Church. Many of these teachers had excellent schools, and did satisfactory work. To give in detail the characteristics of each teacher and his school would be unprofitable to this sketch. We shall give space to only a few. Especially pleasant memories are retained of the schools of Robert McMurdy, Mary T. Bunyan and Jonathan Fairbanks.

Mr. McMurdy and his wife came to Piqua, probably in 1843, and taught every fall and winter until '47. They were natives of Litchfield, Conn. During the seven years their school constantly increased in attendance. They were held in high esteem for their scholarship and ability to instruct. Mrs. McMurdy was a superior teacher of the languages, and particularly of French. Their school work was divided into about 20 classes, which recited daily. Quite a number of our citizens now prominent in business and in the professions received their best school training from Robert McMurdy.

Mrs. Mary T. Bunyan, now Mrs. Root, of Chenango Fork, N.



Y., taught a select school for young ladies, commencing September, 1854. She was regarded as an excellent teacher. Her school was crowded to such an extent that she fitted up a building on Spring Street, and employed assistants. Not even the enthusiasm of the new graded system for the first year in the High School, abated the interest of her pupils. After four years Mrs. Bunyan accepted a situation in the High School, which she resigned the following year to teach in the Oxford Female College.

The last of these select schools was taught by Jonathan Fairbanks in 1855-6, beginning in the spring of 1855. There were five terms of eleven weeks each. It was a school for young men, composed, as he himself states, of "the best boys in Piqua." His enrollment was 55. The ages of his pupils ranged from 12 to 25 years. Mr. Fairbanks fitted up a room, supplying it with new furniture, in the basement of the Second Presbyterian Church. On either side of the room were a rostrum, table and blackboard. Some of the time he conducted two recitations simultaneously. He had about thirty recitations a day, besides Latin and Greek. At first Geo. G. Parker, afterward Rev. N. C. Coffin, pastor of the Church, taught the languages. Mr. Fairbanks is an enthusiastic New England gentleman, remarkable for his social qualities. No teacher in Piqua has been more popular among young men than he. He was pre-eminently successful in arousing the energies of pupils and in sustaining a "class spirit." Mr. Fairbanks moved to St. Marys at the close of his last session.

#### GRADED SCHOOLS.

In 1856 the present High School building was completed. It is 84 ft. long, by 64 ft. wide, and three stories high, not including the basement. It was furnished with double desks, which are still in use. The cost of it when finished, including school lot and grading the same, was \$34,983.80. Its rooms are large and well lighted. The building accommodates the grading and seating of six hundred pupils. The office of superintendent was established, when the schools were sent into the new building, and has been continued since that time. The names of

superintendents in order, terms of service, salaries, and time given to supervision, are shown in the following table:

<i>Superintendent.</i>	<i>Date.</i>	<i>Time.</i>	<i>Salaries.</i>	<i>Time Occupied in Supervision.</i>
A. G. Chambers,	1856 to 1860	4 years	\$1300.00	$\frac{3}{4}$
C. W. Fitch,	1860 to 1861	1 "	800.00	$\frac{1}{3}$
G. L. Mills,	1861 to 1862	1 "	800.00	$\frac{1}{3}$
J. Fairbanks,	1862 to 1866	4 "	900.00	$\frac{1}{3}$
Wm. Richardson,	1866 to 1873	7 "	1800.00	$\frac{1}{4}$
Wm Carter,	1873 to 1874	1 "	1800.00	$\frac{1}{3}$
C. W. Bennett,	1874 to 1876	2 "	1800.00	$\frac{1}{2}$

A. G. Chambers, Alumnus of Miami University, was elected superintendent in the fall of 1856. Assisted by an able corps of teachers, among whom were J. F Butterfield and Miss Sarah J. Height, in the High School, and W. D. Alexander and Mrs. Anna James, in the lower grades, Mr. Chambers undertook the organization of the first graded schools in this city. Common to the experience of superintendents who have done similar work, in classification and adaptation of the new methods of teaching and discipline to ungraded pupils, the school required heroic treatment. On this account the first and second years brought opposition and embarrassment. We are confident that neither patrons nor pupils opposed the new system through malevolence. This fact their present cheerful co-operation attests. By the unyielding resolution of the superintendent, promptly sustained by the Board, the schools received an impetus to their twenty years of progress. Mr. Chambers classified the Primary and Intermediate Schools, and visited them statedly. About three-fourths of his time was employed in supervision. The High School was organized and attached to the other grades, making three departments, viz: High, Intermediate, and Primary Schools. Eleven teachers including the superintendent were employed.

In 1858 a catalogue was published containing the course of study, the school officers, names of pupils classified, their grade, &c. The departments in the High School building were separated into male and female divisions. They sat in separate rooms, but recited in the same classes. An effort was made to prevent the association of the sexes, but without the best results. Additions were secured to the library, already provided by the

State. This library is still in use. Mr. Chambers left with his pupils in Piqua, the memory of a positive man, a gentleman of liberal culture, a teacher, self-sacrificing to the future interests of the schools. He is now principal of the Freehold Institute, at Freehold, N. J.

In 1860 C. W. Fitch, D. D., rector of the Episcopal Church, was appointed superintendent and principal of the High School. The next year Geo. L. Mills succeeded Dr. Fitch. Each of these gentlemen served one year. No changes were made in the course of study.

Jonathan Fairbanks returned from St. Marys in 1862, and was appointed superintendent and principal of the High School. He brought back with him all his former zeal and perseverance, and served very acceptably for four years. Essentially the same arrangement of school work, as to classification and text-books, was retained which was adopted during Mr. Chambers' administration. Mr. Fairbanks combined the High School with the Intermediate grade, retaining the arrangement indicated for the separation of the sexes. All the examinations were oral, and were held at the end of each term. Promotions were made at the close of the winter term. Additions to the apparatus were secured, among which were a telescope and a small model engine. The latter was invented by the superintendent. Carpets and furniture for the rostrum and superintendent's office were purchased by the proceeds of exhibitions.

Mr. Fairbanks resigned in the winter of 1866 to engage in the manufacture and sale of his engine. He has since re-entered the profession, and is superintendent of the Public Schools at Springfield, Mo.

Wm. Richardson, from Mass., Alumnus of Dartmouth College, succeeded Mr. Fairbanks. During his seven years of service many important changes occurred. The two High School sections were separated from the Grammar Department, and were combined, making it a High School proper. The sections of the Grammar grade were united, forming a distinct Grammar School. The superintendent thoroughly classified the departments, changing the course of study to the new nomenclature; viz, four years : Senior, Junior, Sophomore and Freshman, in

the High School; the A and B grades in the Grammar Department; A and B grades in the Intermediate Department, and the A, B, C and D grades in the Primary Schools.

Written examinations took the place of oral examinations, and were conducted every month, at which time statements were sent to parents or guardians, containing the pupil's attendance, punctuality, grade of scholarship, &c. The time of promotion was changed to the close of the year.

The same methods, of examinations and promotions, with a few modifications, are still used. A Normal class, organized and attached to the High School, is also sustained. Valuable additions were made to the apparatus and library.

The German School was organized in 1872. It is classified and in charge of a German teacher. Pupils from all the grades have access to it.

For fifteen years past, the education of the colored children has been provided for from the public fund, rooms being rented for that purpose, up to 1870, when the Board of Education built a school house for this class.

Wm. Richardson was highly esteemed by his teachers and pupils. He is an efficient instructor and an affable Christian gentleman. In 1873 he was elected President of the Ohio Wesleyan Female College, Delaware, Ohio, which situation he still holds.

Wm. Carter, formerly superintendent of the Public Schools at Delaware, O., followed Mr. Richardson. He spent a year of hard labor and intense anxiety for his work, and died June 4, 1874, on the evening of his commencement, and precisely at the hour the audience had assembled to witness the graduation of the class.

The present superintendent, C. W. Bennett, Alumnus of the Ohio Wesleyan University, was elected in 1874. During his administration, the primary grades were organized in the new ward school buildings, and Language Lessons were introduced. A new High School course of study is prepared. The Latin and English courses are combined to eliminate the fragmental classes, formed by the elective branches.

## TEACHERS IN HIGH SCHOOL, AND COURSE OF STUDY.

Instruction in the High School has been uniformly systematic and thorough. The following is a list of teachers who have taught in this department since 1856: J. F. Butterfield, Miss Sarah J. Height, Mrs. Mary T. Bunyan, Miss Margaret H. Wallace, Miss Sarah J. Thompson, Jos. Smith, Miss Mary S. Brown, Mrs. Ann Stewart, Miss Sallie Mitchell, Miss Clara Chalfaw, Miss Flora Butler, Dr. Theo. Brooks, Mrs. C. V. Butterfield and Miss Mary E. Hall.

We mention the two High School teachers who have taught in it longest. Miss India Miller, now Mrs. I. M. Newton, of Springfield, O., was connected with the school here nine years. Mrs. Butterfield, the present High School teacher, has taught five years. She is a graduate of Vassar College. These ladies are thorough scholars and have done superior work in this department, having shown the ability not only to inform, but to train the minds of pupils.

The first class graduated from the High School in 1863, seven years after the adoption of the course of study. A class has been sent out every year since, making in all, thirteen classes. The entire number of pupils who have graduated up to the close of the school year ending June, 1875, is 135; males, 33; females, 102.

The following is a list of branches completed each year in the High School without regard to the time given to them:

**FRESHMAN.**—English Analysis, Physical Geography, Algebra, Latin Lessons.

**SOPHOMORE.**—Ancient History, Natural Philosophy, Physiology, Geometry, Latin Reader and Grammar.

**JUNIOR.**—Mental Philosophy, Rhetoric, Natural Theology, English Literature, Cæsar.

**SENIOR.**—Moral Science, Constitution U. S., Geology, Botany, Astronomy, Chemistry, Virgil.

Each class has four recitations. To pupils who have completed this course, certificates of graduation are presented by the Board.

## SCHOOL LAWS AND SCHOOL BOARDS.

The schools were organized, as nearly as we can determine, under the first common school law of the State. In 1822 a Board of Trustees was elected consisting of three men viz: Martin Simpson, Joseph Defrees and John Brown. This was perhaps the first Board organized in Piqua. We are unable to trace the numerous changes which have occurred in school laws and school boards as applied to this city. The schools have never been governed by any special law. In 1850 they were organized under the law passed Feb. 21, 1849, at which organization the number of members was changed to six men. This organization remained until the above law was repealed by the act of May 1, 1873, by which law the schools are now controlled. The following gentlemen were members of the Board when the High School building was erected, viz: Wm. Scott, Dr. G. Volney Dorsey, W. W. Wood, Wm. Humfreville, J. D. Holtzermann and J. T. Janvier. The members of the Board now serving are Capt. James Carson, Pres.; J. D. Shannon, Clk.; J. D. Holtzermann, R. W. Shipley, A. Friedlich and E. Wilber. Two ward school houses have been supplied by this Board. The building of the 4th Ward cost about \$12,000; that of the 1st Ward cost \$7,500. The lots and their improvements are included in this estimate.

These are two story buildings, each containing four rooms. Each house is capable of seating two hundred pupils. Within the last year the High and the North Primary buildings have been heated by steam.

Besides the members named above, the following gentlemen, who have served efficiently on the Board of Education within the last twenty years, deserve honorable mention: Dr. C. S. Parker, N. F. Wilbur, W. M. Garvey, M. H. Jones, Hon. J. F. McKinney, Dr. H. H. Smiley, Seth H. Wood, A. B. Sawyer, Dr. V. D. Brownell, W. O. Hoskins, W. P. Hall, H. Clark, T. J. Lawton, Geo. C. Defrees.

Dr. Parker was elected in 1858 and served continuously until 1875. Capt. Carson, who is still a member, was chosen in 1860. These are probably the oldest members of the Board.

## PRESENT CORPS OF TEACHERS.

HIGH SCHOOL.—Mrs. C. V. Butterfield, Miss Mary E. Hall.

GRAMMAR SCHOOL.—Chas. F. Wilder, Miss Lucy E. Jordan.

INTERMEDIATE SCHOOL.—J. L. Carsen, Miss Martha Spencer, Miss E. Christine Ernst, Miss Christina Paulding.

PRIMARY GRADES.—Miss Harriet A. Brooks, Miss Anna H. Schafer, Mrs. T. J. Bowdle, Miss Eliza H. Gordon, Miss Flora Reynolds, Miss Anna Finrock, Miss Clotildis P. McKittrick, Miss Lizzie Hardenbrook, Miss Anna B. Spencer, Miss Hattie S. Martin, Miss S. Rebecca Brotherton, Miss Bertha Wendel, Miss Inez Carter.

GERMAN SCHOOL.—Wm. Biermann.

COLORED SCHOOL.—B. R. Guy.

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 CONCLUSION.

The people of Piqua deserve commendation for their loyalty to the public schools, and for the judicious selection of School Boards, whose members have labored with unselfish interest and commendable energy for the good of the schools. Supervision and systematic gradation, many years ago, ceased to be an experiment in this city, and the common school system with its versatility of methods, has webbed itself into the affections of the people. They have proved their confidence in them, by the strongest of all tests, that of a general attendance of their children, in a liberal acquiescence in the properly constituted authority necessary to the maintenance of the system, and of a growing, permanent scholarship. If the progress of the system be sustained with equal zeal and precaution in years to come, we may look to the future for still greater and nobler possibilities. It is to be hoped that no cause, whether local or national, will in any way interfere with the present healthful condition of the Public Schools of this city, the result of twenty years growth.





## PORTSMOUTH PUBLIC SCHOOLS.

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The city of Portsmouth is situated on the Ohio river, 115 miles above Cincinnati, has a population of about thirteen thousand, and enjoys a steady, healthful growth. Her educational institutions at the present day will compare favorably with any in the State, and to show how evenly they have kept pace with the growth and progress of the city, the following pages are prepared. The chain of facts at our command is not a continuous one. Many reports and documents filed away in the Council Chamber in the Massie block, were destroyed in the disastrous conflagration of 1871. Fortunately we are in possession of sufficient data to illustrate the rise, rapid development, and, we may say, perfection of a system of educational training that is highly satisfactory in its workings and results. That there have been times of discouragement, induced by severe criticisms and violent opposition to some of the measures that entered into its progress, is not strange; that we now enjoy the fruition of a well-earned victory over all these obstacles, is generally and generously admitted, even by those from whom sprang whatever of opposition was manifest.

Portsmouth was incorporated as a town March 1, 1815, under an act of the legislature the year previous. Mr. Henry Massie had donated to the town, for school purposes, lot No. 130 and lot No. 143, comprising one tract upon which the Second street school building now stands. He also donated for the same purpose out-lot No. 39, which comprises a square plat on the north-west corner of Fourth and Court streets, running 355 feet on Fourth, and 445 feet on Court. The Fourth street school building occupies a portion of this lot. In 1823, Clarkson Smith rented a log house, then standing on

the Second street lot, for \$25 per year, in which he taught a pay school. The furniture of this house was of the most primitive sort. The benches were of slabs, with riven legs, and without backs. Perhaps they varied in height to accommodate the various stages of youthful physical development. The desks were wide boards, adjusted against the wall, at which the scholars took turns at writing. They also served as receptacles for hats, bonnets and shawls, dinner-baskets and buckets. The fire-place was wide and deep, and its capacity for wood, though great, was never the subject of mean comment, for the adjacent forest primeval was lavish in its offerings, and the big boys were ambitious to display their skill in the use of the axe, the great leveler of the forest and the forerunner of civilization, while the big girls looked on, admired, and selected their heroes. The text books used were Webster's Spelling Book, Introduction to the English Reader, English Reader, Sequel to English Reader, Pike's Arithmetic and Murray's English Grammar.

In 1824 Uriah White rented out-lot No. 39, for which he was to cut the trees and clear the ground. He, in turn, rented the same to John H. Thornton for 6.18 $\frac{3}{4}$  per year. In 1829 George Ross Kelley taught the first free school in the frame building now occupied as a dwelling by Philip Jung, near the corner of Third and Washington streets. It continued only three months. The public funds contributed to its support arose from the interest on the sales of the lands of section 16, and were exhausted at the expiration of that time. In 1834 a public school house was erected on lot 215, abutting on what is now known as Locust alley, east of Madison street and between Front and Second streets. In this building Mr. Mears taught a pay school the same year, and here, in 1836, William S. Morrill taught a free school. In 1836 a company of gentlemen, consisting of James Lodwick, Washington Kinney and Peter Kinney, desiring to establish a "Select Female School," received as a donation from the city a lot on the corner of Fifth and Court streets, on which, at a cost of \$900, they erected a two-story brick house, the lower story of which was used as a school room, while the second story was used

only by the All Saints' Church Sunday School, access to which was by an outside stairway. This building was and is yet known as the Seminary. In a few years the Public School system having received a new impulse by the provisions of the special act of the Legislature in 1838, the City Council purchased this building and the ground previously donated for \$1,200, and it has ever since done duty as a school house.

By a provision of the town charter, as amended, the control of the schools was vested in the Town Council in 1838.

In 1836 the whole number of youth enumerated was 454. In 1837 the value of school buildings is recorded as being \$500. They consisted of the one in the lower or First Ward, which was a frame house, a mere shell, with weather-boarding battened, and the log house on the corner of Second and Chillothe streets. The enumeration of the white children and youth of school age was 278 males and 269 females. Attendance for more than two months and less than four months, was 28 males and 22 females. Attendance at private schools, 40. Total public funds in the treasury, \$529.80; total amount paid teachers, \$277.

There was but one school, and whether taught by one teacher during the whole time cannot be ascertained. Neither is it stated how many weeks school was in session that year.

On June 1, 1838, a contract was entered into with Ratcliff & Snultz to build a Public School house on Fourth street for \$5,450. An old report describes this building as follows: "This edifice is constructed on the model of the Boston and Cincinnati school houses, so remarkable for elegance of external aspect, and convenience for the purpose designed. It is three stories in height, and has six rooms, capable of accommodating eight hundred scholars." The final cost of this building, when the extras were paid for in final settlement, was \$5,810.15. The building was completed in 1839. It was built under the direction of a committee of the City Council, consisting of Joseph Riggs, Conrad Overturf and Gideon J. Leete.

The town charter, as amended in 1838, placed the Common Schools under the control of the President and Common Coun-

cil, who were authorized and required, at the expense of the town, to provide for the support of the Common Schools therein. This body had power to levy taxes for the erection of buildings, to purchase lots of ground for that purpose; also to levy taxes to defray the expenses of teachers and fuel, and to furnish the buildings with convenient seats, apparatus, &c.

By an ordinance passed September 21, 1838, the town was divided into three districts, the First, Second and Third Wards comprising respectively the First, Second and Third Districts. The ordinance further provided that, as soon as the school house then being built should be completed, the Trustees should immediately employ teachers and open schools therein, which should be free and open to all the white children and youth between the ages of four and twenty years, to be so continued and free until suitable houses should be erected in each of the districts. One Trustee should each year be elected from each district to serve three years, who, together with a Board of Visitors, consisting of five persons, should have oversight and management of the schools.

In 1839 Washington Kinney, Joshua V. Robinson and Gideon J. Leete were elected Trustees, and the Council appointed as Examiners Dr. G. S. B. Hempstead, Edward Hamilton, John McDowell, William V. Peck and Samuel Tracy.

The only record of the names of teachers, and the wages they received per month, prior to 1839, that can be found, is as follows: W. K. Scott, \$37.50; Mrs. M. A. Wilcox, \$29.16; Miss Thankful Graves, \$16.33; Miss Harriett Ratcliff, \$16.33. This was for the year 1838.

In 1833 a public school was taught in a two-story frame building on the east side of Jefferson street, between Second and Third streets, by Miss Eliza Ratcliff (afterwards Mrs. J. W. Purdom) and John Clugston. The building still remains, and is occupied as a dwelling. In 1836 a school house was built on the site now occupied by All Saints' Episcopal Church. It was a one-story frame building, and remained in use as a school building until the completion of the Fourth street school house in 1839, after which it was

the residence of Rev. E. Burr, until 1850, when it had to give way to the church now standing there.

In August, 1839, the schools were organized in the new Fourth street building with the following corps of teachers:

Mr. A. L. Child, Superintendent; Miss T. Graves (afterwards Mrs. Gray); Miss Harriet Ratcliff; Mrs. M. A. Wilcox, Principal of female department, and a male teacher whose name cannot be ascertained.

The following is a copy of the first official report made by Mr. Childs to the Town Council's Committee on Public Schools:

"PORTSMOUTH, Dec. 8, 1840.

"*Dear Sir*: From the examination of our Registers, I find that the average daily attendance, the year past, has been about 245. Yours, respectfully, A. L. CHILD.

"MR. GREGORY."

On the back of the same slip of paper, he reports the branches taught as follows: "Reading, writing, English grammar, geography, composition, arithmetic, philosophy, algebra, book-keeping and surveying."

On the same paper, in another hand-writing, is found a financial summary, as follows: "Amount paid for tuition, \$2,013.88; ditto for water, &c., \$14.62; ditto for coal, \$50; total expenditure, \$2,078.50."

No official report for 1841 can be found. In 1842 the Board of Trustees made a report to the Council, embracing much valuable information. It seems to have been the first report made by the Board to the Council. It states that "since the organization of the schools, in 1839, they have been in constant operation, with the usual vacations of two weeks in summer and two weeks in winter, until this summer, in which there is a vacation of five weeks. The burden of taxation for this purpose has been cheerfully borne by our citizens, notwithstanding the unexampled pecuniary difficulties that have existed during that period."

The annual report for the year ending June 24, 1842, shows an enrollment of 468, and an average daily attendance of 220.

Of the pupils enrolled during the year, there were—

Between the ages of 15 and 20.....	36
“ “ “ 10 “ 15.....	124
“ “ “ 6 “ 10.....	199
“ “ “ 4 “ 6.....	109

The daily attendance, compared with the number enrolled, showed an average absence of more than one-half of the school.

On the 6th of December, 1841, an evening school was opened under the charge of Mr. Child, and continued until February 1, 1842, and was then closed on account of irregular attendance. Thirty-two pupils were enrolled, while the average attendance was but fifteen.

The report proceeds to state: “The teachers, with the respective times which they have served, are as follows: Mr. A. L. Child, Superintendent, three years; Miss T. Graves (now Mrs. Gray), three years; Miss H. Ratcliff, three years; Mrs. M. A. Wilcox, Principal of Female Department, two and one-half years; Miss E. Waller, three months.

“The teachers engaged for the ensuing year are the same as the above, with the exception of Mrs. Gray, of whose valuable services, we regret to say, the public will hereafter be deprived. Her place will be taken by Miss E. Young.\* An engagement has also been made with Mrs. E. McCarrell as a sixth teacher, which the increased number of pupils of the latter part of the year justifies the demand.”

#### DEPARTMENTS, GRADES AND BRANCHES TAUGHT.

The schools were divided into two departments—Male and Female; each department occupying respective rooms in the house. And again, each department was divided into three grades, according to age, attainments, &c. In the third or lowest grade, the Alphabet and Reading were taught by books and cards, and with exercises on the blackboard. In the second, Reading, Geography, Arithmetic and Writing.

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\* Now Mrs. Glidden, who has ever since, with the exception of but a few years, been a teacher in our schools.

In the first, in addition to the above, in the Female Department, English Grammar, Composition, Natural Philosophy, Chemistry, Ancient and Modern History, Botany and Map Drawing. In the Male Department, English Grammar, Composition, Natural and Moral Philosophy, Chemistry, Astronomy, Algebra, Surveying and Latin, forming a formidable array, but there is no evidence that the higher branches were taught.

The school apparatus included an "air-pump, force-pump, orrery, tellurian, planisphere, tide-dial, five globes of different sizes, terrestrial and celestial, with geometric solids, geological specimens, &c." Each department was furnished with Mitchell's large map of the world, and with Doolittle & Memson's map of Ohio; also a large map of Palestine, blackboards, &c.

The following statement exhibits the amount of receipts and expenditures from the commencement of the schools in 1839, to the year ending July 1, 1842 :

#### RECEIPTS.

Amount of funds accumulated and not expended by the district prior to January 1, 1839.....	\$1,505 24
Amount of taxes for 1838, levied by laws of the State .....	903 66
Amount of taxes for 1839, levied by laws of the State .....	910 92
Amount of taxes for 1839, levied by the Council, ( $\frac{1}{2}$ mill).....	184 44
Amount of tuition from non-residents of town.....	31 37
Amount of taxes for 1840, levied by the laws of State.....	898 11
Amount of taxes for 1840, levied by Council ( $\frac{1}{2}$ mill).....	350 22
Amount of tuition from non-residents of town .....	16 00
Amount received from other sources .....	12 00
Amount of taxes for 1841, levied by laws of the State.....	1,071 01
Amount of taxes for 1841, levied by Council (1 mill) .....	442 98
Amount of tuition from non-residents of town.....	12 90
Amount received from other sources .....	15 00
Amount of interest on Common School Funds loaned to fund for erecting the school house .....	261 18
Aggregate for the support of the Common Schools.....	\$6,615 03

## EXPENDITURES.

Paid to teachers and for incidental expenses from	
July, 1839, to March 2, 1840.....	\$958 04
Paid same from March 2, 1840, to March 15, 1841	2,100 70
Paid same from March 15, 1841, to March 15, 1842..	1,919 30
Paid same from March 15, 1842, to July 1, 1842.....	524 62
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Total expenses from July, 1839, to July, 1842.....	\$5,502 66
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Aggregate balance of Common School Fund.....	\$1,112 37

The "other sources" mentioned above were probably rents arising from the lots granted by Henry Massie. It is mentioned that, for the succeeding year, these lots are leased for \$300.

The expenses for the year ending June 24, 1842, are summarized as follows :

Paid for tuition .....	\$1,690 05
Paid for fuel.....	24 88
Paid for desks, benches, keys and glazing.....	6 87
Paid for cleansing school house.....	8 00
Paid for printing.....	5 00
Paid for stationery, as register and chalk .....	1 75
Paid for brooms, buckets and cups.....	9 87
Paid for building fires and for water.....	17 29
Paid for repairing stoves .....	2 00
Paid for painting and varnishing blackboards.....	2 50
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Total.....	\$1,768 21
	<hr style="width: 100px; margin-left: auto; margin-right: 0;"/>
Average expense of each pupil.....	\$7 52

## ANNUAL REPORT

*For the Fiscal Year Commencing July 28, 1842, and Ending June 25, 1843.*

The teachers at the commencement of this year were Mr. A. L. Child, Superintendent of the entire school and teacher first male department; Miss E. Waller, teacher of second male department; Miss E. E. Young, teacher of third male department; Mrs. M. A. Wilcox, teacher of first female department; Miss H. A. Ratcliff, teacher of second female



department; Mrs. S. M. McCarrell, teacher of third female department. During this year Miss M. A. Smith was employed to take charge of the first female department, Mrs. Wilcox having resigned; Miss E. B. Glover to take charge of the third male department, Miss Young having resigned; and Mrs. J. W. Purdom to take charge of the second female department, Miss H. A. Ratcliff's health being such that she was unable to perform the duties of that department. This year there was an enrollment of 535, while the average daily attendance, was 265.

*Receipts and Disbursements for Year Ending June 25, 1843.*

Amount in the Treasury June 24, 1842 .....	\$1,112 37
Amount received for ground rents .....	404 53
Amount received for State tax and tuition fees.....	928 00
Amount received for town tax.....	747 62
Amount received for building tax .....	373 81½
	2,453 96½
 Total .....	 \$3,566 33½
Amount paid for tuition.....	\$1,369 30
Amount paid for incidentals and repairs on school house .....	163 14
	1,532 44
 Balance in the Treasury.....	 \$2,033 89½

The average cost per pupil, taking the number on the Register, 380, is \$4.03½; taking the average daily attendance, 227, it is \$6.75; and for the average between the number remaining registered, 380, and the average daily attendance, 227, the cost is \$5.05½ each.

## REPORT

*For the Fiscal Year Commencing July 14, 1843, and Ending June 28, 1844.*

The teachers at the commencement of this year were Mr. A. L. Child, Superintendent and teacher of the first male department; Mr. W. C. Roberts, teacher of the second male department; Mrs. S. McCarrell, teacher of the third male department; Miss M. A. Smith, teacher of the first female

department; Miss E. B. Glover, teacher of the second female department; Miss S. Dole, teacher of the third female department.

During this year Miss Caroline H. Fuller was employed to take charge of the fourth male department, which the Board found necessary in consequence of the increasing number of pupils. Miss C. C. Austin was also employed to take charge of the first female department, Miss M. A. Smith having resigned; and Miss C. H. Fuller to take charge of the third male department, Mrs. McCarrell having resigned; and Miss L. L. Squires was employed to take charge of the fourth male department in place of Miss C. M. Fuller.

Total number enrolled, 588; average daily attendance, 265; average per teacher, 38.

*Receipts and Expenditures for Year Ending June 28, 1844.*

Amount in Treasury June 25, 1843.....	\$2,033 89½
Amount received for ground rents.....	\$364 08
Amount received of Country Treasurer, building tax .....	31 08
Amount received for State's proportion fo tuition..	1,000 62
Amount received for town's proportion of tuition..	772 41
	2,168 19
<b>Total.....</b>	<b>\$4,202 08½</b>
Amount paid out for tuition.....	\$1,518 85
Amount paid for incidentals and repairs.....	216 50
Amount paid for paving in front of school house..	109 38
	1,844 73
Balance in Treasury.....	\$2,357 35½

The average cost per pupil, taking the number remaining on the Register, 370, is \$4.69; for average daily attendance, 265, it is \$6.55, and for the average between the number remaining registered and the average daily attendance, 265, it is \$5.47½.

## REPORT

*For the Fiscal Year Commencing August 3, 1844, and Ending July 4, 1845.*

Mr. A. L. Childs having resigned, the teachers were: Mr. A. J. Rickoff, Superintendent and teacher 1st male department; Mr. W. C. Roberts, teacher 2d male department; Miss C. H. Fuller, teacher 3d male department; Miss R. A. Varnér, teacher 4th male department; Miss E. B. Glover, teacher 1st female department; Miss L. L. Squires, teacher 2d female department; Miss S. Dole, teacher 3d female department.

The number enrolled was 481, and the average daily attendance was 285; average per teacher, 41. It will be seen that, while the enrollment was smaller, the average daily attendance was greater than in the previous year.

### *Receipts and Expenditures for the Year Ending July 4, 1845.*

Amount in the Treasury June 28, 1844.....	\$2,357 35½
Amount received for ground rents.....	\$373 48
Amount received for State's proportion of tuition..	1,014 84
Amount received for town's proportion of tuition..	786 21
	2,174 53
 Total .....	 \$4,531 88½
Amount paid for tuition .....	\$1,617 50
Amount paid for incidentals .....	131 87
Amount paid for repairs .....	36 52
	1,785 89
 Balance in the Treasury.....	 \$2,745 99½
Average cost per pupil, based on the average daily attendance..	6 30.

There was evidently a very great improvement in the management of the schools this year. The Board of Trustees and visitors consisted of Messrs. Moses Gregory, John L. Ward and John Ratcliff.

Mr. Rickoff showed himself to be pre-eminently the man for the place, and his labors were attended with excellent results.

The text books announced as then in use were as follows: Sanders' Primer; Webster's Elementary Spelling Book; McGuffey's Eclectic Readers, First, Second, Third and Fourth; Smith's Grammar; Mitchell's Primary Geography with Maps; Mitchell's Large Geography with Atlas; Morse's Geography with Maps; Ray's Arithmetic, First, Second and Third Parts; Davies' First Lesson in Algebra; Davies' Legendre, Geometry and Trigonometry; Comstock's Natural Philosophy; the Abridgement of Mrs. Willard's History of the United States; Mansfield's Political Grammar; the Bible to be used without note or comment; Alphabetic Cards; Portsmouth Common School Copy Book.

The salaries paid this year are not stated, but for the year commencing August 8th, 1845, they were as follows:

Mr. A. J. Rickoff, Superintendent and teacher of first male department—per month.....	\$45 00
Mr. C. W. Roberts, teacher of second male department—per month.....	20 00
Miss C. H. Fuller, teacher of third male department—per month.....	15 00
Miss R. A. Varner, teacher of fourth male department—per month.....	12 00
Miss E. B. Glover, teacher of first female department—per month.....	20 00
Miss L. L. Squires, teacher of second female department—per month.....	16 00
Miss S. Dole, teacher of third female department—per month..	15 00

At the commencement of the second term the increase of pupils made it necessary to employ an additional teacher; some change was then made in the compensation of teachers in the four primary departments. The term commenced January 12th, 1846. The following is a list of the teachers and their compensation at the commencement, viz.:

Mr. A. J. Rickoff, Superintendent and teacher of the first male department .....	\$45 00
Mr. R. A. Silcox, teacher of the second male department—per month .....	25 00
Miss C. H. Fuller, teacher of the third male department—per month.....	14 00

Miss F. M. Moxley, teacher of the fourth male department— ment—per month.....	14 00
Miss E. B. Glover, teacher of the first female department—per month.....	20 00
Miss L. L. Squires, teacher of the second female department— per month.....	16 00
Miss R. A. Varner, teacher of the third female department— per month.....	14 00
Mrs. E. B. Rickoff, teacher of the male and female depart- ment—per month.....	14 00
Mrs. Mary Kerr, teacher of male and female department—per month.....	12 00

The total number enrolled during the year ending July 4, 1846, was 624, and the average daily attendance was  $372\frac{1}{2}$ , and average per teacher,  $41\frac{1}{3}$ .

The following is a statement of the receipts and expenditures for the same year:

Amount in Treasury July 4, 1845.....	\$2,745 99 $\frac{1}{2}$
Amount of State and County taxes for 1845.....	\$1,126 95
Amount of corporation taxes for 1845.....	810 34
Amount of rents from school lots.....	225 36
Amount of tuition for pupils out of corporation...	7 00
	————— 2,199 65
Total.....	\$4,045 64 $\frac{1}{2}$
Paid teachers.....	\$1,558 09
Paid for incidental expenses.....	327 09
Paid for improvements and repairs.....	398 62
	————— 2,283 80
Balance in Treasury.....	\$2,661 85

The average cost per pupil, taking the number remaining on the Register, 467, is \$4.04; for the average daily attendance, 372, is \$5.07.

The Board recommend in their report that the Council procure suitable lots of ground in the First and Third Wards on which to erect school houses in the future. "Every room in the building," they say, "is full, and if pupils continue to increase as they have during the past year, they cannot conveniently be provided for in the building now occupied."

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Messrs. Moses Gregory, J. L. McVey and George Stevenson constituted the Board of Trustees. The Board of Examiners consisted of Rev. Erastus Burr, Dr. G. S. B. Hempstead, W. V. Peck, Rev. C. W. Sears and Rev. Hiram Bingham.

Rev. Dr. Burr still serves the county in the same capacity, and deserves special mention on account of his services to, and his unswerving friendship for, our educational institutions.

At this time it became necessary to provide more school rooms. All the schools were taught in the Fourth Street Building, which contained but eight rooms. Some of the rooms were sub-divided by board partitions, and the demand for more rooms thus temporarily supplied. Of the teachers who taught in 1846, Miss Fuller (afterwards Mrs. Comstock), Miss Varner (afterwards Mrs. Silcox), and Mrs. Kerr are dead, yet doubtless live in the memory and affections of many who were their pupils. Mr. Rickoff continued his connection with the schools as teacher and Superintendent until 1849. In the meantime his salary was not advanced. He very justly deemed \$45.00 per month, a compensation too small for his services, and had the Board retained him at a much larger salary, it would have been a most economical act. He is now, and has been for several years, Superintendent of the Public Schools of Cleveland, at a salary of \$4,000 per annum.

Mr. Silcox continued his relations with the schools until 1850, when he resigned to enter commercial pursuits, at which he still continues. Miss Squires became Mrs. C. C. Rowe, and still resides in Portsmouth. Miss Glover is living in West Liberty, Ohio.

Miss E. W. Rankin became connected with the schools in 1846, as principal of the first female department, and Ports-

mouth has rarely possessed a more thorough and accomplished educator. She continued in that capacity several years. She afterwards became Mrs. Alexander Lacroix, and now resides in Ironton, Ohio. In 1847 the French language was introduced and taught in her department. Mr. Rickoff was succeeded in 1849 by Michael P. Wilson, who was succeeded in 1850 by A. J. Buell. By this time the schools had so increased that it was necessary to occupy the building known as the Seminary, at the corner of Court and Fifth streets. This building furnished two rooms, but the need for still more rooms was rapidly growing. The Board, therefore, contracted with William Newman and J. W. Purdom to build, on their lot, at the corner of Second and Chillicothe streets, a school house three stories high, and to contain twelve rooms. The whole cost of this building was \$7,184. It was built in accordance with the most approved style of architecture at that day. Mr. Buell's salary as Superintendent was \$600.

By a special act of the Legislature, passed March 1st, 1851, Portsmouth became a city. The then existing government of the schools by Council, Trustees and Examiners, was incorporated in the new Charter, and the duties of these Boards minutely set forth. The City Council was authorized and required to provide, at the city's expense, for the support of common schools therein; the city to be divided by territorial limits and bounds into school districts, due regard being had for the present and prospective population of each, and from time to time to make such alterations of the limits and boundaries as might be deemed necessary, more effectually to secure equal advantages and accommodations for the education of all white children therein. Authority was given to purchase in fee simple or receive as donation for the use of the city, such lots of ground as might be necessary in addition to the grounds already appropriated to that object, as sites for the erection of school houses therein; the city to defray the expenses of building, keeping in repair, furnishing the same, &c. A tax of two mills on the dollar was authorized to be levied upon all the property in the city, to meet

all expenses incurred in the purchase of lots of land, and for the erection of houses, and the income thus arising, together with rents, were made a special incontrovertible fund for that purpose. An additional levy of 3 mills on the dollar was authorized to defray the expenses of teachers and fuel, and other contingent expenses. These schools to be at all times free and accessible to white children not less than five years old residing in the city.

All the revenue arising from the taxation of black and mulatto persons, was set apart exclusively for the education of black and mulatto children, and whenever the revenue thus arising should be sufficient to support a school for three months or more, the City Council should provide a suitable building and cause a school to be taught as long as there were means for its support.

The general superintendence should be exercised by a Board of Public Instruction, consisting of one member from each ward. The schools should be in session at least eight months in the year. The Council was required to appoint five Examiners and Inspectors of Common Schools, who should hold their offices two years, whose duty should be to examine the qualification, competency, and moral character of all persons desiring to become teachers.

It was further directed that all moneys collected for school purposes and remaining on hand, should be turned over to the City Treasurer, and all moneys thereafter collected to be paid over to the same, and by him disbursed for none other than school purposes, for which service and the keeping of the accounts no compensation should be allowed. The City Council should fix the commencement and termination of the current year, the time and duration of the vacations, which should be the same throughout the city.

All houses erected for school purposes, and all that should thereafter be erected, with the lots of land on which they might be built, should be vested in and become the property of the city to all intents and purposes.

Of the administration of Mr. Buell, but little can now be ascertained. He was succeeded by Edgar C. Selfridge, who



died in February 1852. His successor was John H. Rolfe, whose salary was \$800. His work ended in December, 1852, though nothing is remembered to his prejudice, while much is related of his excellence as a Christian and an educator. His successor was Samuel M. Heslet, of Washington, Pa., who remained in charge of the schools till the summer of 1856.

In November, 1856, Mr. Emerson E. White, of Cleveland, Ohio, was called to the Superintendency of the schools at a salary of \$1,200 per year. and continued in charge of the schools till August, 1860. In April, 1857, the school law of 1853 was adopted by a vote of the people, and in compliance with this law the Council appointed the first Board of Education, viz.: Thomas McCauslin, for one year; E. Miller, for two years: and John P. Terry, for three years. To this Board the Council, by ordinance passed April 13, 1857, transferred the control of the school property, the management of the schools, and all matters pertaining thereto. On May 7th, following, the district was enlarged so as to take in district No. 4 in the city and making Wayne township one district, and the school property belonging to district No. 4 was conveyed to the city.

The Visiting Committee for this year consisted of M. R. Tewksbury, F. Cleveland, Rev. E. Burr, Rev. Uriah Heath, Rev. E. P. Pratt and Rev. A. B. See.

When Mr. White assumed control, he found the schools in a condition bordering on chaos. While the number of pupils was rapidly increasing, the importance of severe discipline in the matter of grading did not seem to be appreciated. Mr. White says, in his report of 1857, that "the scholars seemed to have chosen their teachers, and the teachers in some instances to have selected their scholars. The distribution of scholars was very unequal. In one room I found registered 129 scholars; in another, in the same building, but 23! The first room was only of sufficient capacity to seat comfortably 30 or 40 scholars; the other was sufficiently commodious to accommodate 80. The lower rooms were crowded, while the upper schools were small." The Board gave Mr.

White discretionary power, and ere long he had brought about many salutary changes, resulting in a complete reorganization of the schools. The schools, as reorganized, are reported as follows :

1 High School.....	2 Teachers.
2 Grammar Schools.....	4 “
4 Intermediate “ .....	4 “
4 Secondary “ .....	4 “
4 Primary “ .....	4 “
1 Colored “ .....	1 “
<hr/>	
15 Schools.....	19 Teachers.

The Superintendent is not included in the above list of teachers, as his services were divided between the different teachers.

At the beginning of the fall term of 1856, the High School was organized in two departments. The girls were placed under the charge of Miss Rankin, in the Fourth-street school building; the boys remained under Mr. John Bolton, in the building on Second street. In this situation Mr. White found them. He at once set about reforms that, while they were distasteful, resulted in a more satisfactory establishment. At the beginning of the winter term the two departments were removed to the buiding at the corner of Court and Fifth streets.

The Board ordered that the salaries of teachers be fixed as follows :

Those holding first-class certificates, per month.....	\$ 30.00
“ “ second-class “ “ “ .....	24.00
“ “ third-class “ “ “ .....	20.00
Those who never taught before.....	18.00
Teachers in the male grammar school, per year.....	275.00

Mr. Sabin was employed as teacher in the High School Sept. 9, 1857, and resigned in June, 1858.

In June, 1858, John Bolton and James H. Poe were re-employed at a salary of \$750 each, and all teachers, except those whose salaries were below \$20 per month, re-appointed for the coming year. In September Miss Nichols was employed in the High School at a salary of \$550 per annum.

On March 23, 1859, Miss Jackson was appointed teacher of the colored school at \$35 per month, to date from February 1. In June Miss Nichols was re-appointed teacher of the High School at \$600 per year. A Mr. Howison was also employed to teach in the High School, but was discharged in December following. At the beginning of the school year, Mr. White was excused from teaching, and directed to devote his entire time to superintending.

The Spencerian system of penmanship was introduced in April, 1860. From some cause which does not appear on the records, all the members of the Board resigned, and the following Board was elected: George A. Waller for three years, Jessie J. Appler for two years, and Thomas Dugan for one year.

It appears to have been the custom of the Board to delegate the duty of allowing accounts to the Clerk. He would pay them as presented, and at the next meeting, which was at no particular time, the Board would go through the form of allowing them.

A spirit of reform seemed to seize upon the new Board, and at their first meeting they *resolved* to meet monthly, and all allowances of bills and accounts should be made at the regular meetings of the Board. In July, 1860, the following persons were appointed teachers at the salaries affixed: John Bolton and J. H. Poe, each \$750 per annum; Mrs. E. E. Glidden and Miss F. E. Gunn, each \$275 per annum; Miss E. M. Clark, Miss M. Wheeler, Mrs. Bolton, Miss Emma Walter, Miss Mary L. Keogh and Mrs. Leverett, each \$20 per month; Miss Mary Bannon, Mrs. S. E. Stone, Miss A. J. Jones, Miss Eliza Varner and Miss C. A. Williams, each \$24 per month, and Mr. T. J. Cochran, at \$60 per month. Mr. E. E. White was succeeded by Col. John H. Allen, of Chillicothe, at a salary of \$1,200 per annum. Mr. Cochran resigned as teacher in the High School in December following, and was succeeded by Mrs. M. A. Cook, who in April, 1861, was succeeded by Rev. S. D. Tomkins.

In July, 1861, the appointments were made for the ensuing year. On account of the prevailing commercial depression,

there was a general cutting down of salaries. They were as follows: Col. J. H. Allen, Superintendent, \$900 per annum; J. H. Poe, John Bolton, J. B. Valodin, each \$60 per month; Miss Jennie Silcox and Miss M. A. Bannon, each \$25 per month; Mrs. Susan E. Stone and Mrs. E. E. Glidden, each \$23 per month; Miss M. J. Gunn, Eliza Varner, C. A. Williams, Mrs. Bolton and Alice Davis, each \$20 per month; J. W. Williams and M. E. Lionbarger, each \$17.50 per month. Total amount of salaries per month, \$1,419.50; total amount of salaries per year, \$14,195.

In June, 1862, the same teachers were appointed at the same salaries, and Col. Allen retained as Superintendent at \$900. In July, 1863, the Board declared the position of Superintendent vacant. The Board appointed one of their own number as manager, John McElheney acting in that capacity.

During this year the war was the all-absorbing topic. It permeated every body, every thing. That it should become a theme for discussion among the pupils of the schools is by no means strange. The Board endeavored to restrain any formal discussion in the literary exercises of the schools. At best it could have been but a smothered fire. The schools, under this economical management, as might have been expected, retrograded from the high standing they had attained, and at the expiration of that school year the Board determined upon yet another plan as a substitute for that of a Superintendent. Mr. Poe was appointed Principal of the Fourth and Fifth street school houses, and Mr. Bolton of the Second street and Colored School houses, for which each was allowed the extra compensation of \$10 per month.

Mr. Powell was appointed teacher of the High School, but was, not long after the opening of the fall term, succeeded by J. A. Rich. Mr. Poe and Mr. Bolton, as Principals of their respective districts, were held responsible for the management of the schools, and all applications for positions as teachers were referred to them. The names of the teachers who taught during this year can not now be accurately ascertained.

Mason's System of Physical Exercises was introduced into the schools this year.

The war being still in progress, the lady teachers ventured to petition for an increase of salary, which the Board granted.

Mr. Poe enlisted in the 100 days' service and served during the summer vacation, which was duly recognized by the Board.

In June, 1865, the Board being satisfied with the management of the schools under Messrs. Bolton and Poe, re-employed them in the same capacity at a salary of \$1,000 each. In October, 1865, E. E. Ewing was employed as teacher in the High School at a salary of \$80 per month. He was succeeded by M. S. Campbell, in 1866, at \$90 per month. Mr. Campbell retained this position until the summer of 1875, when he succeeded J. F. Lukens as Superintendent.

In August, 1866, the Board contracted with Messrs. Hard and Conway to build a brick school house on the corner of Ninth and Washington streets, for colored schools, for \$2,260.

The teachers of the last year were re-appointed at the following salaries :

Principals,	Per month.....	\$120.00
High School,	“ “ .....	90.00
Grammar School,	“ “ .....	45.00
Sub-Grammar,	“ “ .....	40.00
Boys' Intermediate,	“ “ .....	35.00
Girls “	“ “ .....	33.00
Boys' Secondary,	“ “ .....	30.00
Girls “	“ “ .....	29.00
Boys' Second Primary,	“ “ .....	28.00
Girls “ “	“ “ .....	38.00
Boys' Primary,	“ “ .....	38.00
Girls “	“ “ .....	37.00
Colored Schools,	“ “ .....	45.00

In June, 1867, the Board being satisfied that the necessities of the schools required that additional grounds and buildings be immediately purchased, and fortifying their action by a vote of the people, which was largely in the affirmative, bought the Salters' property for \$20,000 and a contract was entered into with Robert Baker for enlarging and improving the building for \$4,600.

Mr. John Bolton was elected Superintendent at a salary of \$1,400, with the privilege of living in a part of the Salters building not occupied for school purposes.

In 1868 Mr. Bolton was reappointed Superintendent at the same salary as the previous year. The number of teachers was increased this year to twenty-five. A German school was established, and was taught by S. P. Petrie. The corps of teachers, with the salaries received, is as follows :

John Bolton, Superintendent, per annum.....	\$1,400 00
M. S. Campbell, High School, per annum.....	1,000 00
S. P. Petrie, German School, per annum.....	900 00
Mrs. E. E. Glidden, Mrs. T. Ashton, Miss Jackson, Miss A. M. Chase, Miss M. E. Rutter, and Miss S. Whitney, each per month.....	50 00
Mrs. Mulligan and Miss E. Varner, each per month.....	60 00
Miss Z. Mather, Miss M. J. Gunn, Miss Jennie Moran and Miss M. T. Wheeler, each per month.....	40 00
Miss J. McIntyre, Miss A. Green, Miss Alice Hayes, Miss B. P. Davis, each per month.....	38 00
Miss E. M. McFarlin, Miss Keogh, Miss S. Kittles, Miss Emma Bell and Miss A. Varner, each per month.....	35 00
Miss Laura Smith, per month.....	40 00
Miss Mary Holt, per month.....	25 00

In June, 1869, the Board contracted with James M. Nichols to build an addition to the High School building on the Salters' property, for \$4,040. In the same month, White's Graded School Register was adopted.

On September 3, 1869, teachers for the ensuing year were appointed as follows :

John Bolton, Superintendent, per annum.....	\$1,800 00
M. S. Campbell, teacher High School, per annum.....	1,200 00
S. P. Petrie, teacher German High School, per month.....	75 00
W. H. Holland, teacher Colored School, per month.....	50 00
Miss E. Varner and Mrs M. Mulligan, each per month.....	60 00
Miss Nellie Chase, Mrs. E. E. Glidden, Miss M. J. Gunn, Miss M. T. Wheeler, Miss M. Searle, Miss S. Whitney, Mrs. T. Ashton, Miss M. E. Rutter, Miss A. M. Chase, each per month.....	50 00
Miss Laura Draper, Miss Abbie Greene, each per month.....	45 00
Miss Alice Hayes, Miss J. Moran, Mrs. M. B. Hall, Miss S. H. Johnson, Miss B. I. Davis and Miss E. McFarlin, each per month.....	40 00

Miss A. Varner, Miss S. Kittle, Miss C. Martin, Miss C. Petrie, Miss Bettie Smith, Miss Emma Bell and Miss Celia Shearer, each per month.....	35 00
Miss C. M. Lewis.....	30 00

On July 5, 1870, appointments were made as follows :

John Bolton, Superintendent, per annum.....	\$1,800 00
M. S. Campbell, teacher High School.....	1,400 00
Mrs. M. Mulligan and Miss E. Vamer, each per month.....	60 00
Miss M. J. Gunn, Mrs. Eliza Glidden, Miss M. F. Wheeler, Miss M. Searle, Mrs. Thank Ashton, Miss A. M. Chase, Miss Susan Whitney, Miss M. E. Rutter, each per month.....	50 00
Miss E. McFarlin, Miss Abbie Greene, Miss L. D. Draper, each per month.....	45 00
Miss Alice Hayes, Miss J. Moran, Miss Zerelda Martin, Miss I. V. Applegate, each per month.....	40 00
Miss C. M. Lewis, Miss Emma Bell, Miss S. Kittles and Miss K. Petrie, each per month.....	35 00
Miss Mary Switzer, Mrs. E. K. Dukes, Mrs. Lucy Carpenter, Miss E. Glover, Miss A. M. Bonsall and Miss A. M. Jackson, each per month.....	30 00
S. P. Petrie, per month.....	75 00
W. H. Holland, per month.....	55 00

The number of youth entitled to school privileges in September, 1870, was as follows : White males, 1,547 ; white females, 1,635 ; colored males, 102 ; colored females, 119. Total, 3,403.

In June, 1871, the Board, consisting at that time of George A. Waller, John McFarlin and James Y. Gordon, appreciating the need for yet more room, entered into a contract for the erection of a new school house for the use of High School and Grammar Schools, on the Salter's lot, to face Gallia street. The contracts were let as follows :

Stone work to Newman and Makinson.....	\$ 4,200 00
Wood work, hardware, &c. to James M. Nichols.....	5,170 00
Painting to A. Hoss.....	315 00
Tin work to Buskirk & Co.....	530 00
Total cost of building.....	\$10,215 00

On July 14, 1871, the following appointments were made for the ensuing year :

John Bolton, Superintendent, per annum.....	\$1,800 00
M. S. Campbell, High School, per annum... ..	1,500 00
Miss Kate Boyd, Miss E. Varner, Mrs. M. Mulligan, each per month.. .. .	70 00
Mrs. E. E. Glidden, Miss M. J. Gunn, Miss Alice Hayes, Miss M. Searle, Mrs. T. Ashton, Mrs. M. B. Hall and Miss M. F. Wheeler, each per month.....	50 00
Miss Abbie Green, Miss L. D. Draper, Miss I. D. Applegate, Miss E. McFarlin, each per month.....	45 00
Miss Mary McClain, Miss Jennie Moran, Miss S. E. Kittles, Miss Smith, each per month.....	40 00
Mrs. Ella K. Dukes, Miss Mary Switzer, Mrs. Susan E. Stone, Miss Emma Bell, Miss A. M. Jackson, Miss K. Petrie, each per month.....	35 00
Miss M. E. Rutter, per month.....	50 00
Miss Flora Gladden, Miss Anna McIntyre, each per month..	30 00
S. P. Petrie, per month .....	75 00
W. H. Holland, per month.....	60 00
Miss L. Lewis, per month.....	30 00

In this year, Steinwebr's Eclectic Series of Geographies and Youman's Botany were introduced.

In January, 1872, it was determined to tear down the old Fourth street building, and erect a new one in its place. The contract for the erection of the new building was awarded to Robert Baker for \$23,200, he allowing \$650 for the old building. The new house was built according to plans furnished by I. H. Hobbs & Sons, of Philadelphia. It is an elegant structure, two stories in height, with ten large and comfortable school rooms, well lighted and ventilated throughout.

The basement is deep, and extends under all the building, affording room for the heating apparatus, which is entirely adequate, besides furnishing ample room for the storage of fuel, &c.

At a meeting of the Board, July 24, 1872, Mr. J. F. Luken was appointed Superintendent at a salary of \$1,800 per annum, and the entire corps of teachers of the previous year appointed for the ensuing year. Mr. Petrie having resigned, Mr. Gilbert was appointed German teacher in his stead at a salary of \$75 per month. It became necessary, in the early part of the year, to establish a new B Grammar School in the Fourth street school building, and Miss M. J. Gunn was



appointed teacher at \$70 per month. This made a succession of promotions necessary. In January, 1873, Mr. Gilbert having resigned, Hiram Meyers was appointed to succeed him as teacher of the German schools. Mr. Holland also resigning, W. B. Ferguson was appointed to succeed him as teacher of the Colored School.

On June 25, 1873, J. F. Lukens was reappointed Superintendent, and the old corps of teachers appointed for the ensuing year, except the German teachers. Karl J. H. Hermes was appointed German teacher at \$75 per month, and Miss Louisa Knoble, German teacher, at \$50 per month. Miss Boyd having declined reappointment, George Campbell was appointed, August 11, Assistant High School Teacher at \$75 per month. Miss M. A. Webster was also appointed, *vice* Miss E. Rutter, resigned, at \$45 per month. Miss Emma Bell resigning, Mrs. Hamilton was appointed to her place at \$35 per month.

On August 12, 1872, the Board, by authority of an act of the Legislature passed April 25, 1872, issued twenty bonds of \$1000 each for the purpose of building the Fourth street school house.

In accordance with an act of the Legislature passed May 1, 1873, providing that schools should be reorganized under it at the first annual election thereafter, and requiring the Board to consist of two members from each ward, at the election held April 6, 1874, the following were elected members of the Board of Education :

1st Ward, J. M. Lynn.....	2 years.	J. M. Herder.....	1 year.
2d " H. Leet.....	"	H. T. Vincent.....	"
3d " W. T. Cook.....	"	J. Q. Gibson.....	"
4th " J. Q. Weaver.....	"	George A. Waller.....	"
5th " G. S. B. Hempstead..	"	Jacob Zottman.....	"
6th " A. L. Norton.....	"	J. T. Miller.....	"

The new Board of Education organized April 20, 1874, by the election of Dr. G. S. B. Hempstead, President; William Waller, Clerk; and J. Q. Gibson, Treasurer. On April 22d rules were adopted, and committees, of three members each, appointed on the following topics: Finance, Discipline, Repairs, German Schools, Colored Schools and Library.

The Council Chamber was rented for the use of the Board, in which to hold its meetings.

The number of Examiners was fixed at three, and the following gentlemen were appointed: J. T. Franklin, three years; Karl F. Thieme, two years, and R. S. Silcox, one year.

It was ordered that the Superintendent and teachers be elected annually at the first meeting in July.

The corps of teachers for the ensuing year, together with their salaries, is as follows:

J. F. Lukens, Superintendent, per annum .....	\$1,800 00
M. S. Campbell High School teacher, per annum.....	1,500 00
G. E. Campbell, High School, assistant teacher, per month..	75 00
Mrs. M. Mulligan and Miss E. Varner, each per month.....	70 00
Miss Alice Hayes and Mrs. E. E. Glidden, each per month..	60 00
Miss C. M. Lewis, Miss E. McFarlin and A. V. Thompson, each per month.....	50 00
Miss M. F. Wheeler, Miss A. McIntyre and P. A. McKeown, each per month.....	45 00
Miss M. E. Feurt, Miss M. McClain, Miss J. Moran, Miss J. M. Waller and Mrs. M. J. Davy, each per month.....	40 00
Miss K. L. Vigus, per month.....	30 00
Miss K. D. Kinney, Miss Emma Ball and Miss J. E. Wat- kins, each per month.....	35 00
Miss I. V. Applegate, Mrs. E. K. Dukes, Miss Sarah E. Kit- tle, Miss M. J. Gunn, Mrs. M. B. Hall, Mrs. Thank Ash- ton, Miss Lou. Knobel and W. S. Ferguson, each per month. ....	50 00
Carl G. Huber, German teacher, per annum.....	1,100 00

On July, 16, 1874, the library, which had been kept at the rooms of the Y. M. C. A. for several years, was removed to the Sixth street building, and John Rowe appointed Librarian, at a salary of \$50 per annum.

On July 30, 1874, the death of J. M. Herder, member of the Board from the First Ward, being announced, Major C. F. Reineger was appointed to fill the vacancy. Mrs. Stansbury was appointed Assistant Teacher in the Colored Schools, and J. H. Brown, Asst. High School Teacher, Geo. E. Campbell declining appointment. In other respects the corps of teachers for the ensuing year was the same as the year preceding. The ensuing school year was divided into three terms:

One of four months, two of three months; to open August 31, 1874, and close June 25, 1875; with a vacation of two years at the close of the first term, and one week at the close of the second.

Several changes took place this year, by which promotions were made. Early in the Fall term of 1874 it became necessary to create a new Colored School, to which Miss Jane Nooks was appointed teacher at a salary of \$35 per month.

On March 11, 1875, it was ordered that the schools be graded as follows: Primary Schools, D, C, B and A. Grammar Schools, D, C, B and A. High School, D, C, B and A. Pupils to be admitted at the beginning of each term, and that an average standing of 70 per cent. be necessary to grade from a lower to a higher school, tardiness and deportment not to be counted for or against in the question of grading. Any one wishing to enter a school must be examined by the Superintendent.

In September, 1874, a lot was purchased at the corner of Seventh and John streets, from F. C. Searle, for \$2,500, on which to build a house for the colored schools.

In April, 1875, the following members, each for two years, were elected :

First Ward.....	C. F. Reineger
Second " .....	T. F. Davidson
Third " .....	J. Q. Gibson
Fourth " .....	George A. Waller
Fifth " .....	Jacob Zottman
Sixth " .....	George W. Stacy

On April 19, the Board organized by electing the following officers: Dr. G. S. B. Hempstead, President; Dr. T. F. Davidson, President pro tem; J. Q. Gibson, Treasurer; William Waller, Clerk. Mr. R. S. Silcox was re-elected Examiner for three years.

On May 27, 1875, the Board purchased from Hannah Waller, a lot on the northwest corner of Fourth and Union streets, for \$10,076, on which to build a school house to take the place of the Second street building.

On July 8, 1875, the following corps of teachers was elected for the ensuing year :

M. S. Campbell, Superintendent, per annum.....	\$1,800
W. M. Friesner and Miss Mary D. Campbell, teachers of the High School, each per month.....	90
Miss E. Varner, Mrs. M. A. Mulligan and Miss M. J. Gunn, each per month.....	70
Mrs. E. E. Glidden, Miss A. Hayes and W. B. Ferguson, each per month.....	60
Carl G. Huber, German teacher, per month.....	110
Miss C. M. Lewis, Miss A. V. Thompson, Mrs. P. A. McKeown, Miss I. V. Applegate, Mrs. M. J. Davey, Miss M. A. Webster, Mr. Hermes, Mrs. M. B. Hall and Miss E. McFarlan, each per month.....	50
Miss M. F. Wheeler, Miss A. McIntyre, Miss J. E. Watkins, Miss M. E. Feurt, Miss J. M. Waller and Miss K. D. Kinney, each per month.....	45
Miss Fannie Switzer, Miss Mary McClain, Miss J. Morran, and Mrs. E. Stansbury, each per month.....	40
Miss E. Gatterman, Miss Mary E. Cotton, Miss Emma Ball and Kate L. Vigus, each per month.....	35
Miss L. A. Williams, Miss Susan Buck and Mary Bratt, each per month.....	30
Miss B. Weyle, per month.....	35

Total number of teachers, including Superintendent, 38.

Dr. G. S. B. Hempstead resigned as member of the Board of Education, and E. E. Ewing was appointed in his place.

On July 22, 1875, E. E. Ewing was elected President of the Board. At the same time Carl G. Huber was appointed German teacher, and it was ordered that all pupils in the grades above the Primary should have the privilege of studying the German language.

On September 16, 1875, the Board entered into a contract with J. M. Nichols to erect a school house for colored schools on the corner of John and Eleventh streets, for \$8,067, upon plans furnished by I. H. Hobbs & Son, of Philadelphia, and adopted by the Board. Eight bonds of \$1,000 each were ordered to be issued to defray the cost of the building.

On December 9, W. T. Cook, member from the Third Ward, resigned, and on December 23, W. H. Angle was appointed by the Board to fill the vacancy. Carl F. Thieme, Examiner,

having resigned, Mr. Treuthart was appointed to fill the vacancy.

Thus we have endeavored to sketch, in outline only, the official action of the Board for the last twenty years. Had all been said that seemed to demand expression, our task would have been too greatly extended, and the space allotted to us entirely inadequate. Our schools at the present time are in such a condition that we should have no reason to shrink from a comparison with any in the State, or in the United States.

In 1836 the number of youth entitled to school privileges was 454; in 1876 the number is over 4,000. The value of school property then was estimated at \$500; now it is \$153,000. Then two teachers were sufficient to teach those who would avail themselves of the privileges of a free school; now it requires forty teachers to supply the demand. Then there were two school rooms of the most inferior sort, with none but the most primitive kind of furniture; now the accommodations for forty schools that are, in all respects, first-class, while yet another large building is in contemplation. Fifteen years ago our colored population, even by judicial decree, had no rights that the white man was bound to respect; now their educational needs are provided for in the same generous manner with which the white schools are supported. In our schools it is possible for any one to acquire a liberal education.

Our High School, which was established under the supervision of Mr. E. E. White, in 1856, has accomplished a work of which its founder may well be proud. It numbers many among its graduates, both men and women, who are destined to become known in the world on account of the sterling worth they possess, which the High School did so much to develop and to fashion. It has acquired an influence that overshadows every form of prejudice or opposition to our system of free schools.

As remarked at the outset, on account of the destruction of some of our public records, a continuous history has been out of the question. We are confident, however, that what

has been presented is wholly reliable, and had not this occasion arisen for its presentation, many facts thus brought out would never be recalled. We can but believe that the same progress awaits us in the future that has characterized the past.

And now, in the centennial of our National existence, who will not say that our free-school system is the proudest monument to which, as a civilized and Christian people, we can direct the attention of the world?

It is eminently proper to make honorable mention of those who, by their constant devotion to our educational interests, have done so much to make our common schools what they are. Much praise is due to the ministers who have ever acted as though they *believed* wisdom to be the handmaid of virtue. Prominent among those now living in our city are Rev. E. Burr and Rev. E. P. Pratt. The members of the bar have also been zealous in their labors for our schools, and many of them have willingly borne their portion of the care that devolved upon the school trustee.

One element of the success and efficiency of our schools has been the retention of the same teachers as long as their services are satisfactory, and, in the employment of new teachers giving home talent the preference. It is no disparagement to any to say that, of the Superintendents who have had charge of our schools, the services of none contributed more to the general good than those of E. E. White. His abilities as an educator have been widely recognized. Quite recently he has been elected to the Presidency of Purdue University, at Lafayette, Indiana.

The following is a list of the graduates of the High School from 1860, when the first class graduated, to 1875:

1860.—George H. Bell, James S. Kehoe, Louis C. Terry, Emma P. Hunter and Fannie Waitt.

1867.—Frank S. Connally, Richard G. Lewis, Mary Lennon, Sadie S. Waitt and M. Annie Varner.

1869.—Anna McIntyre, Maggie A. Stewart, S. Jennie Fisher, Belle O. Whiting, Annie A. Lionbarger, R. Samuel Paden, James M. Jones, Will M. Crichton, Augustus O. Bing and Will G. Beyerley.

1870.—Mary E. Moore, Geo. H. Holman, Frank B. Kehoe and Wm. B. Bolton.

1871.—Ettie Pursell, Dollie Pursell, Mary W. Collins, Flora A. Glidden, Ella S. Watson, Richard R. Peebles, T. Frank Lloyd, John G. Miller, J. Orme Coll and Edward Raine.

1872.—Jennie S. Moore, Jennie Whiting, Kate M. Reilly, Emily Ball, Charles Crichton and Benjamin Bently.

1873.—Lydia A. Williams, Hattie Fisher, Ella Stewart, Lottie C. Williams, Thos. J. Overturf, Julia A. Lloyd, Anna L. Tracy, Kate D. Kinney, Emma A. Newton, Maggie M. Firmstone, Josie H. Smith and Mary E. Feurt.

1874.—Lizzie F. Moore, Nellie M. Crichton, Julia C. Silcox, Bertha Weyl, Mary E. Cotton, Agnes I. Barkelow, Kate L. Vigus, Maggie E. Wheeler, Lizzie Gatterman, Minnie L. Burns, Mary A. Porterfield, Wilber C. Bing and Lizzie J. Cotton.

1875.—Jessie E. Miller, Jennie L. Gharkey, Charles W. Kennedy, Filmore Musser, Dan. J. Ryan and Charles O. Tracy.

## COURSE OF STUDY.

### FIRST YEAR—D PRIMARY.

Word Method, Spelling—all words used ; Slate Writing ; Arithmetic—Notation and Enumeration to 100, Addition, Subtraction, Multiplication and Division ; all results within 25.

### SECOND YEAR—C PRIMARY.

Second Reader ; Slate Writing ; Spelling—all words used ; Arithmetic—work of the first year continued ; using 12 as a multiplier and divisor, and keeping results within 1,000 ; Language Lessons, written on the slate.

### THIRD YEAR—B PRIMARY.

Third Reader ; Slate Writing ; Spelling—all words used ; Arithmetic—work of the first and second years continued ; using all numbers below 100 as multipliers and divisors ; Language Lessons—sentence making and writing from dictation ; Geography—the City, County and State, including the construction of maps of the same.

#### FOURTH YEAR—A PRIMARY.

Fourth Reader; Copy-book Writing; Spelling—all words used; Arithmetic—Simple Numbers completed; Language Lessons—Letter Writing and Manuscripts in monthly examinations; Geography—use Primary Geography.

#### FIFTH YEAR—D GRAMMAR.

Fourth Reader; Copy-book Writing; Spelling—all words used; Arithmetic—Compound Numbers; Language Lessons—Composition writing; Geography of the United States, with map drawing.

#### SIXTH YEAR—C GRAMMAR.

Fifth Reader; Copy-book Writing; Spelling—all words used; Arithmetic—Properties of Numbers and Fractions; Primary Grammar; Geography of the Continents; Map Drawing.

#### SEVENTH YEAR—B GRAMMAR.

Fifth Reader; Copy-book Writing; Spelling—use the Speller; Arithmetic—General Review and Partial Payments completed; Primary Grammar; Geography completed.

#### EIGHTH YEAR—A GRAMMAR.

Reading—selections from Sixth Reader; Spelling—use the Speller; Arithmetic completed; Writing—Copy-book; Primary Grammar completed; History of the United States.

#### NINTH YEAR—D HIGH SCHOOL.

*First Term*—Algebra, Physical Geography, Analysis, Latin or German.

*Second Term*—Algebra, Physical Geography, Analysis, Latin or German.

*Third Term*—Algebra, Physiology, Analysis, Latin or German.

#### TENTH YEAR—C HIGH SCHOOL.

*First Term*—Geometry, Natural Philosophy, English History, Latin or German.

*Second Term*—Geometry, Natural Philosophy, English History, Latin or German.

*Third Term*—Geometry, Botany, Etymology, Latin or German.



ELEVENTH YEAR—B HIGH SCHOOL.

*First Term*—Trigonometry, Chemistry, Rhetoric, Latin or German.

*Second Term*—Mensuration, Chemistry, Rhetoric, Latin or German.

*Third Term*—Surveying, Constitution of the United States, Rhetoric, Latin or German.

TWELFTH YEAR—A HIGH SCHOOL.

*First Term*—Mental Philosophy, English Literature, Astronomy.

*Second Term*—Mental Philosophy, English Literature, English Criticism.

*Third Term*—Logic, American Literature, English Criticism.

The progress and growth of the Public Schools of Portsmouth can not be better illustrated than by the following table. From 1846 to 1856 no records are found from which the required data can be obtained:

DATE.	Number of Pupils enumerated.	Number of Pupils enrolled.	Average Daily Attendance.	Number of Teachers.	Number of Schoolrooms.	Number weeks in Session.	Total Receipts from all Sources.	Total Expenditures.	Value of School Property.
1836...	454	.....	.....	2	2	.....	.....	.....	\$500 00
1837...	547	.....	.....	.....	.....	.....	\$529 80	\$277 00	500 00
1838...	570	.....	.....	.....	.....	.....	903 66	.....	.....
1839...	.....	.....	.....	5	8	16	1,095 36	.....	6,000 00
1840...	.....	.....	.....	5	8	48	1,295 70	958 04	.....
1841...	.....	.....	.....	6	8	48	1,541 89	2,100 70	.....
1842...	748	468	220	6	8	45	1,715 00	1,019 30	.....
1843...	743	535	227	6	8	45	2,453 96	1,532 44	.....
1844...	760	588	265	7	8	45	2,168 19	1,844 73	.....
1845...	789	481	285	7	8	45	2,174 53	1,786 89	.....
1846...	910	624	372	9	10	45	2,199 65	2,283 80	.....
1856...	2,206	.....	.....	18	18	40	.....	.....	.....
1857...	2,341	1,080	706	19	19	40	.....	.....	.....
1858...	.....	.....	.....	19	19	40	.....	.....	.....
1859...	2,440	1,265	785	19	19	40	11,171 66	8,105 72	17,090 00
1860...	2,452	1,297	811	20	20	40	13,920 52	8,931 07	.....
1861...	2,346	1,385	863	20	20	40	14,006 96	8,220 09	.....
1862...	.....	1,348	1,002	21	20	40	15,171 33	6,503 55	.....
1863...	2,367	.....	1,002	21	20	40	.....	.....	.....
1864...	2,585	.....	.....	20	26	40	5,207 44	9,801 58	.....
1865...	.....	2,000	1,240	20	25	40	12,453 41	10,399 30	55,000 00
1866...	2,866	.....	.....	21	25	40	.....	.....	.....
1867...	.....	.....	.....	22	25	40	.....	.....	.....
1868...	.....	1,815	1,226	25	25	40	31,194 81	26,067 79	.....
1869...	.....	2,010	1,514	28	26	40	33,207 40	27,227 00	.....
1870...	3,403	.....	.....	.....	.....	40	.....	.....	.....
1871...	.....	.....	.....	.....	.....	40	.....	.....	.....
1872...	4,112	.....	.....	33	31	40	45,086 52	41,032 53	125,000 00
1873...	3,877	.....	.....	36	32	40	57,037 76	57,037 76	125,000 00
1874...	4,242	.....	.....	36	32	40	23,201 02	23,506 01	130,000 00
1875...	3,924	.....	.....	38	38	40	42,076 34	34,795 79	153,000 00

## THE WEBSTERIAN SOCIETY.

This Society is one of the incidental outgrowths of our Common Schools, and as such is entitled to recognition in their history. It commends itself in that it tends to promote the literary taste of its members, at the same time affording an opportunity to become acquainted with Parliamentary usage, and also to cultivate the powers of elocution. With these objects in view, a number of the scholars of the High School, receiving the sanction of the Superintendent, organized the Websterian Society in March, 1872. It is true that the promoters of the enterprise had not the fullest confidence in the durability of the structure they were about to rear, but they were in earnest, and their earnestness brought forth better results than they anticipated. It grew in numbers and in strength, and, after a lapse of four years, it claims an existence more vigorous than ever, and is looking forward to the accomplishment of still greater results. Its first officers were: Dan. J. Ryan, President; Ralph Hood, Vice President; Joseph Leonard, Secretary, and J. Percy Purdom, Treasurer. The progress of some of its members was really astonishing, and it became a lapidary for many an uncut diamond, as will be demonstrated, even in the near future. In addition to the ordinary functions of the Society, it has projected and very successfully managed several courses of lectures that have been highly gratifying to the citizens, and very creditable to the Society.

## PORTSMOUTH YOUNG LADIES' SEMINARY.

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A company was organized and incorporated August 2, 1867, for the purpose of establishing a Young Ladies' Seminary in Portsmouth, with a subscribed capital of \$33,000. At the first election of Directors, the following gentlemen were chosen: B. B. Gaylord, President; L. C. Damarin, Treasurer; J. F. Towell, Secretary; W. H. Lampton, J. L. Watkins, Wells A. Hutchins.

The Directors purchased the handsome residence of Mrs. Capt. McClain, at a cost of \$26,000, and furnished the same for a boarding and day school. A complete set of chemical and philosophical apparatus was also procured. The Directors rented the property at a merely nominal rent to Prof. B. L. Lang, who, for many years, was Professor of Mathematics in Kenyon College, Ohio, and the school opened under the most favorable auspices. Some fifty students were enrolled under a full corps of teachers. Instruction was given in the higher mathematics, sciences, ancient and modern languages, literature, music, drawing and painting. Prof. Lang continued in charge a few years, and several classes graduated with honor. Some of these young ladies have since engaged successfully in the work of instruction. The influence of the Seminary upon our public schools was sensibly felt. The crowded, ill-ventilated buildings were replaced by others of modern architecture and attractiveness, and a higher standing of scholarship was inaugurated. The improved character of the public schools, and motives of economy, were speedily felt after the withdrawal of Prof. Lang. His successors were Messrs. Daniels and Brown, who continued in charge three years. The membership of the school, though not materially diminished in number, was made up of a younger class of

pupils. The Directors invited Miss Urmston, a highly accomplished and experienced teacher, to take charge of the school, who, with her associate, Miss Sheldon, still conducts it with ability, and with a measure of success. These ladies are exercising a silent influence for good in the community, and the character of their instruction merits a more liberal patronage than they are receiving. They give instruction in all the higher branches of an English and classical education, and, with competent assistants, the students are taught the modern languages, music, drawing and painting. Although the Seminary has not accomplished all that its friends intended, its influence has been for good in raising the tone of society, and stimulating a love for politeness among the young of both sexes.



# History of the Public Schools

OF

## RIPLEY, OHIO.

### EARLY SCHOOLS.

IN the absence of any records it is difficult to give strictly accurate dates as to the early schools and teachers, but so far as can be ascertained the following will be found nearly correct. The first teacher was Zaccheus Martin, in the year 1816, and the second, Peter Wiles.

Between 1820 and 1830, Rev. White, Mr. Concha, Dr. Baily, Nathaniel Brockway, Mr. Earheart, Mr. Gibson, Adam Ketterwood, James Simpson, Mr. Black, Mrs. Rebecca Whittemore, Robert Poage, Samuel Morton, and Mr. Sullivan taught more or less.

Between 1830 and the time the Union School was organized, the following were the teachers: Misses Rosa and Rebecca McCoy, C. F. Campbell, John McCague, Nathaniel Cradit, M. P. Gaddis, Andrew Coombs, Lewis Pierce, George Palmer, J. C. Tibbells, Mr. Hilton, Mr. and Mrs. Belleville, David Abbott, Mr. and Mrs. Bissell, Mr. and Mrs. Henderson, Mr. and Mrs. Bowen, Henry Brown, Joseph Hughes, W. G. Kephart, Horace Norton, Benjamin Eckman, Miss Boegle, J. C. Ladley, Mr. and Mrs. Frazier, Mr. Whittemore, Julia Kephart, Jonathan Taft, George Shaw, W. S. Humphreys and Miss Elliott.

In 1828 a College was founded, with Rev. John Rankin, President, James Simpson as Professor of Languages, and Nathaniel Brockway, Professor of Mathematics. The school was continued until about the year 1832. There were a goodly number of students, some of whom were from Louisiana, Mississippi and other Southern States.

In 1832, Rev. John Rankin established a Female Seminary, with Miss Riley (afterward a Missionary to India) as first assistant, Miss Erwin as second, and Miss Murray third.

A College, with Rev. John Rankin as President, was founded in 1840, W. S. Humphreys and James Frazier, assistants. Mr. Rankin was succeeded by Rev. Jonathan Taylor. The school was continued until 1849.

The first school-house was built of hewed logs, in 1816, and stood on the side of the hill in the lower end of town. It was burned down two or three years afterward, and a frame building was erected on the same spot.

In 1820 the college building was erected. It was torn down in 1849 to make way for the present handsome edifice occupied by the Union School. All the teaching done in the old frame school-house was under the "Free School System"—three months in the year. The branches taught were Spelling, Reading, Writing, Arithmetic, Grammar and Geography. Among the text books used were Pike's Arithmetic, Olney's Geography, Kirkham's Grammar and the English Reader.

Among the distinguished personages who received their first instruction in the schools of Ripley, we need but say that the President of the United States, U. S. GRANT, Admiral DAVID AMMON, and General JACOB AMMON are of the number. There is a long list of eminent Divines, Editors, Lawyers, Physicians, Missionaries, Teachers, &c.

#### UNION SCHOOLS.

The schools were first graded in the fall of 1853. This very important change in the management of the schools marks the beginning of a new era in the history of education in Ripley. The assigning of the pupils to the particular grades for which they were qualified seems to have instilled life and energy into the schools, such as had never been known before. The attendance in the schools was more than doubled the first year; the vigorous and energetic work of the teachers and Board of Education seemed to be equalled only by the diligence and ambition of the pupils. The first year's experience was a success; but the one thing in particular that made the graded schools a fixture was the important item that the year's experience had demonstrated the fact that a Union School could be conducted with half the expense of an unclassified school.

The persons to whom the people of Ripley are indebted for the organization of the Union Schools are the gentlemen who



composed the Board of Education in 1853, viz: Archibald Liggett, Esq., John McCague, Esq., and Rev. David Gaddis. They elected Mr. Francis W. Hurt, Superintendent, who appears to have been the very man for the situation. He had great executive ability, was a good organizer, inflexible in his determination, a classical scholar, and had shoulders broad enough to carry all the little people who opposed the "new departure" in school polity. He served the people here faithfully and well for a year and a half when he resigned. He afterwards became famous during the war as a Quarter Master.

The schools were first graded as follows: High School, Grammar, Secondary and Primary.

**FIRST CORPS OF TEACHERS.**

Francis W. Hurt, Superintendent,	salary,	\$500
Margaret M. Erwin, Teacher High School,	"	250
Conley McFadden, First Grammar,	"	250
Joanna M. Lowes, Second Grammar	"	200
Harriet Campbell, First Secondary,	"	200
M. G. Kerr, Second Secondary,	"	200
Mrs. E. White, First Primary,	"	200
Emeline Kephart, Second Primary,	"	200

**COURSE OF STUDY.**

There is now no means of ascertaining what the course of study in the lower grades was at that time, but the following is the course of study prescribed for the High School:

First Year—Higher Arithmetic, Analysis of Sentences, Algebra, History, Latin, Natural Philosophy.

Second Year—Algebra, Science of Government, Latin, Natural Philosophy, Physiology, Book-keeping, Plane Geometry, Cæsar, Rhetoric, Botany, Natural History.

Third Year—Solid Geometry, Cæsar, Chemistry, Rhetoric, Plane and Spherical Trigonometry, Greek, Mensuration, Surveying, Virgil, Logic, Astronomy, Meteorology.

Fourth Year—Analytical Geometry, Virgil, Geology, Xenophon's Anabasis, Differential Calculus, Integral Calculus, Livy, Moral Science, Political Economy, Mental Philosophy, Evidences of Christianity, Butler's Analogy, Conchology.

Vocal Music, Composition and Declamation throughout the the whole course. Instrumental Music, optional; with extra charge.

It will be observed that the persons who devised and adopted the above curriculum had high hopes for the Union Schools. The course of study is certainly a very excellent one, but its contemplation must have been embarrassing to the students and formidable to the teachers. In several respects it is much more extensive than our present curriculum.

#### CHANGES.

The schools were organized under the general school laws of Ohio, and so continued until March 23, 1861, when at a special election held for the purpose, the school law passed by the legislature February 21, 1849, was unanimously adopted for the government of the schools. On the 28th of March, 1861, six members of the Board of Education were chosen, viz: John McCague, Esq., Nathaniel Cradit, D. P. Evans, Alfred Beasley, Orange Edwards and James Reynolds. The schools have been under the law of 1849 ever since.

At the organization of the Union Schools the first story of what is now the school building was occupied by part of the schools; while the basement was occupied by the Fire Department; the second story was the town hall, and the front of the building was used for a calaboose and Township voting place.

The Board rented the Female Seminary building on Mulberry street for the use of part of the schools. The school-rooms were furnished with the old fashioned long benches and desks. The Board afterwards got control of the second story and divided it into four school rooms by means of board partitions twelve feet high, but this not proving satisfactory the partitions were extended to the ceiling. In 1869 the whole building was remodeled after a plan proposed by Mr. Nathaniel Cradit. The present substantial and convenient school edifice is the result. There are now eight large school rooms in the building, besides the Superintendent's room.

The German language is taught in a building near the main hall, while the colored schools occupy two buildings on Fourth street. The town clock, costing \$650 in New York City, was placed on the main building in 1869. All the rooms were also supplied with the latest improved seats and desks during the same year.

The school lot contains quite a number of beautiful shade trees, planted by order of the Board, about fifteen years ago.

They are now so large that the shade of their foliage is very agreeable on a hot summer's day. There is a substantial iron fence, firmly supported by a wall of masonry, on the east side of the school yard.

#### SUPERINTENDENTS.

NAME.	WHEN ELECTED.	TERM OF SERVICE.	SALARY.
Francis W. Hurt,	May, 2, 1853,	fifteen months,	\$500
W. H. Andrews,	Sept. 1, 1854,	twenty-nine months,	550
Jacob Ammon,	Dec. 6, 1856,	four years.	700
R. C. Mitchell,	Sept. 1, 1861,	one year,	500
Seneca Coon,	Sept. 1, 1862,	three years,	600
Allen Armstrong,	Sept. 1, 1865,	one year,	1,000
G. H. Moulton,	Sept. 1, 1866,	one year,	1,000
R. C. Mitchell,	Sept. 1, 1867,	three years,	1,200
I. W. Legg,	Sept. 1, 1870,	one year,	1,200
J. C. Shumaker,	Sept. 1, 1871,	continues,	1,200

#### PRINCIPALS OF HIGH SCHOOLS.

Margaret M. Erwin,	May 2, 1853,	three years,	\$ 350
U. T. Curran,	Sept. 1, 1856,	three years,	500
A. B. Thompson,	Sept. 1, 1859,	four months,	500
W. A. Dixon,	Sept. 1, 1860,	eight months,	500
S. Wallace,	April 1, 1861,	one month,	500
S. N. Cochrane,	Sept. 1, 1861,	four months,	500
Seneca Coon, Supt.,	Jan. 1, 1862,	three years,	
Allen Armstrong,	Sept. 1, 1865,	one year,	
G. H. Moulton,	Sept. 1, 1866,	one year,	
W. W. Gilliland,	Sept. 1, 1867,	five months,	1,000
David P. Pratt,	Sept. 1, 1868,	two years,	900
Philetus Eyche,	Sept. 1, 1870,	one year,	750
J. C. Shumaker,	Sept. 1, 1871,	two years,	
Sarah A. Perry,	Sept. 1, 1873,	continues,	400

#### COURSE OF STUDY.

The branches taught in the lower grades include all those branches usually taught in those grades, viz: Reading, Spelling, Writing, Arithmetic, Geography, English Grammar and History. Map drawing is taught in connection with Geography. Algebra is commenced in the Senior Grammar grade.

#### HIGH SCHOOL—FIRST YEAR.

FALL TERM.—Algebra, Higher Arithmetic, Natural Philosophy. Elective, Latin, Greek, German, French or Analysis of Sentences.

WINTER TERM.—Algebra, Higher Arithmetic, Natural Philosophy. Elective, same as Fall term.

SPRING TERM.—Algebra, Higher Arithmetic, Physiology, Elective, Latin, Greek, German or French.

**SECOND YEAR.**

FALL TERM.—Geometry, Physiology, Physical Geography, Elective, same as the last term.

WINTER TERM.—Geometry, Physical Geography, Astronomy, Book-keeping. Elective, same as last term.

SPRING TERM.—Geometry, Botany, History of American Literature. Elective, same as last term.

**THIRD YEAR.**

FALL TERM.—Trigonometry, Rhetoric, Science of Government. Elective, same as last term.

WINTER TERM.—Surveying, Rhetoric, Geology. Elective, same as last term.

SPRING TERM.—Rhetoric, Geology, Reviews in Common Branches.

**BOARD OF EDUCATION.**

W. A. DIXON, M. D.,	President.
M. M. MURPHY,	Secretary.
H. J. STOUTENBURGH,	Treasurer.
FREDERICK RUTZ, J. H. WILLIAMS, JONATHAN KELLEY, SUPERINTENDENT,	J. C. SHUMAKER, M.A.

**TEACHERS.**

Sarah A. Perry,	Principal High School.
Belle Tomlinson,	Second Grammar.
Florella Wylie,	First Grammar.
Mary B. Hawks,	Second Intermediate.
Lida Evans,	First Intermediate.
Belle Norris,	Third Primary.
Hattie W. Masterson,	Second Primary.
Jennie Lynch,	First Primary.
Nicholas Becker, A.B.,	Teacher of German and French.
Henry W. Crozier, A.B.,	Principal Colored High School.
Kate McClintock,	Colored Grammar.
Sarah C. Stallcup,	Colored Primary.

Willis P. Burt, Janitor.

**GRADUATES.**

There have been seventeen graduates from the High School during the last seven years. It appears that previous to that time none completed the course, or if they did, no diplomas were given. The following is a list of graduates from this school:

1870—Margaret A. McClure, Sarah Alice Perry, Sarah Isabel Tomlinson. 1873—Kate McClintick, Henrietta Perry, Harry

N. Wiles, 1874—William B. Evans, Ella Dyas Hudson, Julia S. Lowry, Anna Grace Maddox, Hattie W. Masterson. 1875—John T. Bennington, Eva Conn, Robert M. Fulton, Walter W. Gregg, Eva Reynolds, Nellie H. Wiles. All graduates now receive a handsome diploma, signed by the President and Secretary of the Board of Education, the Superintendent, and Principal of the High School. The classes are now so arranged that there will probably be a graduating class yearly, for some time to come. The Commencement exercises are always a season of delight, not only to the pupils, but also to the citizens generally. The spacious Hall is always crowded to overflowing with the best people of the town to do honor to the occasion.

#### EXAMINATIONS AND PROMOTIONS.

The promotions are made regularly at the end of each school year. The examination for promotion is oral in the lower grades, while in the upper grades both oral and written examinations are held. Reviews and examinations are also had at the close of each term, but promotions are seldom made except at the close of the school year. If, however, a pupil is particularly bright and diligent, he is promoted from one grade to another as fast as he prepares himself for the transfer.

The pupils that study German or French, recite in the German recitation room; the balance of the time is spent in their respective English schools. The Superintendent hears the recitations of the senior class in the High School; the balance of his time is devoted to the duties peculiar to his office.

The Colored schools are divided into three departments, viz: Primary, Grammar, and High. The colored youth have excellent facilities of acquiring a liberal education here, and quite a number of them are improving their golden opportunities.

#### LIBRARY AND APPARATUS.

There is an excellent library of about six hundred volumes belonging to the school. It is in good order and well used by pupils and teachers. Many of the books are of the "Ohio School Library" series, but the majority of them formerly belonged to the "Ripley Library Association." The schools are indebted to Mr. T. F. Sniffin, their warm friend and advocate, for his energy and tact in placing these last named books in the school library.

There is a tolerably fair apparatus belonging to the school, which was purchased mainly with money raised by public exhibitions. It consists of an air pump, Magdeburghemisspheres, electric machine, electro magnetic machine, planetarium, magnetic needle, fine microscope, sun-glass, Barker's mill, horse-shoe magnet, pulse glass, spirit lamp, rubber and glass tubes, retort, jars, &c., for making gases, globes, wall maps, anatomical and writing charts, thermometer and mathematical blocks.

#### REMARKS.

We have been peculiarly fortunate in late years, in having a live corps of teachers, and the Board of Education has had the good judgment to retain them. But very few changes have been made in teachers during the last five years. There are few things that demoralize a school more than a frequent change of teachers. The people often learn this wisdom at a fearful cost to the schools. Let "well enough alone" is a good motto in this matter.

In late years quite an educational interest has been awakened in the minds of many of our youth; and the young people having imbibed this spirit, as a natural consequence the parents became interested, and the result is that we are yearly sending away comparatively large delegations to colleges and seminaries. There have been, during the past year, twenty-five young persons from Ripley attending the higher institutions of learning, all of whom received their preparatory training in our Union Schools; and all the young men, save two, were prepared in our High School for the Classical Freshman class. This is a record of which we feel proud and, I think, justly, as these students are all reported to be standing high in their respective classes.

When the people of a community are once taught the necessity and the advantages of a liberal education, the most difficult and at the same time the most efficient school work is done. They will then educate themselves without coaxing, and will regard the public schools with that generous favor that will always make them successful. The public schools of Ripley are now in this happy condition. There is little need of urging children to attend schools after they have arrived at the proper age to appreciate their benefits, for almost from infancy they are taught to regard education as the greatest temporal good.

HISTORY  
—OF THE—  
EDUCATIONAL PROGRESS OF SALEM, O.  
1876.

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HISTORY OF THE SALEM SCHOOLS PRIOR TO THE OR-  
GANIZATION OF THE GRADED SYSTEM.

It is not certainly known who kept the first school in the borough. Joseph Shreve, who was for many years engaged in a school under the direction of the Society of Friends (Quakers), wrote and published two poems on the conclusion of his teaching, and gave with them a list of the names of Salem teachers. In one stanza he thus alludes to himself, and one of the early teachers :

“Nor to myself let me too much engross,—  
The pious FISHER nursed thy early days ;  
She long bestowed attention strict and close,  
Beneath whose efforts Science spread her rays.”

This was Hannah Fisher. Judith Townsend was the first named on the list. A man named James Craig is said to have kept school in the vicinity about that time. These were undoubtedly the first teachers in the place.

The names of Nathan Ball, Moses Stanley, Caleb Hunt, and Ann Warrington, are given as teachers succeeding those above named. They kept such schools as could be made up for one quarter at a time, at a certain rate per pupil. The first schools were kept in rooms fitted for the purpose. The old meeting-house (the first built in the town), that stood back of the site of the Town Hall, was for a while used as a schoolroom. The first house, exclusively for school purposes, was a hewed log structure, and was built where the REPUBLICAN office now stands. This was done about the year 1810 or 1811. In the fall of 1809 Joseph Shreve came to Salem (his first arrival), and he was engaged to keep a school during the following winter. In the spring he returned to Pennsylvania. After him came two lady teachers.

“Then TOLERTON, with stern commanding brow;  
Bade Mathematics lift her piercing eye;  
Bade freakish youth to rigid order bow,  
And rising powers neglected grammar try.”

It was in the fall of 1811 that James Tolerton took charge of the school, and until some time in the year 1816, he was the principal teacher in Salem. He was the father of Robert and Hill Tolerton, so well known to the citizens of Salem. He gained a great reputation for skill in training bad boys, and is said to have used the rod freely. But there is no account of any interference with his discipline by parents, whose affection for their wayward sons was stronger than their judgment, which is a failing too common among the parents at this time, and too often causes the demoralization of schools, and helps fast children to the position of head of the family. Several teachers followed Mr. Tolerton, whose terms were short. Among them were (1814) Susannah Hewett, (1815) Martha Townsend (now relict of Dr. Stanton), Benj. Marshall, Daniel Stratton, Joshua Shinn, and others.

In April 1822, Joseph Shreve again came to Salem, and commenced teaching in the log school-house on Main Street, the same mentioned above. For about eleven years his school was the principal one in the town. In 1827 or 1828, a brick school-house was erected on the lot now vacant, in front of the post-office. The expense of building was defrayed by contributions from the Friends; and the schools held in it were under the direction of their Monthly Meeting. This house was built under the direction of the teacher, who was much pleased with its internal arrangements, though it was far behind the improvements of the present day. This school increased in interest, and many young persons came and boarded in Salem to attend. The teacher was in many particulars just the man for the place. He was one of the best teachers of his day, and he had the entire confidence of the Friends. His good standing in their society helped him much. The interest that he felt in his work may be inferred from the following stanzas :

“Hail Salem School! still dearer thou to me,  
When pensive fancy to the future strays,  
And time draws near that I must part with thee,  
Who rocked the cradle of thy infant days.



“ Here long to teach has been my toilsome lot,  
Yet sweet endearments found in many a heart;  
While duties pressed, with varied labors fraught,  
Knowledge to half a thousand to impart.”

Many of his pupils afterwards became teachers, and there are many persons about Salem now who have pleasant remembrances of happy times in that school. He had several assistants at different times, among whom might be mentioned his brother Thomas, and sister Eliza. In the Spring of 1832 he closed his school, and published a poem on its conclusion, and also one on that of the previous winter. From them some quotations are given in this history. He afterwards engaged in the practice of medicine at Mt. Union. In this profession he was as popular and successful as in teaching. He died in 1846. In 1829-30 Mr. Samuel Ruckman kept a school in a frame house on Green Street: It was called a “ district school,” but the school system was not then in such a condition as to render much help to teachers. About the same time a school was kept in the Friends’ meeting-house on Green Street, by Jonathan Thomas. Some others were kept for short terms in the same house. In 1830 a brick school-house was built at the corner of Green and Chestnut Streets, and during the following winter James Tolerton was engaged there. Eliza Shreve also kept one term in that house. The next winter Mr. Jacob Heaton was teacher, and the next Martin Heckard. The latter was a rigid disciplinarian, and in many particulars a good teacher. It was about this time that Mr. P. R. Spencer first visited Salem, and introduced his system of penmanship. Mr. Heckard eagerly adopted it, and taught it in his school.

In the summer of 1834 Amos Gilbert came to Salem from Lancaster Co., Pa. His arrival and subsequent teaching made a notable era in the school interest of the place. He was a man of thought, and his greatest ambition was to set others to thinking. In teaching, Natural Philosophy was his hobby. He took much delight in communicating facts, in nature, and he had great respect for the Pestalozzian system of education. Some time in the next year he was joined by his son-in-law, Abner G. Kirk. In 1836 his connection with this school ceased, and Mr. Kirk continued in it some time longer. He was succeeded by Benjamin B. Davis, who after a few terms, engaged with a few other persons in starting

the *Village Register*, the first successful newspaper enterprise in the town. Several inefficient teachers followed, and the school became much demoralized. In 1843 Reuben McMillan taught a term with good success. This was his beginning.

Among the teachers who taught between 1843 and 1853, were Lewis T. Park, Jesse Holmes, Jesse Markham, and Wm. McClain. Col. T. C. Boone, the present President of the Board of Education, says he went to school in Salem to Wm. McClain in 1839 or 1840, and to Abner G. Kirk in 1843. From this we conclude that Mr. McClain taught at two different times, and that Mr. Kirk must have taught in all about seven years. Mr. Holmes taught, with great success, for the Hicksite Friends, in 1847-8-9, first in their meeting-house, and next in the brick school-house built by them on Green Street, now used as a dwelling-house. After this, in the same house, Mr. McClain taught a private High School.

In the first schools nothing was taught but Reading, Spelling, Writing, and Arithmetic. In the schools kept by J. Tolerton and D. Stratton, Grammar and Surveying were taught. In J. Shreve's school the additional branches were Geography and Astronomy. The Latin language was first taught in a select school kept by Rev. Jacob Coon, in 1844-45. History, the higher branches of Mathematics, and the natural sciences were much taught after the adoption of the Union system, and to some extent before.

The first schools were made up by subscribing an article of agreement, prepared by the teacher. Each subscriber agreed to send and pay for the tuition of one or more pupils. The usual rate in the first schools was \$1.50 per quarter for each pupil. Some teachers did not get more than \$1.00. In 1830 some of the best teachers received \$2.00 per pupil, and then the terms rose gradually to what they now are in select schools and academies. Prior to the adoption of the graded system, it was customary to have school on every alternate Saturday, and twenty four days of teaching made a school month. In the first schools the teachers made their own specific regulations, there being then no directors or examiners. The Quaker schools were under the direction of a committee appointed by the Monthly Meeting, who had control of the house, appointed teachers, and visited the school from time to time, the teacher receiving all the tuition fees.

## HISTORY OF THE SALEM SCHOOLS SINCE THE ORGANIZATION OF THE GRADED SYSTEM.

The records of the Board of Education are incomplete, all the minute books being lost except the one now used by the clerk which has been in use less than three years. From the medley of old papers the following facts have been gleaned:

A poll-book dated April 11, 1853, shows that in accordance with the Act of March 14, 1853, 110 voters assembled at the District-School House and voted for school directors. Joseph J. Brooks received 100 votes, and Alfred Wright and Isaac Snider each 87. Mr. Brooks was to serve for three years, and it was decided by lot that Alfred Wright should serve for two years, and Isaac Snider for one year. Stacy Hunt was chairman of the election, and C. D. Bassett was secretary.

Among the records is a notice dated April 25, 1853, calling upon the qualified voters to meet at 10 A. M. May 14, 1853, at the district-school house to vote by ballot for or against an Act entitled "an act for the better regulation of public schools in Cities, Towns, &c.," passed Feb. 21, 1849. This notice was signed by James Woodruff, Henry P. Reitzell, James Brown, Jr.,\* Benj. Stanton,\* Peter H. Boswell, Anthony Gongwer,\* Lewis Keen, Philip Mathews, Clayton Sharp,† John Harris, Joel Sharp, Allan Boyle, John Gibbons,\* Wm. B. Ryus,† Elias Wolfley,\* Robert Grimmesey, R. Schooley,\* T. F. Sharpnack, John Sheets,\* John Callahan, Rich'd H. Garrigues,\* Geo. B. Weaver,† Geo. Sheets,\* J. W. Casselberry, Sam'l C. Taylor, James Barnaby,\* Isaac Snider, J. C. Whinery, Jacob Heaton, Wm. C. McCracken,† Wm. Pidgeon, John Hudson, Benjamin Wisner, F. H. Bently, Wm. McClain,† Wm. H. Garrigues,† B. W. Casselberry, Isaac G. Thomas, Simeon Sharp, and J. W. Grimmesey.†

The names marked with a star are of persons deceased, and those with a dagger of persons not now residents of Salem. Capt. Jacob Heaton secured the signatures to the notice.

The election was held and the law adopted, although the poll-book has not been found. A poll-book dated May 30, 1853, shows that 102 persons voted for members of the Board of Education required by the law of 1849. The persons

elected were Isaac Snider (85) and Jacob Heaton (81) for three years, Richard Garrigues (78) and John Harris (85) for two years, and Clayton Sharp (80) and Eli Davidson (51) for one year. Alfred Wright had 1 vote for three years. John Hudson, 1 for two years, and 48 for one year.

The clerk of this election was Emmor T. Weaver, and the judges, Enos Eldridge, John Neas, and Wm. Ryus.

The members of the Board were qualified on June 3, 1853, by Geo. B. Weaver, Justice of the Peace.

We learn from a bond for 2000 dollars dated June 13, 1853, signed by Jacob Heaton, Jonas D. Cattell, and Geo. B. Weaver, that Jacob Heaton was appointed treasurer for one year.

It seems from bills for teaching, presented to Messrs. Brooks, Wright, and Snider, in their brief reign, that S. M. Galbreath, J. Markham, E. S. Seymour, C. E. Siple, M. Hambleton, and N. Plummer, had been teaching within the year preceding the change in the law.

A report by J. Markham, of his school for the term beginning April 11, and ending July 1, 1853, shows an enrolment of "104 males, 139 females, and an average daily attendance of 62 males and 82 females." The branches taught were Orthography, Reading, Writing, Arithmetic, English Grammar, and Geography.

A certificate dated July 22, 1853, issued to Miss Rebecca Stratton, signed by Joseph S. H. Grimes, Benj. Stanton, and Thomas Y. French, shows that the Board of Education had appointed these gentleman as local examiners. The certificate was valid for nine months, and included besides the ordinary branches, Natural Philosophy, Chemistry, Physiology, Botany, and Algebra. On the 27th they issued a certificate to Mrs. Rebecca McClain, valid for the same time, including Painting and Drawing in addition to the ordinary branches.

Nine-month certificates for the ordinary branches, were issued on the 27th to May A. Boswell, and Miss C. H. Pinkham, signed by Messrs. Grimes and Stanton. Mr. Grimes omitted the H. in his signature in all the certificates named except that to Rebecca Stratton.

Mr. Wm. McClain who had been teaching a High School on Green Street, was employed by the Board of Education to take charge of the High School under the graded system.

Jesse Markham was also employed to superintend all the grades below the High School.

In 1854, the Board of Education employed as superintendent, Mr. A. Holbrook, for the last twenty years principal of the National Normal School, Lebanon, Ohio. He gave one hour extra labor per day to induce the Board to allow him three hours per day for supervision of the several departments. From three departments he re-organized the school into six departments, giving each teacher the exclusive charge of about 40 pupils. Mr. Holbrook was paid \$1,200 a year; a larger salary than was paid at that time by any village in Ohio for a Superintendent.

Reuben McMillan, for several years past the successful Superintendent of the Public Schools of Youngstown, Ohio, followed Mr. Holbrook in 1855, and continued as Superintendent and Principal of the High School for six years. He says, "I found the schools in good running condition, as left by my predecessor, Mr. Holbrook. I found a good corps of teachers, and an energetic wide-awake set of pupils, that would have done honor to any town. During my connection with the school the number of pupils increased so that new rooms had to be rented and occupied till the new building on 4th Street, commenced in 1860, could be finished. During that time the Friends' school was suspended, which gave the public schools an accession of many choice young people. Their house was occupied by one of our Primary Schools.

During my administration in connection with the High School, there were 204 females and 156 male students, a very large per cent of whom are still living and most of them are intelligent and useful citizens, and are in honorable professional or business positions in Salem, and elsewhere. Of these, at least 103 became teachers, some for a time—others are still teaching."

In 1861 the Board employed as Superintendent the Hon. H. H. Barney, the first State Commissioner of Common Schools of Ohio, at a salary of \$1,000. He entered upon his duties at the beginning of the winter term in 1861, and resigned a few weeks after the beginning of the fall term of 1862. Under his administration the Board prepared and published, in pamphlet form, a full list of Rules and Regulations.

Mr. Barney was succeeded by J. C. Cummings, who served about a year and a half, when ill health closed his school labors.

The 16th of August, 1864, W. D. Henkle entered upon the duties of Superintendent, and continued to serve for eleven years, except two years, from 1869 to 1871, when he served as State Commissioner of Common Schools, which office he resigned to return to Salem. When absent his place was filled by Prof. M. C. Stevens, Principal of the High School, who conducted the schools without any change of plan. In each of these eleven years the Superintendent prepared, and the Board caused to be published, a sixteen-page pamphlet giving full statistics of the schools, thus making the record complete for these years. The schools were numbered from 1 to 10, the latter being the High School. A pupil remained one year in each room, until he reached No. 9, in which he remained three years, thus making eleven years' preparation to reach the High School. The average age of the pupils on entering the High School, was nearly 17, thus giving them more maturity than is found in the schools of many cities. In this eleven years the examinations were all conducted by the Superintendent, who also examined all the papers of the written examinations. The number of examinations conducted in the year 1873-4 was 1,024. Mr. Henkle served at different salaries; one year at \$1,000, two years at \$1,200, one year at \$1,500, one at \$2,000, one at \$2,250, and three at \$2,500. Mr. Stevens's salary as Superintendent for two years was \$1,500.

In 1875, Mr. Henkle having succeeded the Hon. E. E. White in the editorship of the Ohio Educational Monthly and National Teacher, the Board of Education employed Capt. Wm. S. Wood, late Superintendent of the Public Schools of Findlay, Ohio, to manage the schools. Since his administration began last September, several material changes have been made in the course of study in the High School, the grading, and the mode of conducting the examinations, etc. These are referred to more specifically under the head of "Present Organization."

## · HIGH SCHOOL.

The High School of Salem was organized immediately after the adoption of the graded system in 1853. Previous to its organization, select schools of a higher grade had existed and had been very extensively patronized by the town and surrounding country. In these, the higher branches of mathematics seem to have occupied a prominent place, and continued to do so after the change. As a rule the classics and studies relating to languages have found less favor among Friends, the early settlers, and fashioners, to a great extent, of public sentiment in Salem, than Mathematics and Natural Science.

The High School from its earlier days maintained a high order of excellence, both in discipline and acquirements; its pupils were taught to *think*, to *compare*, to *judge for themselves*, to regard the education of the schoolroom as a *means* rather than an *end*.

No regular course of study was ever insisted on until 1864, when under the supervision of W. D. Henkle, a course was prescribed, and rigidly adhered to through his administration. Since his retirement this course has been so modified as to make Latin elective.

At present it stands as follows:

### FIRST YEAR.

Algebra; Physiology; Physical Geography; Latin Grammar and Reader, or English Grammar and Composition.

### SECOND YEAR.

Algebra; Geometry; General History; Natural Philosophy; Cæsar and Virgil, or Natural History and Botany.

### THIRD YEAR.

Geometry; Trigonometry; Analytical Geometry; Chemistry; Astronomy; Virgil and Cicero, or Rhetoric and Literature.

### FOURTH YEAR.

Mental Philosophy, Logic, Civil Government, Literature, Geology, Reviews.

Exercises in declamation and composition throughout the course. Nearly all the pupils now in attendance have selected the Latin course.

The first class graduated in 1865. The whole number of graduates to the present time is fifty.

It has not been at any time the aim of the High School to prepare pupils for College. Its ordinary classes have furnished ample facilities for such preparation, with the exception of *Greek*, which has been met by private teachers.

The standard for admission to the High School has varied little for the past ten years; in brief, it may be said that a good knowledge of the common branches, and American history, will admit all applicants.

At first, and for a number of years after the adoption of the union system, the superintendent was *ex-officio*, principal of the High School.

The growing exigencies of the school finally demanding nearly all his time and attention in supervision, the offices are now, and have been, since 1864, entirely distinct.

The following statements make reference to prominent teachers of the High School other than the Superintendents:

Miss Jennie Breckinridge was associated with Mr. Holbrook as teacher. Under the Superintendency of Mr. McMillan, Mr. Howard Gilbert, assisted for a brief period by Miss Ryder, taught the principal classes. To these succeeded, in 1857, Mr. T. E. Suliot, whose name is to-day held in grateful remembrance by pupils both in the old and new world, and Miss R. A. Prunty. Mr. Suliot's connection with the school ceased in 1862, and Miss Prunty continued her faithful labors till 1866, when she resigned to become the wife of Dr. J. L. Firestone. Mr. T. C. Mendenhall succeeded Mr. Suliot in 1863, and remained three years. In 1866, Mr. Horace Hollister and Miss M. A. Southard assumed the management, Mr. Hollister remaining one year, and Miss Southard five. Mr. M. C. Stevens, the present able principal, has held the office since 1867, with the exception of two years filled by Mr. A. Blunt, when Mr. S. acted as Superintendent. Miss Southard's place has been occupied successively by Miss Mary B. Wakefield, one term; Miss S. J. Busheé, and Miss S. A. Platt, the present occupant.

The Public Schools of Salem in all their departments, have been an object of just pride and gratification to its citizens. Especially is this true of the High School. May they long continue a centre of light and knowledge to the community.



## PRESENT ORGANIZATION.

*Board of Education*:—Col. T. C. Boone, Pres. ; R. A. Kirk, Treas. ; Judge P. A. Laubie, Eli Sturgeon, M. D., Mayor M. V. Dunlap, and J. P. Hogan. Clerk, Wm. Eastman.

*Board of Examiners*:—J. M. Kuhn, M. D., J. B. Strawn, and W. D. Henkle.

*Superintendent*:—Capt. William S. Wood.

The school year comprises forty weeks, and is divided into four terms of ten weeks each.

The daily sessions commence at 8:45 A. M., and 1:55 P. M., and close at 11:50 A. M. and at 4 P. M.

The average scholar completes the work of a grade in one year.

There are twelve grades numbered from 1, the lowest, to 12, the highest. Grades 9, 10, 11, and 12, constitute the High School. With a single exception, there is but one grade to a teacher below the High School.

In the course of study adopted this school-year the work of each year is divided into term's work, and a programme is arranged to complete it, and is posted in the respective rooms.

In all the grades below the High School, Reading, Spelling, Arithmetic, Music, and Penmanship are taught; Objects and Common Things, Composition, and Drawing, in Grades 1, 2, 3, and 4; Geography, and Map-Drawing in Grades 4, 5, and 6; and a review once a week in 7 and 8; Elementary Physics in Grade 7; Grammar in 4, 5, 6, 7, and 8.

Written examinations in every study, through all the grades, are made six times a year, and results recorded.

In every school the pupils are seated according to rank in studies at their last written examination.

The Superintendent takes entire charge of the classification of the schools, and examines the two lowest grades in principal studies, orally, as well as in writing, near the close of the school year. He occasionally holds other special examinations, both oral and written.

## BOARDS OF EDUCATION.

The reputation of the Schools has been largely due to its efficient Boards of Education, who have sought to employ first-class teachers.

The first Board under the law of 1849 was elected in 1853. Jacob Heaton and Isaac Snider were chosen for 3 years, Richard Garrigues and John Harris for 2 years, and Clayton Sharp and Eli Davidson for 1 year. At the following elections two members were regularly chosen to serve three years. In 1854 John Hudson and Eli Davidson were chosen; in 1855, John C. Whinery and Samuel Chessman; in 1856, Jacob Heaton (63)\* and Stacy Hunt (65); in 1857, Allan Boyle (51) and Albert French (52); in 1858, J. C. Whinery (131) and W. P. West (104); in 1859, Jacob Heaton (132) and John Hudson (137); in 1860, Allan Boyle (?) and Abel Carey (?); in 1861, Calvin C. Brainard (144) and Alex. Pow (90) and Wm. P. West (86), to serve out the time of Dr. Carey, removed from the district into the country; in 1862 J. C. Whinery (263) and John W. Fawcett (177); in 1863, Jonathan K. Rukenbrod (179) and Chas. R. Taber, and Wm. Eastman (178), to serve for 2 years in place of John W. Fawcett; in 1864 Calvin C. Brainard and Alex. Pow; in 1865 J. C. Whinery and Wm. Eastman; in 1866, Chas. R. Taber (95) and J. K. Rukenbrod (69); in 1867, Alex. Pow and C. C. Brainard, and E. H. Price one year; in 1868, Wm. Eastman (298) and Allan Boyle (192); in 1869, L. B. Lockard (134) and J. K. Rukenbrod (143); in 1870, Peter A. Laubie (273) and Thos. C. Boone (255); in 1871, Robt. V. Hampson and Allan Boyle; in 1872, Eli Sturgeon and Martin V. Dunlap; in 1873, P. A. Laubie and T. C. Boone; in 1874, no election could be held in consequence of the repeal of the law of 1849, and the adoption of a codified school law; in 1875, R. A. Kirk and J. P. Hogan.

December 4, 1851, John W. Fawcett was appointed in place of John Hudson, who had entered the military service; August 28, 1862, Wm. Eastman in place of J. W. Fawcett, who had entered the army; November 3, 1866, E. H. Price in place of J. C. Whinery, who had moved from the district; and in 1868, L. B. Lockard, in place of C. R. Taber, deceased.

The following persons have served on the Examining Board: Rev. J. S. H. Grimes, Dr. Benj. Stanton, Thomas Y. French, Dr. Jno. Harris, Rev. A. B. Maxwell, Rev. J. A. Swaney, Dr. J. M. Kuhn, Rev. S. McBride, W. D. Henkle, Rev. Dr. I. N. Baird, M. C. Stevens, and Jehu B. Strawn.

\*The figures denote votes received.

LOCAL SCHOOL HISTORY  
OF THE  
CITY OF SANDUSKY,  
FROM 1838 TO 1871, INCLUSIVE.

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It may, at some future time, be the pleasant duty of the historian to trace the educational progress in our country through the century in which we live and, perhaps, onward through other centuries.

If this labor should ever be undertaken, it will be found that, from about the year 1830, the conviction grew rapidly stronger and deeper, that there is an inseparable connection between good government and universal education and that the best security for the prosperity of any country or people, lies in providing all practicable means to make the whole people both intelligent and virtuous.

Not only the legislatures of the older States steadily and largely increased their appropriations for school purposes, but the older and more wealthy cities from about the same period taxed themselves most liberally for the same object. Many of the less-favored cities and smaller towns also acted in the same spirit and with the same enlightened zeal to secure the direct and immediate benefits of the best possible training for all the children.

Though below several of the cities of Ohio in wealth, population and prosperity, still the records of expenditures for the support of schools for the last thirty eight years must show that Sandusky has kept, at least in even line with other cities of equal population in the steady and liberal support she has given to her Public Schools.

## MISCELLANEOUS ITEMS FROM 1838 TO 1848, AND ANTECEDENT TO THE GRADED SYSTEM.

Previous to the year 1838, we find few evidences of general interest in the Public Schools of Sandusky.

On the 10th day of September, 1838, the following entry was made upon the school records of the city.

To Amos Earl, Recorder of the town of Sandusky :

Sir—You are hereby notified that on the 10th day of September, A. D. 1838, I appointed Lucas S. Beecher, S. B. Caldwell and Moors Farwell, School Directors for the School District comprised within the limits of the corporation of Sandusky with full powers as such to act until their successors are duly elected and qualified.

(Signed,)

John F. Campbell,

Superintendent of Common Schools.

The school records show that this new Board on the day of its appointment, (September 10th, 1838,) met the School Directors of Portland township, namely, William Marshall, Moors Farwell, John G. Camp and Charles F. Drake, and, in accordance with the law providing for such cases, annexed the entire territory of Portland township to the corporate town of Sandusky for school purposes.

At an election held by the people, September 21, 1838, Oran Follett, Francis D. Parish and Samuel B. Caldwell, were chosen Directors.

October 10th, 1838. At a meeting of the Directors, present, F. D. Parish, O. Follett and S. B. Caldwell, *ordered*, that there shall be two male teachers hired for three months from the first of November next, and that two female teachers be also employed for three months from the first of November next, and that suitable rooms for said schools be engaged in such parts of the District of Sandusky as will best accommodate the same.

(Signed,)

F. D. PARISH, Chairman.

In pursuance of the above order, Mr. Orlando Ransom and Miss Ann Gustin and Miss E. Hendry were employed as teachers for the winter of 1838-9. The expenditure for wages of teachers, rent of rooms and fuel amounted, for this school year, to *three hundred and fifty-five dollars*. Nothing appears on the school records until some years later of the number of children in the district, or of their attendance upon the schools.

October 10th, 1839, J. N. Davidson, Wm. B. Smith and Henry F. Merry, were elected School Directors. November 9th, 1839, —It was resolved by the Board of Directors “to rent three rooms in the Methodist Chapel, one room of a brick building in the Western Liberties, one room in the Presbyterian Church and two rooms in Grace Church for the use of schools for 1839–40.

December 4th, 1840. Z. W. Barker was elected School Director.

The teachers for the winter of 1839–40, were Mr. D. Higbie at thirty dollars per month, Mr. Noah Merrill at twenty-five dollars per month, Miss Mary L. Brown at twenty-four dollars per month, Miss Ann S. Gustin fourteen dollars, Miss Sarah A. Brown fourteen dollars and Miss Martha J. McElwain at fifteen dollars per month.

During the winter of 1840–41, there was one male teacher, Mr. Charles Cochran, and there were five female teachers at salaries of the previous year. No record of any summer school for this year.

September 17th, 1841. Earl Bill, Zenas W. Barker and William W. Wetherell were elected School Directors.

October 11th, 1841. The foregoing named Directors, elect, failing to take the oath of office as required by law: Charles Cochran, then acting School Superintendent, appointed Wm. W. Wetherell, Zenas W. Barker and Foster M. Follett, School Directors.

During the winter of 1841–2, two male teachers, Rev. B. H. Hickox and Mr. S. Jefferson were employed, the former at thirty dollars, the latter at twenty-eight dollars per month, but Mr. Hickox *was to ring the church bell* for the assembling of scholars, which, perhaps, accounts for the difference in their wages. There were five female teachers also employed during this term.

In the School Report made September 16th, 1842, by A. Root, we find there had been enrolled during that year, in all the schools, 193 males and 184 females—total, 377. The following item is from the same report. “There being no school-houses in the district, we rented school-rooms and incurred other expenses in support of the schools to the amount of about \$174.00. We were also under the necessity of purchasing a stove at a cost of \$12.00 and a writing table which cost \$4.00 both of which are now on

hand and will be useful in furnishing the school-houses hereafter to be built."

So it seems that the first Public School property of the city of Sandusky was a *stove* and a *writing table*, together valued at \$16.00, that the title to these was acquired in 1842, and that the hope was then cherished that these would "be useful in furnishing the school-houses" thereafter to be built.

The same Report states that a tax of two mills on the dollar was levied on the property of the District for school purposes, and that this levy produced \$242.00; that \$175.00 of this was then collected, the balance being delinquent.

(By reference to Haskell and Smith's Gazetteer of the United States, we find that Sandusky at this time contained about 300 dwellings and 1,200 inhabitants.)

September 16th, 1842. A. H. Moss, F. M. Follett and Z. W. Barker were elected School Directors. There were two male teachers and four female teachers employed during the winter of 1842-3.

The branches taught were "Reading, Writing, Arithmetic, Grammar, Geography and Philosophy." School funds received from all sources this year, \$394.09. September 19th, 1843, Henry F. Merry was elected School Director.

#### ERECTION OF SCHOOL BUILDINGS.

October 14th, 1843. At a meeting of the voters of the School District, it was, on motion of Eleutheros Cooke, "*resolved*, that a Committee of three be appointed to prepare and present a plan for the erection of one or more school houses in the town of Sandusky, to ascertain the plans of the said Directors for such school-house or houses, and the probable expense of building them, to inquire into the expediency of locating one or more of said buildings on the Public Grounds, or of purchasing one or more lots for that purpose, and to report the result of their labors, and enquiries at an adjourned meeting, together with their opinion of the expediency of erecting, at present, such building or buildings." On motion, Moors Farwell, Alexander M. Porter and Zenas W. Barker, were appointed such committee.

February 21st, 1844. The above committee reported in favor of purchasing lots near the East and West Markets and another

in the Western Liberties on which to erect buildings, and concluded by saying ; " Your committee suppose that the proper site for the High School is the Public Square, and the plan of the building should be such as will be both *creditable* and *ornamental* to the town."

The qualified electors of the town assembled, pursuant to notice, to hear the report of the committee, approved the same and voted to have the buildings erected.

Winter of 1843-4. Three male and four female teachers were employed in the schools.

September 20th, 1844. Foster M. Follett, was re-elected School Director. The expenses of the schools for this school-year were \$535.22 and the branches taught were Reading, Writing, Arithmetic, Grammar and Geography.

During portions of the years 1844-5, we find Mr. Homer Goodwin, Mr. A. W. Nason, Mr. John B. Johnson and Mr. E. P. Jones making the list of male teachers, and Miss L. A. McElwain Miss Ann Gustin and Miss Mary E. Goodwin the list of lady teachers.

The branches taught, were Reading, Writing, Arithmetic Geography, Latin and Philosophy. Cost of sustaining the schools \$519.24. Charles B. Squires was elected School Director Sept. 20th, 1845. The several school buildings, voted by the people Feb. 21st, 1844, were completed and occupied a part of this year—1845. Cost of the four buildings, including three lots, fences desks and other furniture, with interest on money loaned, \$6,050.

School year of 1845-6 November 1st, 1845, the following appointments of teachers were made by the Directors : A. C. Heustis, Principal of High School, \$45.00 per month, A. W. Nason, Assistant, \$30.00 per month, Miss. L. A. McElwain, Preceptress, \$18.00 per month and Mr. E. P. Jones, Mr. E. Merry, Jr., Mr. J. B. Johnson for the district schools in the other parts of town, at \$26.00 per month each. Also Miss Smith, Miss White and Miss Latscha at \$14 per month each. In September, 1846, the annual school report showed an attendance of 371 scholars in all the schools. The branches taught in the High School were Reading, Spelling, Writing, Arithmetic, Grammar, Geography, Latin, French, Philosophy, Chemistry and Physiology. Tuition expenses for the school year \$808.61. H. F. Merry was re-elected School Director, September 18th, 1846.

The following teachers were appointed for the winter of 1846-7. Males,—A. C. Huestis, A. M. Barber, E. P. Jones, Jas. W. Shankland, James Evers; and ladies,—L. A. McElwain, L. M. Jones, D. R. Whipple, L. B. Sprague, A. D. Latscha, M. Strong and E. Brewster.

February 15, 1847. Cuyler Leonard was appointed School Director by the Township Clerk to fill the vacancy caused by the death of C. B. Squires.

July 19th, 1847. A. W. Nason was elected Principal of the High School at a salary of \$35.00 per month. July 29th, 1847, Miss Eliza Moore was elected teacher at \$14.00 per month. August 26th, Miss M. Johns was elected teacher at \$15.00 per month. September 6th, 1847—Pupils enrolled during the year, 490. Branches taught, same as previous year, with Algebra and Astronomy added. F. M. Follett re-elected School Director. The teachers for the winter of 1848, were Mr. A. W. Nason, Principal of the High School, other teachers and for other schools, Mr. H. Goodwin, Mr. E. P. Jones, Mr. H. B. Hall; Ladies,—Miss M. Johns, Miss L. A. McElwain, Miss L. A. Jones, Miss E. Moore, Miss L. A. Sprague, Miss S. Irvin, Miss D. R. Whipple and Miss E. C. Cooper. During the first part of the Fall term of 1848, Mr. S. Minor acted as Principal of the High School, during the last part, Mr. Homer Goodwin was employed. Miss Helen Follett, Miss E. Lewis, Miss M. Barrett, Miss H. M. Hoyt and Miss L. Barney were elected as teachers for the fall term of 1848.

It will be observed from the foregoing sketch, that the money and labors of the School Directors were mostly expended upon the winter schools. There are, however, allusions to summer schools supported partly by public funds, helped through by rate-bills, or sustained entirely by rate-bills. It is due to the liberality of the public school managers of the period just passed over, to state that none were excluded from the schools sustained in *any part* by public funds, and that bills for tuition or current expenses, were never presented to such as were not entirely able to pay.

Before proceeding to speak of the adoption of a more full graded system, next in order, it is proper to refer to

#### THE FIRST TEACHERS' INSTITUTE IN OHIO.

It is due the memory of a few persons not now living, and is



also but simple justice to the public spirit of this city at that early day of educational efforts to state that the first Teachers' Institute held in Ohio, specially intended to benefit teachers of all grades of schools, was organized in Sandusky, September 2d, 1845.

Hon. E. Lane, Rev. L. Hull and C. B. Squires, all now deceased, were particularly active and earnest in procuring Instructors and Lecturers and in securing the attendance of teachers from Erie and surrounding counties, and, in other ways, contributing to make the institute, *then* an experiment, a most undoubted success. While they soon had the satisfaction of feeling that they had judged correctly and acted wisely respecting the local and immediate value of a Teachers' Institute upon the schools of the city and county, they, probably, little suspected what radical changes in school laws and school instruction in Ohio might result from this first right beginning.

Ninety-seven teachers were enrolled as members of this first Institute. The instructors were Hon. Salem Town of New York, Asa D. Lord and M. F. Cowdery of Ohio. Lectures on special subjects were given during the session by Hon. S. Town, Hon. E. Lane, A. D. Lord, C. B. Squires, Lyman Preston and M. F. Cowdery. The session continued one week and closed with a general and cordial expression of opinion that such meetings of teachers for the discussion of questions of practical value in the school-room, were deserving of the highest commendation.

#### ADOPTION AND ORGANIZATION OF THE GRADED SCHOOL SYSTEM.

In November, 1848, the three school Directors of Sandusky, Foster M. Follet, Henry F. Merry and Cuyler Leonard, elected, and then acting under the general School law of the State, employed the writer of this sketch to take the supervision of all the schools of the city and to adopt such classification of pupils as the condition of buildings and other circumstances would permit.

On the first Monday in December, 1848, in pursuance of notice previously given, the pupils of the several schools assembled at the High school building to be examined in their several

studies and distributed into four distinct grades, according to proficiency. The names of grades then adopted, were Primary, Secondary, Grammar and High Schools.

At the end of the first week, four Primary Schools, with an average of about sixty-five pupils each, three Secondary, with about sixty pupils each, two Grammar Schools with about eighty pupils each, and one High School with about sixty pupils, stood in place of the several hitherto unclassified district schools of the city.

In view, both of the very radical character of this change and of the very limited number of classified schools in Ohio, or elsewhere, that might be referred to as precedents, there was a far more prompt and cheerful acquiescence on the part of the public, than was anticipated by those having the work in charge.

The Board of School Directors, by whose express permission and under whose special direction the Public Schools were first graded, consisted of Foster M. Follett, Henry F. Merry and Cuyler Leonard.

The teachers first placed in charge of these graded schools were, Miss Fannie B. Stone, Miss Matilda Barrett, Miss L. Barney, and Miss Almira Smith, of the PRIMARY SCHOOLS, Miss Eliza Lewis, Miss H. M. Hoyt and Miss E. Moore, of the SECONDARY SCHOOLS, Miss Helen Follett, Miss E. Barker, Miss A. Osborn and Mr. W. H. Nye, of the GRAMMAR SCHOOLS. Mrs. M. F. Cowdery and Miss L. A. McElwain were appointed Assistant teachers in the HIGH SCHOOL and Mr. M. F. Cowdery, Principal of the High School and Superintendent of all the schools.

Although two of the three early Directors are not now living, and several of those first teachers are also deceased, it affords the writer the sincerest pleasure, now and here, after the lapse of more than a quarter of a century, to bear testimony to the industry, faithfulness and zeal of these early laborers in giving efficiency and character to the then newly established graded Public Schools.

A few weeks of patient labor sufficed to satisfy both teachers and the public that the change to the graded plan was a step in the right direction, but to those having the schools in charge, it was but a *single* step. The act itself of establishing the grades

involved many other questions which must be at once considered, some of them very speedily decided. How many classes shall there be in each grade? What work shall these classes, in a given time, be expected to do? How long will these pupils remain in the grade in which they are now placed? How will the proficiency of the classes be tested when such are candidates for promotion? In what particular respects is more thoroughness to be sought in graded schools than under the former ungraded plan, with the youngest pupils? What can children from six to eight years of age, safely, cheerfully, healthfully, thoroughly learn? What from eight to ten? From ten to twelve? How much shall be attempted in the High School? How much *if* the High School, as a feature of the system, had not now many avowed and bitter enemies and very many doubting friends? And how much can be wisely attempted in the then state of public opinion?

What are the *very best* methods of teaching Reading, Spelling, Geography and Arithmetic? What must be done with tardy pupils,—with all sorts of delinquent pupils? What shall be done with profanity, falsehood and out-cropping depravity generally, and what rewards shall be promised to the industrious and obedient? *Can* the young be won to a noble and virtuous life by any human skill or persuasion? And, further back still, is the formation of character at all included in the duties of a teacher?

Many of these questions had, of course, received attention in former schools and under widely different circumstances, but a fresh and deeper significance was given to each of these problems as new possibilities in instruction seemed to be dawning with the adoption of graded schools for all the children.

As the school-work went forward, some of these difficulties disappeared from the list, with little direct conscious effort on the part of those chiefly concerned, while others were only to be vanquished by the gradual approaches, the deep trenches, the persistence and courage by which alone strong fortresses are reduced.

Noting events chronologically it should be here stated, that the "act for the better organization of the public schools in cities, towns, &c.," was passed by the Ohio Legislature in February, 1849, and during the first term of the schools of this city under the graded system. As soon as an authenticated copy of the law could be procured from Columbus, the required "written notices, were

posted up in three public places," calling upon the qualified electors to assemble at the expiration of ten days and vote for or against the adoption of this special law.

When the election occurred, the law was adopted without a dissenting vote, and, with scarcely a word of change, remained the school law of the city until superseded by the codified school laws of 1873. The adoption of this law at this time gave a new impetus to what had already been begun. Increasing the number of Directors from three to six, enlarging and defining the powers of the new Board, and, best of all, providing by equal taxation upon all the property for the maintenance of good schools, open alike to the poor and the rich, and free to every nationality and every race.

Although the adoption of this special law at this time did not directly aid in solving the more strictly professional problems before alluded to, it was exceedingly inspiring to teachers to feel that a fairer day was dawning upon their labors and prospects than they had ever before known.

The new members elected under the special law, Earl Bill, David Souther and F. T. Barney, cordially concurred in the grading of the schools as they found them organized under the former members, F. M. Follett, H. F. Merry and Cuyler Leonard, and now, together, constituting the new Board.

During the latter part of 1850, there was added to the foregoing grades an UNCLASSIFIED SCHOOL: It was found after a year of experience with four grades, that pupils most regular in attendance and most industrious in their studies, were continually interrupted and hindered in progress by accessions to the classes of pupils who were many months behind them in attainments. Many children were sent into the schools with the full knowledge that they would remain but the winter months, or for less time, and were exceedingly reluctant to undertake the regular work prescribed, for the grades.

Further, if proficiency in the studies was rigidly made the basis of admission or assignment to grades, a great diversity of ages would be brought together,—children, unlike in sympathies, must be placed side by side, thereby seriously increasing the labors of the teacher both with reference to the discipline of the school and the instruction of classes and, at the same time, abridging the

value of both. Further, wherever a thousand children are collected from the entire population, there will be cases of exceptional home training, or of lack of average gifts to master all the studies, or of strong and deep hostility to wholesome authority, which are far better managed in a special school under a teacher with special ability for such varied duties. The State recognizes the same general principle in establishing separate schools for blind, mute and imbecile children. Blameless, yet unfortunate, these children are so unlike those in the schools at home that they cannot there be profitably instructed, and are so unlike each other, that special instruction must be provided for each class. An Unclassified School was therefore added to the grades and was found to be of such practical value in relieving the other grades of transient pupils and of conferring far greater benefits upon these same pupils while they did remain, that a single school of this character was continued until 1871, or later—twenty-one years or more.

Having given the leading events regarding the early establishment of the several grades of our Public Schools, we may now proceed with the narrative of the special labors undertaken and carried forward in these respective divisions of school work. Before stating, however, just how the study of the sciences was distributed among the grades adopted, it is important to mention what *other work* was understood to be essential in the school room.

This sketch would not be a just or truthful record, if it failed to represent that teachers, the School Board and the public expected, at that time, something more from the schools than simple instruction in the sciences and the mental discipline therewith connected. All most cordially accepted the doctrine that *the formation of character*, was a part, at least, of the high mission of the schools, if not always explicitly written in words. And, with the teachers, it was an accepted maxim that childhood was a period of temptation as well as adult life, that any school of children would be a battle ground of good and evil, that deception, and fraud, and revenge, and theft, and falsehood would certainly appear in miniature proportions with miniature men and women, and that truth and duty could be as faithfully and as successfully taught to those of six, as of sixty years of age. In brief, that the moral character of the child is often pretty well determined before it is usually supposed that it *has, or can have, any*

moral character. It is no part of the purpose of this narrative to speak of any success in the aggregate, or of the special triumphs of individual teachers from time to time, in winning any to virtuous habits and a true and noble life, but, *to say that this duty was always recognized*, and the highest rewards of teachers were often sought in this direction. Further, that from 1848 to 1871, a period of twenty-three years, the Bible was read daily at the opening of the schools and its precepts referred to from time to time as the highest authority for rules of conduct. What wrong doing, or sorrow, or misfortune, was thereby suppressed in the world, or what positive benefit to mankind was thereby contributed, none may now presume to declare. But if any now hold, or may hereafter hold, to the opinion that moral culture may safely be dis severed from intellectual training in the school-room, that any school, public or private, any where, may be exempted from the incoming of evil passions and influences, or, if any hold to the theory that these corrupting tendencies may be resisted and vanquished by any mere fascinations of science, it is due to truth and to impartial history here to say, that such were not the views and convictions of the teachers who, for more than twenty years, aimed at the highest success for the graded Public Schools of this city.

### PRIMARY INSTRUCTION.

Previous to the establishment of graded schools, perhaps right methods of instructing young children were the least understood and least practiced of any labor relating to school or student life. It seems difficult now to believe that children of six to eight years of age could, so long and so generally have been sent to school with such slight chances for wise instruction and with such continued fruitless results.

The very act of bringing little children together to be instructed by themselves, compelled some sort of answer to the question, "what can such children do?" How, and what, can they be best taught?

The following is from the published Regulations for Sandusky Schools in 1850.

ART. 3. Primary Schools. The course of instruction in the Primary Schools will include the simplest elements of Language,

Numbers, Geography, and Vocal Music, together with interesting general exercises relating to various objects in nature, adapted in kind, variety and extent to the capacities of children from six to eight years of age.

It is intended to give the most careful attention to habits of cleanliness, of order and propriety of conduct, of veracity, kindness and disinterestedness in the intercourse of pupils with each other. Before passing to a higher grade of schools, it is required that pupils shall be able to read fluently, in the Second Reader, be familiar with half of the multiplication table, be able to name all the countries and large bodies of water of North America from the Outline Maps and have practiced drawing simple outlines, one term.

Such was the theory of instruction, adopted more than twenty-five years ago, for children in the Primary grade. Has the practice fallen below, or exceeded the theory? In some respects, both. In the hands of skilful, enthusiastic teachers, much more has been done for young children than was proposed in the article from the School Regulations. Ability to read in the Second Reader was required in this grade,—the quality, simply "*fluently*." But no grade has surpassed the Primary, at times, in the exhibition of attainments in reading. Something was supposed to be possible for children in the elements of Drawing. Much more has been witnessed of success here than was contemplated, and success in writing words and sentences, success in the *penmanship* even, as well as the correctness of forms in other respects, has far surpassed what was first expected from such young pupils. Several of the Primary Schools have been greatly prized, too, by careful, thoughtful mothers, as places of refinement, and delicacy, and *safety* for their little children. While it was hoped in the outset, that there would be "order," "kindness," "cleanliness," "veracity" and gentleness, everywhere in the school-room, it was little suspected that admission to *any grade* would ever be so eagerly sought and so highly prized, as has often been true with the best of our Primary schools, and, on account of *the very excellencies* above named.

Our older citizens will readily call to mind the confidence felt in the Primary schools taught by Miss Celia Huntington, Mrs.

Mary Clarke, Mrs. F. Hull, Miss Fanny McFall, Mrs. M. Dewey, Mrs. M. E. Foster and others, with particular reference, to characteristics, quite aside from all instruction in the text-book.

But, on the other hand, as falling below the standard expected of the Primary grade, it is to be admitted that the teaching has not been uniform in quality, that the results have varied from time to time with the varied abilities, personal qualities and unlike devotion of respective teachers to the special work they have undertaken to do. It may be safely asserted, however, that the possibility of a much higher order of instruction for little children has in our city, as elsewhere, been abundantly demonstrated.

The lesson, therefore, which our experience with the Primary grade furnishes is, first, that intelligent attention bestowed upon the right instruction of young children, is even more sure to be bountifully repaid in good results than in the higher grades. And, second, that special love for this work, special natural adaptation to it and special preparation for it on the part of the teacher, is *indispensable* to the highest success.

## SECONDARY SCHOOLS.

Presuming that during the two years of attendance upon the Primary schools, children have been gently introduced to the elements of Numbers, Language and Geography, what may properly be required of pupils, of average ability, during the next two years, or, from eight to ten years of age? The School Regulations of 1850 required the following — *First*, an acquaintance with the Elementary Sounds of the language. *Second*, be able to read fluently and accurately all lessons in the Third Reader, and be able to spell correctly and define any words found in their reading lessons. *Third*, be able to give the preliminary definitions in Geography and be able to draw accurately and promptly the outlines of each one of the United States and the countries of North America, at the black-board. *Fourth*, be able to answer the questions in such text-books in Mental Arithmetic as may be used, and be able to repeat the tables of Weights and Measures. *Fifth*, be able to distinguish the several parts of speech in any sentence in their reading books, and give a definition of the same.



In the course of years, this list of studies and school-room exercises was considerably extended. All the territories of the United States were included in the Map-drawing work. To these were added the free-hand drawing of various objects in nature. Essay-writing was afterwards made a prominent daily exercise in this grade, and especially with reference to grammatical accuracy and the first requisites in clear and correct expression. Vocal music received some attention, and selections in reading were studied and the powers of the pupil tested, in bringing out the full ideas and sentiments of an author. It should, also, be stated that, in practice, the classes, remained in this grade somewhat beyond the age of ten years. The classes promoted averaged, for a series of years, ten and a half years.

It was understood among all the teachers of all grades of schools, from the time of the adoption of our graded system onward until 1871, that oral instruction by the teacher would be united with the study of assigned lessons by the pupils. The older pupils in the Primary Schools, were to begin their student life by daily *studying* a short spelling lesson and reciting the same, in addition to all the instruction otherwise given. In the Secondary Schools, these lessons to be studied were, each year, gradually increased, no day being passed without some lessons to be mastered, none without some general exercises conducted by the teacher.

School-work, for younger children, consisting *only* in assigned lessons, to be followed by a recitation, soon becomes exceedingly heavy and disheartening. Oral instruction *only*, tends to dissipate rather than discipline the faculties and train the child to habits of self-reliance. The happy blending of the two, from the lowest grade upwards, was the true ideal with the several hundred different teachers in the past years of our graded public schools.

The list of teachers who deserve "honorable mention" in connection with this grade, would include almost the entire number from 1848 to 1871. Among those of later years, will be remembered Miss Mary Comstock, Mrs. F. Hull Miss Fannie Harris, Miss Sarah Clarke, Miss Anna Aplin, Miss Hattie Fisher, and of the Secondary teachers previous to 1860, Miss Eliza Moore, Miss Eliza Lewis, Miss Fannie B. Stone, Miss Maria

Loomis, Miss Cornelia M. Walker, Miss Sarah L. Sprague, Miss Eliza M. Jackson, Miss Eliza D. Bartlett, and Miss Ellen S. Booth.

### GRAMMAR SCHOOLS.

The studies of the Grammar School Department were made up with the expectation that four years would be necessary to complete the course. Practically, there were two grades of schools under the general title of Grammar schools, each grade having a course of two years. Little else was ever attempted in either of the Grammar Schools than the thorough study of Arithmetic, Grammar and Geography, with Reading, Writing, Spelling, Map-drawing, Essay-writing, Select Reading and Declamation. Much study was bestowed by different teachers from time to time upon the best methods of doing this elementary work in the most thorough manner. Though nothing could be discovered that might be adopted as a substitute for hard work for pupils of average ability, yet there has been, and still is, a wide field in the region of invention for learning how to make even *hard work* acceptable, often attractive, to young children. One principle, *well understood*, makes another, at least acceptable, probably very welcome. If due caution is observed to conquer every foot of the country we invade, as we proceed, we may fight with courage and hope against formidable forces. If the teacher will keep his classes *strong* on any ground already occupied, he may confidently hope to take the next stronghold when he chooses to make the attack. And every day of observance of the maxim—"make haste slowly," is a day of the greatest gain to the pupil and the greatest profit to the public.

With many inequalities in gifts for teaching, and many diversities of methods for doing the same work, it was the main purpose of the several teachers who have taught in the Grammar school grade, to do everything falling within their line of duty in the most thorough possible manner. Among those who have rendered most important and acceptable service to the public in this Department, are, MALE PRINCIPALS, Mr. William H. Nye, Mr. L. E. Walker, Mr. Geo. C. Woollard, Mr. John Chandler, Mr. M. H. Lewis and Mr. W. H. Rayl; FEMALE PRINCIPALS, Miss Helen Follett, Miss Fannie B. Stone, Miss L. A. McElwain, Miss Eliza W. Jackson, Miss L. Perry, Miss E. Hutchinson, Miss J. G. Breckenridge, Miss E. Moore, and Miss S. J. Moore.

## THE UNCLASSIFIED SCHOOL.

Reference has already been made to the causes which led to the establishment of the Unclassified School. The general character of this school was much the same as a large country district school, including pupils from ten to twenty years of age, of all shades of proficiency in the elementary branches. These scholars were such as had recently moved into the city and were deficient in some, or many respects, for admission to the regular grades, or, through illness, poverty or misfortune, had lost one or more years of school-life, or, through imbecility or hopeless indolence, had lost standing in the regular grades, or, who sought a few weeks of instruction with the full knowledge that this short time would be their last opportunity, or, whose *constitutional tendencies* were such as to be always safer and happier, and other pupils safer and happier too, when in the immediate presence of *pretty decided executive ability*.

For many years, the average attendance upon this school was about eighty—two-thirds males—one-third females.

Pupils were promoted from this school to all grades below the High School, *and at all times in the year*. Whenever scholars were prepared to enter classes in the regular grades, they were passed along with the least possible ceremony. The school was in charge of a lady Principal, with one lady assistant.

During the twenty-one years of the existence of this school, it was *managed and taught*, almost entirely, by three different lady Principals, Miss M. Kelley, (afterwards Mrs. M. Ames.) Miss Julia A. Hitchcock and Mrs. F. Hull, to each of whom the City of Sandusky and the State of Ohio will owe a debt of gratitude the balance of the nineteenth century, and probably extending to the first half of the twentieth!

## SCHOOL FOR COLORED CHILDREN.

Previous to 1853, small schools for colored children had been maintained, at irregular intervals, under the management of colored Directors, as then provided by the school law of the State. In May, 1853, at the request of the colored people, then residents, their school interests were transferred to the City Board of Education.

A separate school of about twenty children, afterwards increased to about thirty, was organized for them, with all the rights and privileges of the other schools of the city.

This separate school was continued until July, 1861, when a proposition was made by the Superintendent to distribute these children among the other schools according to merit by grade and the residences of their parents, which proposition was accepted, and the separate colored school ordered to be discontinued. It is proper to add that these children soon reached the higher classes and grades on the same basis of promotion as other pupils.

### THE SANDUSKY HIGH SCHOOL.

It will be remembered that the building intended for the High School was first occupied for this purpose in 1845.

Nothing appears upon the records of the qualifications for admission, or the studies to be pursued, but the school report for that year shows that, in addition to the common branches, classes were taught in "Latin and Philosophy."

In 1846, the sciences taught, besides the common branches, were Philosophy, Chemistry, Physiology, and the Latin and French languages.

In 1847, Algebra and Astronomy were added to the above list, and one hundred and forty pupils enrolled as members of the school.

While there was much gratification felt among parents that Sandusky had, at last, a High School of her own where something more than the elementary branches could be studied without sending their children from home, still, the School Directors found that such a school without any fixed and known rules and conditions of admission, and without a regular course of study, made their position a very awkward and embarrassing one. Hence the grading of all the schools at the close of this year, 1848, and the adoption, a little later, of such a course of study for the High School as the wants of the public seemed to require.

It is believed that one of the most delicate and difficult duties which Superintendents or School Boards have had to perform in Ohio for the last twenty-five years has been to make up the

best possible course of study for their respective High Schools. For, it is to be remembered that no human wisdom can frame a course of study for a Public High School that would be suited to all tastes, or adapted to all localities. And it is, also, to be remembered that twenty-five years ago, the High School, as a component part of the Common School system was an experiment, a problem to be solved, and that it was necessary to proceed with great caution in introducing sciences or extending studies that involved an additional tax upon the public treasury.

In our own city, the study of the Languages had fallen into such disfavor, that a resolution was adopted at a public meeting of the tax-payers and qualified voters of the city, April 8th, 1848, "that all the school-houses now in the district, and now proposed to be built, shall be used only for common schools, excluding all except the English branches." It was necessary, therefore, in preparing a course for our High School, not only to omit the Latin, always and everywhere, so essential to good scholarship, but also the Greek and the Modern Languages. The natural sciences and mathematics must be extended considerably out of proportion to meet this, *then*, popular prejudice. The early graduates, or many of them, made a pleasant acquaintance with several Latin authors by means of private instruction. At the end of about twelve years, March 14, 1860, on petition to the Board of Education, signed by R. B. Hubbard and twenty-seven others, "praying that said Board would authorize a class to be formed in the High School for the purpose of teaching Latin and Greek, and that each scholar joining said class be charged their proportion of the increased expenses of the same," this restriction upon the Languages was removed and they were gradually included in the course of study, and portions of Mathematics omitted.

As with other High Schools then, it was necessary while providing for four years of regular attendance, to keep in view the fact that probably one-half of the pupils would not remain longer than two years, and that, in three years, at least three-fourths would have disappeared from the school-room. Studies most essentially profitable to everybody, must therefore fill the first two or three years of the course. Under such circum-

stances, our Public High School was proposed to become a permanent feature of the Common School System.

Offered, as it was, to a community just passing out of the age of rate-bills and into that of free education, to be sustained by tax upon all the property and to so many who had been accustomed to regard a High School as an expensive luxury, rather than a prime necessity, it will be easily understood, that great solicitude was felt by its friends as to its final success.

From 1848 to 1852, this school seemed to be regarded with equal favor with the other grades, though the question of its permanence was yet to be decided. It was only under the long and able administration of Mr. S. S. Cotton as Principal, extending from September, 1852, to July, 1867, with his accomplished lady assistants, Miss A. A. Breck and others, that the High School came to be regarded as an indispensable part of the free school system. From the first, it has commended itself to the kind regards of our citizens, not by sending out a very small number of very accomplished scholars, but by affording to a very large number, one, two and three years of instruction in such sciences as are requisite to success in ordinary, mechanical and business pursuits, and by such development of self-respect and self-reliance as has excited high hopes of an honorable and useful life for its pupils.

During the past years of the existence of the High School, many expressions of confidence in its usefulness have appeared in the public press and in various other ways, but the strongest testimonial of its value has been given in the erection of the new High School building during the years 1866, 1867, 1868 and 1869.

The corner stone of this building was laid November 27th, 1866, and the rooms were first occupied for school purposes in September, 1869.

The cost of the building with the furniture ready for use, was \$85,501.88, exclusive of interest on money loaned while in process of erection. There was paid for interest \$6,531.41, making a total of \$92,033.29.

It should be stated here, however, that the cost of nearly all materials entering into the construction of any building, was

very much greater from 1864 to 1870, than for preceding or succeeding years.

## SPECIAL INSTRUCTION.

### PENMANSHIP.

In 1856, Mr. Platt R. Spencer was employed to instruct the pupils of the High School and Grammar Schools. Although his services continued only through the winter months, yet the improvement made in Penmanship and the taste for elegant writing thereby cultivated, were apparent many years afterwards. For absolutely faultless penmanship and for ability to create a zeal for this art, Mr. Spencer, probably has not been surpassed in our country. Mr. J. Hornbeek was employed for several years as successor to Mr. Spencer, for the scholars of the High School and Grammar Schools. Mr. L. S. Thompson was employed as teacher of Penmanship in the Autumn of 1863, and has since been retained in this service, his instructions having been gradually extended to all grades of schools.

### ELOCUTION.

Lessons have been occasionally given in Elocution to both teachers and pupils, but no continued special instruction of this kind has been provided.

### TEACHERS' MEETINGS.

From November 1848, and afterwards, weekly meetings were held for the discussion of professional topics and for bringing forward classes for the exhibition of special proficiency in the several branches taught. For teachers who begin their professional life with a full stock of everything they need to know, such meetings are probably unnecessary. Those who suppose they have something still to learn, will look in this direction for much valuable instruction.

## EXAMINATION OF PUPILS.

Attention was given in 1854 and onward, to the best methods of examining pupils for promotion, such as would be fair to the pupil, just to the teacher and still, a thorough test of proficiency. It is much easier to pledge a hearty support for such methods,

than it is to discover them. Probably an examination by written questions and answers, is more equitable than an oral one. Probably it is better that each written question should have a *value* assigned to it when prepared. Probably it is better that the candidate should not know this value, until his examination is completed. Probably the time allowed for answering any given set of questions should be limited, pretty exactly. Probably some method of numbering persons and papers should be employed whereby the examiner should have no knowledge of the author of the paper under inspection. And probably this would seem to be an approximation to a "fair, just and thorough test of proficiency." And, if the purpose of the examination is simply to decide competitorship for a prize, or to produce a class of intellectual athletes, probably the mode just named, would be a good one to adopt. But remembering that parents send their children to school to be educated *with such abilities as they have*, and not with such as the school authorities might wish them to possess, is such a plan applicable, in all respects, to the classes of children in our graded schools? Are there no qualities of character to be considered which can not be reached by a written examination? Are there no diversities of gifts, no wealth of pure and refining influences, that a true teacher prizes high above all, that may be excused from the full severity of an inquisitor's rack? Must a rule of hammered steel measure the fitness and propriety of every promotion in schools "made by the people, made for the people and responsible to the people?" Can there be no safe repository of discretionary power and common sense, that may temper school examinations to the just rights of all parents, and the highest welfare of the schools at the same time?

There *ought* to be such rules and *such flexibility of rules* in the examinations of pupils, and such wisdom in applying them, as will stimulate all, dishearten and banish none. And these will often, further need special adaptation to the local circumstances, age of pupils and grade of classes to which they are to be applied. What might often seem a very desirable thing to do, in one direction, by dividing a class by the results of an examination, can not always be done without doing violence in some other. And here we rest the history of our School examinations from 1854 to 1871.



## LIST OF GRADUATES.

1855.  
Emma Bouton,  
Helen Norris,  
Sarah Root,  
Martha Root.

1856.  
John Jay Barber,  
Elbert Whittlesey,  
Ellen Booth,  
Rachel Brown,  
Christiana Caryl,  
Susanna Caryl,  
Emily Dyer,  
Sarah Gustin,  
Jennie Huntington,  
Frances Jennings,  
Minerva Johnson,  
Susan Kennedy,  
Maria Loomis,  
Mariah Whittlesey.

1857.  
Mary Comstock,  
Sarah Kellar,  
Amelia Root,  
Fanny Smith.

1858.  
Harper H. Bill,  
Valentine F. Follett,  
Albert Phillips,  
Leonard Smith,  
Oakley J. Tooten,  
Julia C. Bouton,  
Josephine Chapman,  
Harriet Fisher,  
Emily H. Merry,  
Mary Peables,  
Liva A. Tupper,  
Cornelia F. Van Fleet,  
Minerva O. Youngs.

1859.  
Henry C. Huntington,  
Charles Keyes,  
Lina Barber,  
Weltha Post.

1860.  
W. H. Rayl,  
Delos Ransom,  
Julia Radcliffe.

1861.  
George Barney,  
Edward G. Coy,  
Austin Porter,  
Kate Burton,  
Emma Cook,  
Fannie Jackson,  
Florence Victor.

1862.  
Harper Austin,  
Frank Barber,  
Edward Chapman,  
Lewis C. Gregg,  
Samuel A. Magruder,  
Jay C. Smith,  
George Williams,

Emma C. Beecher,  
Eliza N. Cassidy,  
Matilda Hall,  
Mary E. Soufer,  
Alice E. Stem,  
Elizabeth Strain.

1863.  
Horace Bell,  
Fletcher Green,  
William Milne,  
Albert Smith,  
Laura Cowdery,  
Maggie Hamner,  
Hannah Marshall,  
Mary Parish,  
Mary Radcliffe,  
Josie Stem.

1864.  
Henry Horneek,  
George Ransom,  
Mary Jane De Witt,  
Jane Eldis,  
Clara Gregg,  
Mary Mathews,  
Louisa Numan,  
Alice Porter,  
Helen Smith

1865.  
Truman Taylor,  
Anna Apple,  
Lenisa Coy,  
Mary Dewey,  
Edna Durkee,  
Mary Norman,  
Julia Pool,  
Emma Ransom,  
Sarah Webb.

1866.  
Julia Bell,  
Emma Cowdery,  
Marie Hendry,  
Mary McLouth,  
Mary Whitney,  
Josie Williams.

1867.  
Robert Austin,  
Royal E. Dewey,  
John R. Walter,  
Chas. W. Williams,  
Elizabeth H. Camp,  
Georgia Catherman,  
Lucy L. Clarkeon,  
Emma A. Darling,  
Cora E. Lyman,  
Ruth R. Merry,  
Harriet M. Pool,  
Sallie M. Stem,  
Tilla Work,  
Catherine Youngs,  
Mary Zurboret.

1868.  
Benjamin Marshall,  
Albert W. Miller,  
Thomas E. Morey,  
Anna E. Bill,

Sallie R. Camp,  
Addie M. Gustin,  
Ada M. Johnson.

1869.  
Chas. R. M. Milne,  
Jas. N. Nugent,  
Ward B. Wetherell,  
Caroline P. Barney,  
Alice M. Butler,  
Emerette C. Comstock  
Eliza R. Coy,  
Virginia S. Hull,  
Elizabeth M. Lewis,  
Mary A. Marshall,  
Joanna S. McMahon,  
Flora M. Melville Milne,  
Josephine M. Mullen,  
Ellen B. Stem,  
Ella R. Warden,

1870.  
Arden Storrs,  
Carrie Dibble,  
Jennie Harvey,  
Alice Hogg,  
Elizabeth Orr,  
Anna Scott,  
Effie Spencer.

1871.  
Edward D. Everett,  
W. Frank March,  
William R. Zellinger,  
Zenobia I. Boyce,  
Ida B. Clarke,  
Margaret J. E. Ferguson,  
Margaret Jean Healey,  
Alice G. Hubbard,  
Emma R. Johnson,  
Alice Helen Lyman,  
Anoa E. March,  
Victoria L. Sawyer,  
Bessie G. Spencer,  
Sarah A. Upp,  
Mary E. Warden.

1872.  
Frank W. Barker,  
Alex Camp,  
Chas. McLouth,  
Henry G. Moore,  
Robert W. Walsh,  
Emma L. Alder,  
Emma B. Hagar,  
Hattie W. Keech,  
Ella M. Kelham,  
Alice F. Kinney,  
Sarah A. Lawler,  
Hattie C. Miller,  
Ella M. Rayl,  
Antonie H. Spronger,  
Laura A. Wetherell,  
Eunice H. Williams.

1873.  
Jay Barker,  
Florence Buck,  
Bertha Bardenar,  
Clara Cherry,  
Julia Scherz.

## MEMBERS OF BOARD OF EDUCATION FROM 1849 TO 1871, INCLUSIVE.

By the School Law under which the schools were maintained for the period above named, the Board of Education consisted of six members, two of whom were annually elected by the people for the term of three years.

### MEMBERS OF BOARD OF EDUCATION.

1849.

Henry F. Merry,	Earl Bill,	Foster M. Follett.
David Souter,	Freeland T. Barney,	Thomas Hogg.

1850.

F. T. Barney,	Thos. Hogg,	F. M. Follett,
D. Souter,	H. F. Merry,	E. Bill.

1851.

F. M. Follett,	John G. Pool,	E. Bill,
H. F. Merry	F. T. Barney,	T. Hogg.

1852.

E. Bill,	H. F. Merry,	T. Hogg,
F. M. Follett,	J. G. Pool,	F. T. Barney,

1853.

F. T. Barney,	J. M. Root,	J. G. Pool,
E. Bill,	H. F. Merry,	F. M. Follett,

1854.

F. M. Follett,	J. G. Pool,	H. F. Merry,
E. Bill,	J. M. Root,	F. T. Barney,

1855.

Walter F. Stone,	F. M. Follett,	Christopher C. Keech,
H. F. Merry.	J. G. Pool,	E. Bill,

1856.

Earl Bill,	Horatio Wildman,	J. G. Pool.
F. M. Follett,	W. F. Stone,	C. C. Keech,

1857.

J. G. Pool,	F. M. Follett,	C. C. Keech,
H. Wildman,	W. F. Stone,	E. Bill.

1858.

W. F. Stone,	C. C. Keech,	Henry Converse,
F. M. Follett,	J. G. Pool,	H. Wildman.

1859.		
A. H. Gale, F. M. Follett,	Adam Bauer, W. F. Stone,	J. G. Pool, C. C. Keech,
1860.		
J. G. Pool, W. F. Stone,	F. M. Follett, C. C. Keech,	A. H. Gale, A. Bauer.
1861.		
W. F. Stone, F. M. Follett,	C. C. Keech, A. H. Gale,	A. Bauer, R. B. Hubbard,
1862.		
R. B. Hubbard, Geo. W. Smith,	W. F. Stone, J. G. Pool,	F. M. Follett, A. Bauer,
1863.		
W. F. Stone, Geo. W. Smith,	J. G. Pool, R. B. Hubbard,	A. Bauer, C. J. Parsons.
1864.		
W. F. Stone, Geo. W. Smith,	J. G. Pool, A. Bauer,	R. B. Hubbard, C. J. Parsons.
1865.		
J. G. Pool, W. F. Stone,	R. B. Hubbard, A. Bauer,	Geo. W. Smith, C. J. Parsons.
1866.		
W. F. Stone, G. W. Smith,	R. B. Hubbard, C. J. Parsons,	J. G. Pool, A. Bauer,
1867.		
R. B. Hubbard, Philander Gregg,	J. G. Pool, A. Bauer,	G. W. Smith, C. J. Parsons.
1868.		
J. G. Pool, John T. Johnson,	R. B. Hubbard, A. Bauer,	P. Gregg, C. J. Parsons.
1869.		
R. B. Hubbard, P. Gregg,	J. G. Pool, A. Bauer,	J. T. Johnson, C. J. Parsons.
1870.		
R. B. Hubbard, P. Gregg,	J. T. Johnson, A. Bauer,	J. G. Pool, C. J. Parsons.
1871.		
J. G. Pool, J. T. Johnson,	R. B. Hubbard, C. J. Parsons,	P. Gregg, A. Bauer.

Mr. M. F. Cowdery, Superintendent from November 1848, to July, 1864. Mr. T. F. Hildreth, Superintendent, from September, 1864, to April, 1865. Mr. M. F. Cowdery, Superintendent, from April, 1865, to July, 1871.

#### PRINCIPALS OF HIGH SCHOOL.

Mr. H. C. Heustis, 1845 to 1847. Mr. A. W. Nason, part of 1847. Mr. Homer Goodwin, part of 1848. Mr. S. Miner part of 1848. Mr. M. F. Cowdery, 1848 to 1852. Mr. S. S. Cotton, 1852 to 1867. Mr. A. Phinney, 1867 to 1867. Mr. N. S. Wright, 1869 to 1871.

#### ASSISTANT TEACHERS IN THE HIGH SCHOOL.

Mrs. M. F. Cowdery, 1848 to 1852. Miss L. A. McElwain, 1848 to 1851. Miss. A. M. Cook, 1849 to 1850. Mr. A. M. Stacy, 1852. Mrs. Christian 1852. Miss H. W. Morrison, 1853. Miss M. J. Studley, 1853. Miss A. A. Breck, 1853 to 1860. Miss S. Root, 1854 to 1858. Miss M. King, 1858 to 1860. Miss S. Skinner 1860 to 1861. Miss F. S. Estabrook, 1859 to 1862. Miss M. Hubbard, 1862 to 1866. Miss M. A. Magee, 1862. Miss H. Marshall 1864. Mrs. L. J. Marey, 1866 to 1867. Mr. D. Carlton, 1866 to 1867. Mr. A. Keefer, 1867. Miss H. L. Rowe, 1867 to 1871. Miss S. Ainslie, 1867 to 1871.

#### SCHOOL STATISTICS.

1842.			
	Males.	Females.	Total.
Enrolled,-----	193.	184.	377.
1850.			
	Males.	Females.	Total.
Enrolled,-----	410.	387.	797.
Expenses for tuition,-----			\$2.600.00
Repairs and Incidental Expenses,-----			1.202.19
Total,-----			<u>\$3.802.19</u>

EXPENDITURES FOR SCHOOL YEAR, ENDING MARCH 31, 1860.

Amount paid Teachers,-----	\$8,308.36
Amount paid Incidental Expenses,-----	371.74
Amount paid for Stationery and Printing-----	83.40
Amount paid for Repairs and Supplies, including Fuel,--	820.28
	<hr/>
	\$9,583.78

CENSUS OF CHILDREN IN PORTLAND TOWNSHIP FOR SCHOOL YEAR  
OF 1859-60.

White Males,-----	1,371
White Females,-----	1,602
	<hr/>
Total-----	2,973
Colored Males,-----	31
Colored Females,-----	40
	<hr/>
Total,-----	71
	<hr/>
Total Children,-----	3,044

ENROLLED IN SCHOOLS, (WHITE AND COLORED,) FOR SCHOOL  
YEAR OF 1859-60.

Central Schools,-----	553
Secondary Schools,-----	301
Primary Schools,-----	849
	<hr/>
	1,703

AVERAGE DAILY ATTENDANCE, (WHITE AND COLORED.)

Central Schools,-----	365
Secondary Schools,-----	186
Primary Schools,-----	559
	<hr/>
Total Average Attendance,-----	1,110

CONDENSED STATISTICS FOR 1870.

By the census of children in September, 1870, there within the district limits, between the ages of five and twenty-one years,-----	4,552
Total Enrollment in the Public Schools,-----	2,128
Average daily attendance,-----	1,375

TEACHERS EMPLOYED.

1 Superintendent. 5 Male Teachers. 25 Female Teachers.

EXPENSE OF SCHOOLS.

For Salaries of Teachers,-----	\$15,194.44
For Fuel, -----	1,021.65
For Incidental Expenses, -----	3,165.03
Total, -----	<u>\$19,382.12</u>

PUBLIC SCHOOL LIBRARY.

During the existence of the Library Law, previous to 1860, about eight hundred volumes were distributed to the Public Schools of this city. From seventy-five to one hundred of these volumes were so generally read and so roughly handled, during the first two years after their reception, as to be unfit for further circulation. From fifty to one hundred volumes were never returned by the borrowers. From the care at present taken of the library, it may reasonably be expected that the remaining volumes will be valuable for reading or reference many years to come.

It is proper to add in closing this sketch, that, while it is a source of satisfaction that a few facts relating to the origin and growth of the Public Schools of this city, may, hereby, be rescued from utter forgetfulness, it is also a cause of much regret that the prescribed limits do not admit of a fairer treatment of our past purposes, experiences and hopes, and of placing the labors of many most faithful and successful teachers in a more clear and worthy light.

February, 1876.

M. F. COWDERY.

## SANDUSKY, OHIO, PUBLIC SCHOOLS.

1871--76.

GENTLEMEN OF THE BOARD OF EDUCATION: This sketch of the history of the Sandusky Public Schools, prepared in accordance with your order, is compiled chiefly from the minutes of your transactions.

At the first meeting of the Board in September, 1871, the following entry appears on the minutes :

“The Comitée on Teachers being convinced that certain changes and improvements in the condition of the German schools, and in the appointment of German Teachers, are necessary, the following resolution was passed :

*Resolved*, That a good first-class male teacher be employed for the higher German grades, at a rate of not more than \$750 per year.”

Mr. J. H. May was selected as German Teacher “so long as he gives satisfaction to the Board.”

Sept. 21 a resolution was passed appointing Geo. Thornton as acting Superintendent for the English Schools, and J. Erckener for the German Schools, and authorizing J. Erckener to employ an additional German teacher.

Oct. 27, Mr. E. S. Wellington was appointed Principal of the High School, vice M. H. Lewis, resigned.

Nov. 11, “Mr. Chas. R. Dean, of Port Hope, was engaged as Superintendent as long as he gives satisfaction to the Board, at a salary of \$1800 per annum.” Mr. L. S. Thompson acted as Assistant Superintendent from Sept. 4th to Dec. 1st, three months, at an additional salary of \$60 per month. Mr. J. A. Falk, of Chicago, was employed as teacher of the German Grammar School.

A Webster's Unabridged Dictionary, for the High School, was procured at the January meeting.

In the following May a committee was appointed to give proper notice of the intention to build a new school house, and to have plans and specifications for a building of four rooms.

On Saturday, June the 15th, 1872, “pursuant to a call of the

Board, the people met and voted a sum not to exceed \$22,000 for the purpose of purchasing a lot and erecting a school house, in said city of Sandusky."

At a meeting held June the 21st, 1872, the report of the committee which was appointed to buy suitable ground for a new school house, was presented. They had decided on the two lots on the southwest corner of Madison and Lawrence streets, owned by Jay Cooke. Mr. J. Cooke agreed to sell at \$5000, on two years' time, with eight per cent. interest, provided a purchaser could be found at \$10,000 for the remainder of the block. Mr. Ph. Gregg agreed to become that purchaser. The committee recommended the location of the house at that point. Ph. Gregg was appointed a committee to survey the lots bought of Jay Cooke, and was requested to find a good architect, and authorized to pay such architect not more than \$125.

July 24th, 1872, the contract for building the new school house was "awarded to Carr & Merry, being the lowest bidders." The bid was \$11,897. Aug. 2d, it was "*Resolved*, That the bid of Carr & Merry to put into the new school house a heating furnace, with all the registers, pipes, &c., for the sum of \$2,000, be accepted."

At a meeting July 17th, 1872, U. T. Curran, of Cincinnati, was elected Superintendent, at a salary of \$2,500, vice Chas. R. Dean, resigned.

At a meeting held August 30th, a resolution was passed which authorized "our Superintendent to dismiss the schools at noon each day next week, and ordered the teachers to meet to discuss the plans and methods of teaching to be pursued the following year, the High School and Grammar Schools being excepted." Miss D. Heins and C. Wormelsdorf were elected as teachers of German Schools.

September the 6th, the following resolution was passed; at first two members only voting in the affirmative; "*Resolved*, That elementary drawing be included in the course of instruction, and that Mr. L. S. Thompson be engaged to teach the same; also that music be included in the regular school course, and the committee on teachers be authorized to engage a teacher for the same, at a salary not exceeding \$600 per year, for 22 hours' services per week." Also "that the teachers in the schools be instructed to



prepare for examination before a Board to be hereafter appointed; said examination to take place before the end of the present term, and that all teachers will be required to be provided with certificates from said Board before commencing the second term."

At the next meeting we find that J. Erckener and C. Schnaitter were "authorized to go to Cincinnati to examine the school system of German English schools in that place." The Superintendent was added to the committee. Upon the report of this committee, Mr. Falk, the principal German teacher was directed to give lessons in the High and Grammar schools, and the school on Camp street was ordered to be taught one-half day in English and German alternating. Messrs. Curran, Erckener and Thornton were appointed a Board of Examiners.

April 4th, 1873, J. Erckener, who had been a very active and efficient member of the Board, especially well qualified to secure the interests of German instruction, tendered his resignation as School Director and Secretary, his intention being to visit Europe.

June 13th, 1873 Geo. Thornton, from the Committee on Teaching, reported a resolution defining the organization of the Sandusky schools as follows:

"*Resolved*, That the schools of this city shall consist of three classes, to be known respectively as Primary, Grammar, and High Schools. The Primary Schools shall embrace the first four years, the Grammar Schools the second four, and the High School the third four years. That no teacher be employed by the Board until he or she shall have passed an examination and shall have received a certificate from the City Board of Examiners. That the salaries shall be uniform, according to the following schedule:

Primary teachers of less than two years' experience, \$30 per month; three years', \$35; four years', \$40.

In the Grammar Schools the following schedule was adopted: Teachers to enter this grade must have had not less than four years' experience, and in this case the salary for the first year shall be \$400; after two years' additional experience in this grade, \$450; after two or more years' additional experience, \$500.

For superior ability and success in the highest Grammar grades, (in no case to exceed \$10 per month,) upon the recommendation of the Superintendent, certified to (approved) by the Committee

on Teachers, and voted on by the Board, the salary of any teacher may be raised above the schedule price.

The salaries of special teachers, High School Principal and teachers, and Superintendent were also fixed as follows :

Music, \$600 ; Drawing and Writing, \$1,200 ; Principal of the High School, \$1,300 ; First Assistant, \$800 ; Second Assistant, \$600 ; German Principal, \$1000 ; German Primaries \$600 ; Principal Grammar School, \$1,300 ; General Superintendent, \$2,500 per annum."

It was also "*Resolved*, That the Committee on Teachers take proper measures to classify teachers under these rules."

At a special meeting, July 1873, it was "*Resolved*, That \$218 be paid Mr. Gregg for services in procuring plans, &c., money expended, making investigations in school buildings, superintending construction of new school building and preparing ground for the same."

July 11th, it was "*Resolved*, That an allowance of \$325.66 be paid Carr & Merry for extra work done on the new school building in the 4th Ward."

This house was filled with pupils from the central schools and the Camp street school, constituting a primary school of the first four years ; Miss Sarah E. Clarke, principal, Miss E. Beal, Mrs. M. Dewey, and Miss Briggs were the teachers of the fourth, third, second and first years respectively.

Sept. 5th, 1873, Mr. Barker was appointed "a special committee to make arrangements for scholars living east of Pipe Creek (a suburb of the city,) to enter Perkins' school."

The Superintendent was ordered to re-examine "all scholars who may present themselves, provided their record be 60 per cent." These pupils had failed in the examinations of the previous year.

"Miss E. Patterson was appointed Principal of the High School, at a salary of \$900 per annum ; Miss M. Lambe being teacher of Mathematics and Miss Julia L. Mills teacher of Latin."

Sept. 19th, 1873, "*Resolved*, That the rule relating to school hours be amended by striking out 'and from 1½ to 4½ P. M.,' and inserting from 2 to 4 P. M." By the foregoing resolution the school day was limited to five hours.

October 24th, it was "*Resolved*, That Mr. C. Miller is hereby

appointed a special committee to purchase lots 32-34 and 20 feet of lot 35 on Barker street, 5th Ward, for school purposes, at a cost not to exceed \$1,172.75."

Nov. 7th, Mr. Miller "respectfully reports that he has contracted for lots No. 32-34 and 20 feet off of lot 35." The contract was ratified.

At this point a ripple of humor appears in the records, in the following entry, "The teachers' pay roll, amount \$2,013.33, together with that of the janitor and sweeping *brigade*, were all owed and ordered *paid*."

Jan. 2d, 1874, "The printing of the annual report of 1872-3 was referred to the committee on repairs and supplies."

April 20th, "a committee was appointed to report with regard to a room in which to hold the meetings of the Board." This committee reported and was directed to fit up the room in front of the High school room.

The pupils and teachers of the High School having asked permission to raise the per cent. required for passing examination, their petition was granted.

The building committee were directed to have plans and specifications prepared for a school building in the 5th Ward. Subsequently a plan for an eight room building was submitted by the Superintendent, who was directed to secure the services of an architect to prepare working plans and specifications for the same. H. E. Myer, of Cleveland, was employed as architect, and, (we quote from the *Daily Register*,) "The walls of this building are of our beautiful blue limestone, and prove that a simple solid wall with no extra furbelows and projections to catch dust and rain, is more beautiful than one redundant with flourishes. The outside of the building suggests that utility has been the main element consulted to attain beauty. The inside fulfills the promise of the exterior. There are two cisterns, the cellar is stone paved; a central hall runs through the building; the rooms are in the corners, lighted upon two sides. There are two stairways, with a level of ten feet at half the ascent; two entrances to each room, one through a cloak closet for the children, and one direct for teachers and visitors. The doors are hung on reversible hinges, self closing; the floors are of Virginia yellow pine, deadened with eight inches of grouting; the light comes from the rear and left

side, three windows to a side, not grouped, extended to the ceiling. There is a heated ventilating shaft to each room, with a register both at the floor and the ceiling; the walls are furred; the roof is of slate. It is a beautiful gift to the children."

The cost in the aggregate was \$22,578, with \$200 for extras. The builder was Mr. V. Kerber.

"The Superintendent laid before the Board a plan of employing an experienced teacher to prepare young teachers for their positions." This refers to a training school, which was set in operation in Sept. 1874. Six primary schools were assigned to the same number of young ladies, under the care and direction of Miss M. A. Chenoweth, a graduate of the Cincinnati Normal School. A number of others, candidates for positions in the schools, receive instruction with the pupil teachers. Those who have charge of classes receive a small salary. The course of instruction extends through two years, and includes Mental Philosophy, as applied to Teaching, Criticism Lessons, and general instruction in the Theory and Practice of Teaching. In September, 1875, the Board employed Miss Huldah Gazlay, as assistant for this school, who takes charge of the training school, and leaves the principal to devote the greater part of her time to instruction of those who are not yet employed in teaching.

In December, 1874, the "Old Court House," which had been abandoned by the county officers, was fitted for the occupancy of six schools at an expense of \$630. The training school was removed to it at the beginning of the term.

A committee "appointed to look out lots for school purposes," recommended the purchase of four lots, being 8 rods on Sycamore Line street, and 14 on Third street, and that an additional part of a lot be purchased for the 5th Ward school house building.

It was resolved that 45 minutes per day be given to instruction in German.

In 1872-73 the five German schools were virtually unclassified; the school in Camptown consisted nominally of three grades, actually of four or five; the remaining primary schools contained two grades each. The German schools have been classified, and the remaining primary schools have been so arranged that each teacher has but one grade. This grade consists of two divisions. There are now, Jan. 1876, eight divisions of the pupils of the first

four years, instead of four as formerly. The course of study is so arranged that the *best* pupils of any section of a grade can overlap the progress of the lowest section of the succeeding grade to such an extent that they bear promotion without injury. Monthly written examinations were introduced into the schools in the beginning of the school year 1871 and '72 by Mr. L. S. Thompson, who performed the duties of Superintendent of English schools, under the appointment of Geo. Thornton, who had been assigned that duty by the Board. These examinations have been continuous in operation from that time, occurring at such times and with such frequency as the interests of the schools seemed to demand.

German is now taught in every school, and pupils can receive an education in the elements of German in our lower schools, which lay the foundation for a more thorough acquaintance with the German language and literature in our higher schools.

The course of study embraces training in the elements of reading by the phonic method, for the first six months. The pupils are taught to write each word as they learn it, and become so familiar with it that they can write it in a sentence from dictation, and in their own composition. Every reading book is read from end to end, and carried with a class from term to term, until it is finished. In the seventh and eighth years the history of the United States partially takes the place of the reading book. Spelling is taught both orally and by writing from the reading books. In the High School, works of the best English authors are read and commented upon. Writing is taught throughout the whole course. The pen is placed in the hand of the pupil at the beginning of the second year. Arithmetic extends through the first nine years of the course, when algebra and the elements of geometry succeed it. Language lessons are formally begun at the end of the second year, and merge into the study of English Grammar and composition, Rhetoric, Latin, and English Literature, in the High School. Geography is begun in the fifth year and culminates in a course of Physical Geography. Exercises in free hand, dictation, and drawing from memory, are given in all grades; in the third year exercises in design are begun; in the seventh year drawing from a model is introduced, and exercises embracing the simpler geometrical problems.

Vocal music is taught in all the grades.

Object Lessons, *simple* lessons in Physics, Physiology and Botany are taught in a systematic course.

German is begun simultaneously with English in a parallel course of instruction.

In the High School, besides the studies which supplement the course of the lower grades, are Zoology, Modern History, Natural Philosophy, Logic, Chemistry, Geology, Astronomy, Mental Science, Science of Government and Moral Science.

ULYSSES T. CURRAN, A. M., B. L.,  
*Supt. Schools, Sandusky, Ohio.*

## STEUBENVILLE PUBLIC SCHOOLS.

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The first minutes of the Board of Education are dated October 1, 1838, the directors being Dr. John Andrews, chairman, Rev. C. C. Beatty and Mr. James Means.

The following resolutions were passed :

That a meeting of the qualified voters of the school district of the town of Steubenville be held at the court house, for the purpose of proposing to raise a tax to build a school-house or school-houses in said district.

That the Rev. Mr. Beatty be a committee to draw up and submit to said meeting a suitable plan of a school-house, with an estimate of its probable cost.

Accordingly a meeting was held November 3, at which Judge Leavitt presided, and Dr. Andrews presented the following preamble and resolution, which were adopted :

WHEREAS, This meeting is now convened in pursuance of a call by the school directors of this school district, its object having been stated to be to levy a tax for the purchase of one or more lots of ground, and for the erection of one or more school-houses thereon ; and whereas, this meeting, entertaining a deep sense of the great importance of a well regulated and properly conducted system of common schools, whether viewed in their operation upon individual character, or as effecting the welfare of society and the peace, prosperity and ultimate destiny of our country ; and whereas, in the opinion of this meeting, the first step necessary to elevate the character, and to secure the success of common schools, is to provide suitable grounds and commodious and attractive buildings for their accommodation.

*Resolved,* That for the purchase of two suitable lots of ground, the one north and the the other south of Market street, and for the erection of two good houses thereon, this meeting do vote to levy a tax of six thousand dollars, to be collected in three equal sums on and before the first day of April, 1839, 1840 and 1841.

In accordance with specifications, prepared and submitted by the Rev. Mr. Beatty, two brick school-houses were built at a

cost of \$2,000 00 for each, exclusive of ground and furniture. Each was two stories high and designed to accommodate 250 pupils ; this number had applied for admission very soon after the completion of the buildings, and it was found necessary to decline receiving any more.

The schools were opened in December 1839, with the following teachers : North School—Mr. John Taylor, Mr. Edward Woods, Miss Elizabeth Judkins and Miss Jane Dick. South School—Mr. T. A. Plants, Mr. William C. Wilson, Miss E. McDonald and Miss Martha Judkins. The salaries ranged from thirty-five to fifteen dollars a month.

On motion of Mr. Beatty, the Bible was introduced as a reading book, and the Eclectic series of readers and spellers, and Kirkham's English Grammar were also adopted.

Market street was made the dividing line between the schools.

In 1840 a system of rules was adopted, from which the following are selected :

Teachers shall at all times exercise a firm and vigilant, but prudent discipline, governing, as far as practicable, by moral measures, and punishing as seldom as may be consistent with securing obedience.

For gross disobedience, a scholar shall be subjected first to be sent home by the teacher with written information to the parent or guardian. When the example of a refractory pupil is found injurious, or reformation appears hopeless, the teacher shall, with the advice of the directors, have recourse to suspension from the school.

On the 18th of September, 1840, a school meeting was held, and Dr. John Andrews, in behalf of the Board, presented the following report :

The undersigned having acted as school directors for the school district embraced in the corporate limits of the town of Steubenville, for the last two years, deem it due both to those for whom they have acted, and to themselves, to submit to the meeting now assembled for the purpose of choosing their successors in office a report of their doings, and of the principles by which they have been governed in the discharge of their official duties. We presume it is not too much to say that, whatever may be the present public opinion on the subject, until recently, free schools have proved, among us, to be almost useless so far as any permanent useful result is concerned. In investigating the cause of this important fact, the circumstance, which among many others of minor importance, presents itself to our minds as the most operative, is the fact that every free school had carried with it the belief or apprehension that it was re-



garded as a "poor school;" a circumstance, which, in a free country like ours, where all stand upon a just equality, and where wealth gives to its possessors no precedence in public estimation, strikes at the root of any institution designed for the moral and intellectual improvement of the community. Our first object, therefore, and, as we deemed it, our first duty, was to remove this unfounded and injurious view of the intencion of free schools. We resolved, if the public would sustain us in the attempt, to make the free schools of Stenbenville equal to any other schools of similar design in the place; to place them on such a footing of character, respectability and usefulness, that any one desirous of giving his children a common English education, would be anxious to have them educated in these schools. At this time the district owned but one lot, on which there was a very inconsiderable house. [This lot was afterwards sold for fifty dollars.] To us it seemed essential to the success of our plan, to provide grounds and houses suited by their situation, size, comfort and general attractive appearance, for the accommodation of the schools; and we therefore resolved to submit the question to the qualified voters of the district, whether they should vote a sufficient tax to enable us to carry out our plans, and to abandon it in despair if not sustained in this appeal.

The response was worthy of an enlightened and generous people.

\* \* \* \* \*

[Total average daily attendance in the schools 459.]

The branches taught in the various schools embrace the letters, spelling, reading, writing, grammar, arithmetic and geography. The Eclectic Series has been adopted, as far as practicable, as the text books for the schools. The Bible is used as a reading book, as well from a conviction of its value as perhaps the purest specimen of the Anglo Saxon tongue, as also with a view to impress the minds of our youth with the only moral and religious principles which can make them useful citizens of an enlightened republic. Of the value of the instruction imparted, we leave every parent and guardian to judge for himself, but we deem it due to the teachers to say that we regard them as all well qualified, faithful in the discharge of their duties. No one can enter the rooms without being sensible of the order and quiet that are preserved, and that our free schools are no longer regarded as scenes of confusion, idleness and insubordination. This result is due to the exertions of the teachers, and deserves the public commendation. It is not to be supposed that the schools are the best that the district can have, but that they are as good as can be expected under the circumstances in which the district is placed, and that they may be regarded as the commencement of a new era in our free schools.

\* \* \* \* \*

[Signed.]

JOHN ANDREWS.

JAMES MEANS.

Thus, through the faithful labors of Dr. Beatty, Dr. Andrews and Mr. Means, a new era had indeed commenced. They had, in two years, placed the public schools on a firm foundation, and even made a good beginning towards a system of graded schools.

For several years after this the schools were opened in April and continued but six months. The rooms were rented for private schools in the winter at rates ranging from \$1.50 to \$2.25 per month.

In 1843, Messrs. Taylor and Wilson were employed to teach evening schools.

Until 1850 the annual elections of directors had been held in September ; after this time they were held in April.

In 1852, regular meetings of the Board were appointed for the first Wednesday of each month, and it was resolved :

That before the commencement of the next school term, a meeting of consultation be held with the teachers that may be employed, for the purpose of each and all understanding their duties and responsibilities.

This is probably the result of an institute which was held in October, 1851, and which seems to have been the first ever held in this county. It had continued one week, under the instruction of Messrs. A. A. Smith, Geo. K. Jenkins and J. Markham.

About this time book-agents seem to have been troublesome, since a rule was passed prohibiting their visiting the school-houses while the schools were in session ; afterwards a resolution was passed that no series of books should be discontinued until they had been used at least five years. The spirit of the latter has been faithfully observed, for many of the text books now (1875) used by the pupils have been in use twenty years.

#### SUPERINTENDENT APPOINTED AND HIGH SCHOOL PROPOSED.

In 1853 Mr. Thomas F. McGrew was appointed "Acting Manager" of the schools, rules were published establishing three grades, Primary, Secondary and Grammar, and preparations were made for organizing a High School. The following report was published :

STUEBENVILLE, August 4, 1853.

Pursuant to public notice, a meeting for encouragement of popular education was held in the North School House, and organized by calling Rev. W. Dunlap to the chair, and appointing L. A. Walker secretary.

The Hon. Thomas Means was then introduced to the meeting, and proceeded to deliver a learned and interesting address upon the origin, progress, and present condition of common schools in the State of Ohio.

A vote of thanks was tendered to Mr. Means, and resolutions

were passed recommending the erection of a new school-house, and the organization of a central High School.

This year it was ordered by the Board that "persons employed as teachers are requested to attend the Teachers' Institute at least two hours each week during the session of the school." A separate school for colored children was organized.

In July, 1854, Mr. Warren J. Sage entered upon his duties as Superintendent of schools, at a salary of seven hundred dollars per annum. The same month he presented an excellent system of rules, which were adopted by the Board of Education. They provide a system of grades, which, with some slight changes, have been maintained until the present time. To him is justly due the credit of organizing the High School, which was opened in November of the same year.

The next year Mr. Sage was, at his own request, relieved of all care over the lower grades, and gave his exclusive attention to the High School. Mr. Jacob S. Dessellem was elected Assistant Superintendent and afterwards Superintendent.

It was ordered that "to facilitate the more thorough classification of pupils, boys and girls shall be assigned to the same room."

Mr. McLain was permitted to teach vocal music in the schools, the pupils paying for his services.

There being more applicants for admission to the schools than could be accommodated, the number of pupils for the fourteen teachers, in grades below the High School, was limited to 770—an average of 55 to each teacher. In 1874-5 the average enrollment in schools of the same grade was 59, but the school rooms now used are larger than the old ones.

In 1857 a visiting committee of ladies and gentlemen was appointed each month by the Board, but no record of their report has been kept.

In 1858 an effort was made to build a new school-house, at an estimated cost of \$20,000, but at a meeting of citizens, held April 3, the proposition was defeated. In June the "Grove Academy," on Seventh street, was purchased for \$5,000.

In October, 1867, Messrs. Hurd and Blythe were authorized to prepare plans and specifications for a school house on the corner of Fourth and South streets; this building was occupied in 1870.

By a vote of the people, in November, 1871, the Board were directed to build a house north of Market street, at a cost not to exceed \$50,000. Accordingly the building now standing on the corner of Fourth and Dock streets was erected, and was opened for pupils in June, 1873.

MEMBERS OF THE BOARD OF EDUCATION.

1838 AND 1839.

John Andrews.  
C. C. Beatty.  
James Means.

1840.

John Andrews.  
J. K. Sutherland.  
Nathaniel Dike.

1841.

J. K. Sutherland.  
Nathaniel Dike.  
James Wilson.

1842 AND 1843.

Samuel Page.  
C. C. Wolcott.  
David Cable.

1844.

Samuel Page.  
William B. Kerlin.  
William McDonald.  
J. S. Scott.

1845.

William B. Kerlin.  
James Collier.  
David Moodey.

1846.

James Collier.  
David Moodey.  
John S. Patterson.

1847 AND 1848.

James Collier.  
John S. Patterson.  
William Collins.

1849, '50 AND '51.

William Collins.  
Joseph Beatty.  
Thomas F. McGrew.

1852.

Thomas F. McGrew.  
Louis A. Walker.  
James S. Abrahams.

1853 AND 1854.

Thomas F. McGrew.  
James S. Abrahams.  
Alexander Conn.

1855.

Thomas F. McGrew.  
James S. Abrahams.  
Robert Sherrard, Jr.

1856.

Robert Sherrard, Jr.  
James S. Abrahams.  
Eli T. Tappan.

1857.

Robert Sherrard, Jr.  
William Cable.  
Eli T. Tappan.  
H. G. Garrett.

1858 AND 1859.

James Turnbull.  
 William Cable.  
 Thomas Johnson.

1860.

James Turnbull.  
 Thomas Johnson.  
 James Gallagher.

1861.

James Gallagher.  
 Robert Sherrard, Jr.  
 Thomas Johnson.

1862.

James Turnbull.  
 Robert Sherrard, Jr.  
 Thomas Johnson.

1863 AND 1864.

James Turnbull.  
 James Gallagher.  
 Robert Sherrard, Jr.

1865.

James Turnbull.  
 A. J. Beatty.  
 Robert Sherrard, Jr.

1866.

Robert Sherrard, Jr.  
 A. J. Beatty.  
 Daniel McCurdy.

1867, '68 AND '69.

Robert Sherrard, Jr.  
 William B. Lindsay.  
 Daniel McCurdy.

1870 AND 1871.

Daniel McCurdy.  
 W. H. Wallace.  
 E. F. Andrews.  
 J. J. Gill.

1871-6.

H. W. Nelson.  
 Joseph Hall.  
 W. R. Peters.  
 John S. Patterson.  
 Jacob Coble.  
 A. J. Fickes.

## LIST OF SUPERINTENDENTS.

- 1353-4. Thomas F. McGrew ("Acting Manager.")  
 1854-6. Warren J. Sage.  
 1856-8. Jacob N. Dessellem.  
 1858-9. Eli T. Tappan.  
 1859-70. Joseph Buchanan.  
 1870. Martin R. Andrews.

## HIGH SCHOOL.

No separate record of the High School, from its organization in 1854 to the present time, has been preserved. One pupil was graduated in 1860, six in 1865, ten in 1870, and fifteen in 1875; the whole number of graduates is one hundred and ten. The average age of the pupils admitted in 1866 was 15, and of the graduates 18; the average of the lowest class now in school is 16, and of the graduating class 19. The average attendance in

1857 was 48, in 1875 it was 99, and for six months of 1875-6 it has been 114. There are four regular teachers employed, besides the special instructor in German, who spends one hour each day in this grade. Comparatively few changes in the course of study have been made. In 1871 English Literature was added to the regular course for the A and B classes, and in 1874 Moral Science took the place of Mental Philosophy.

It may be safely said that from its organization to the present time, the motto of the Steubenville High School, "*Esse quam Videri*," has been faithfully adhered to by those who have given instruction; honest work—real mental discipline—and not mere show, has been the constant aim. In it the child of the poor man has an opportunity to study something more than the three R's, and from it our lower grades are easily supplied with competent teachers. It is no slight compliment to the High School that *twenty-four* of her graduates are now employed in the public schools in this city, while others are winning a reputation as teachers in other places.

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*Report of Enrollment, Attendance, &c., from 1840 to 1875.*

	1840.	1850.	1860.	1870.	1875.
Enumeration .....	1336*	.....	2486	3237	4732‡
Number of pupils enrolled.....	653	700	1394	1205	2181
Average daily attendance.....	459	400	736	760	1606
Number of teachers.....	8	.....	19	24	34
Amount paid for tuition.....	\$2112	\$1242†	\$5128	\$9242	\$18322
Value of school property.....	8000	.....	13000	70000	138000

\* From 4 to 2L.

† 6 months.

|| From 5 to 2L.

‡ From 6 to 2L.

# TOLEDO.

A BRIEF HISTORY OF EDUCATIONAL EFFORTS IN TOLEDO, WITH A SUMMARY OF SUCH HISTORY IN THE NEIGHBORING TOWNS OF THE MAUMEE VALLEY, AS CONNECTED WITH THE EFFORTS IN TOLEDO. WRITTEN IN ACCORDANCE WITH THE FOLLOWING RESOLUTION OF THE TOLEDO BOARD OF EDUCATION, PASSED JAN. 11, 1876 :

" *Resolved*, That the Superintendent of Schools be authorized to collect such matters regarding the Educational History of Toledo, as will fill twenty pages of the form prescribed by 'The Educational Centennial Committee of Ohio,' and to cause the same to be printed, in compliance with the request of said Committee."

## TOLEDO PREVIOUS TO 1849.

The first school building in Toledo was erected in 1834. The first teacher was Mrs. M. H. Daniels, *nee* Harriet Wright, a niece of Hon. Silas Wright of New York, and a native of Weymouth, Vt. From this time " Until the summer of 1849, the entire public educational facilities of the town consisted of three schools, under diverse management, on the old district plan, without system or order as to books or classification, and otherwise quite as irregular and inefficient as such schools usually are."—(*Report of Gen. C. W. Hill, President of the Toledo Board of Education, 1858.*)

Occasional select schools were kept up for a few months at a time, generally engaged in by law students to pay their board; but often rendering efficient aid to young people personally ambitious to acquire an education.

Though as early as 1833 the law allowed a tax to be voted for the support of public schools, at least six months each year, the present Auditor reports his inability to find in the records a separate levy for such purpose; hence the amount cannot be given.

## MAUMEE.

The first real interest in the establishment or improvement of educational facilities in this portion of the State, of which I can find authentic information, took place in the village of Maumee, in 1842. That village was then the residence of several enterprising families, among them those of Gen. John E. Hunt, Hon. Morrison R., now Chief Justice, Waite, Drs. Horatio Couant and Oscar White, Judges Coffinberry and Forsythe, Samuel Young, Esq., Elisha Mack and others.

Most of these men were too busy, however, to give much attention to anything except the labors incident to ambitious young men, in a very new, and not remarkably congenial climate.

Mr. Francis Hollenbeck, an active educator, came to Maumee in December, 1842. He began at once to agitate the subject of education. A meeting of citizens was called at which Gen. Hunt presided, and a tax of \$2,000 was voted to build a school-house. A good school was opened in this house in January, 1844, by Thomas Lane, who was succeeded by Avery Drummond, and he, in 1848, by Maurice A. Page, well known as a superior teacher.

In the fall of 1849 the schools were graded under the Akron Law, Mr. Page being Principal of the high school, and in a manner, Superintendent. At this time and afterward, under the management of Mr. — Miller, now an eminent lawyer in the West, and from 1863 to 1870 under Mr. E. W. Lenderson, the schools were among the best in the State.

Their new house, a brick structure, erected in 1869 at a cost of \$30,000, is a model school building. The heating and ventilation were made under the intelligence of Mr. Lenderson, Mr. R. Robbins, and Dr. B. A. Wright, now Superintendent of the N. W. Lunatic Asylum of Ohio, equal to the best in the country. They were the first in this part of the State to adopt steam heating and the combination of warm air and radiation.

#### PERRYSBURG.

In 1846 Mr. Hollenbeck went to Perrysburg and, in co-operation with Elijah Huntington, Addison Smith, John Webb, Jas. W. Ross, Geo. Bowers, W. V. Way, Marshall Kay, and others, a good work was begun in that village. Under the then existing law a tax of \$6,000 was voted, and a good brick house was dedicated on the first day of January, 1849.

Albert D. Wright organized the school at once. On May 21, 1849, it came, by a *nem. con.* vote of the citizens directly under the Akron Law, as extended in February, 1849, and was thus the first graded school in the Maumee Valley. It commenced with four departments: primary, intermediate, grammar, and high school. It afterwards added a secondary, an unclassified, and an additional primary school.

Mr. Wright, who died of cholera in 1854, was an energetic and thorough teacher. As an educator, in the higher and better sense of that term, he has had few superiors in Ohio. "He was undoubtedly the father of the improved system of instruction in this corner of the State." The schools of Perrysburg at once took a high rank. Miss Mary Jones, now Mrs. John Webb, accompanied Mr. Wright to Perrysburg. Miss Celia Huntington became her pupil, and as primary teachers the two for several years attracted scores of novice teachers to learn their methods of school discipline, and of instruction, especially in reading and in manners and morals. Their strong point was their ability to catch and hold the attention and awaken the interest of the child, from the first.



Mr. Wright was succeeded in 1852 by his associate, Mr. Edward Olney, now of national reputation as an author and as the learned Professor of Mathematics in Michigan University. Mr. Hollenbeck succeeded Mr. Olney in 1855, and the school continued to attract much attention till 1856.

It has ever since maintained a fair character for efficiency. For several years, indeed, under the superintendency of Mr. J. W. Ewing the early interest of the citizens was revived, and the schools were excellent. The original house has been recently enlarged, the outbuildings improved, and the ample grounds ornamented with trees and shrubbery. The system of heating is primitive, and the ventilation imperfect. Mr. C. P. Taylor is now the efficient Superintendent.

#### SYLVANIA.

In 1849, Mr. A. B. West, a man of most sterling qualities as an educator, started the school in Sylvania under the general law. Its early supporters were John U. Pease, P. T. Clarke and others; its later ones were F. R. Warren, W. H. Huling, W. D. Moore and others. Mr. West was for a time a successful teacher of the Toledo grammar school; but resuming his position in the Sylvania school, he has maintained its excellence to this day.

While Mr. West was in Toledo, Mr. Don A. Pease alone, of the several incumbents, kept the school up to its ordinary standard.

#### WATERVILLE.

In 1852, J. R. Kinney organized the Waterville schools, also under the general law. In 1853, he was succeeded by E. W. Lenderson. Their active supporters were James B., now General, Stedman, L. L. Morehouse and James M. Brigham. For ten years Mr. Lenderson drew under his superior influence the young men and women of the surrounding towns and villages, and many of the most intelligent and useful citizens of Lucas, Wood, Henry, and Fulton counties, speak in grateful terms of the accurate habits of study and thought, and of the manly culture they secured in this school.

#### DEFIANCE.

In 1855, J. R. Kinney left the grammar school of Toledo, and with his wife, also an excellent teacher, started into life a good system of schools in Defiance. He was principally aided by Hon. J. J. Green, Dr. Colby, Mr. W. Brown, Mr. Wolsey Wells, Judge Sessions, N. M. Landis, and others. The schools have had a varied history since. They have a good school building, and have numbered some excellent teachers among their corps.

#### NAPOLEON.

The schools of Napoleon, starting at a much later day than the above, under the auspices of Dr. Tyler, Wm. J. Jackson, Wm. Sheffield and others, achieved their best success under the recent superintendence of

Mr. J. H. Loomis. The citizens have just erected an excellent brick house, well up with the times, and seem determined to maintain a good school.

#### ACADEMIC.

In 1860, J. W. Hiatt, Esq., opened, in Maumee, "Elm Grove Normal Institute," afterwards "The Central Ohio Conference Seminary." He was succeeded, in 1863, by Rev. R. P. Pope. Under these well-known excellent instructors, the school usually numbered 125 students, one-half of whom were preparing to teach. The institution has since ceased to exist, except in the grateful hearts of its students.

#### N. W. OHIO TEACHERS' ASSOCIATION.

From the year 1850 to 1860, or thereabouts, a local association of educators did great service in arousing a spirit of progress in the north-western towns and counties of Ohio. Composed of the above named teachers, with Hon. Anson Smythe, Hon. John Eaton, W. A. C. Converse, and others, a warm feeling of fraternity kept alive enthusiasm, and much intelligence was disseminated among the people, and an active interest was maintained.

This association has been reorganized of late by the efforts of the present board of county examiners, composed of A. A. McDonald, the earnest and efficient principal of the Webster Grammar School of Toledo, Mr. A. B. West, and Mr. S. C. Crumbaugh. These gentlemen, with the president, Thos. B. Pinkerton, Messrs. G. C. Perrine, Morris Loenshal and W. E. Barker of the Toledo schools, and W. O. Brown, the recently-elected superintendent of the Maumee schools, are doing a good work by frequent Saturday meetings of the county teachers, in which the best methods of teaching now in use are discussed with great spirit and practical wisdom.

#### TOLEDO ORGANIZES HER SCHOOLS IN 1849.

To return to Toledo—in the autumn of 1848, at the request of Mr. H. L. Hosmer, then editor of the *Toledo Blade*, several articles were written by Mr. Hollenbeck, on the improvement of our public school system. In the winter following, a meeting was called and a petition circulated for the extension, by the Legislature, of the "Akron Law" to Toledo. Mr. Simcon Fitch, Jr., circulated this petition. Though some opposition and more indifference were at first evinced, no counter petition went forward, and the law was passed. Besides the early members of the Board of Education, those most active in the first movements seem to have been Austin Willey, Daniel Swift, Alfred Stowe, Roswell Stowe, Col. Levi Lounsbury, James M. Whitney, Dennison Steele, Hon. Thos. Dunlap, Ed. Bissell, Sen., C. I. Scott, Daniel Segur, and many others, of a class generally, as it is claimed, having families to educate, and who saw their occasion then to shape the educational institutions of the city in such manner as to secure to their children advantages equal to the best.

The vote on the adoption of the system by the city was taken in May, 1849, and is spoken of as a close vote. After further thought and observation, however, those who had taken little interest in the subject, or who had inclined to the old academic institutions, became convinced of the superiority and the importance of a general graded system of schools for the education of all classes, and they became staunch and most intelligent supporters of the graded schools. The friends of the system seem, since their first start, to have been very enthusiastic in their efforts for the schools. They have endeavored to select men who manifested a deep interest in the system, and have very generally succeeded in doing so, men who have spared no time or labor to do their work well.

The following named gentlemen have occupied places on the Board, the figures prefixed to the names indicating the date of their first election or appointment, and the annexed figures the number of years each served: 1849, Ira L. Clark, 1, Decius Wadsworth,  $2\frac{2}{3}$ , Simeon Fitch, Jr.,  $5\frac{1}{4}$ , John P. Freeman,  $2\frac{1}{2}$ , Samuel B. Scott, 7, Morgan L. Collins, 4; 1850, David Smith, 1, \*Mavor Brigham,  $\frac{1}{2}$ , \*Jacob Clark,  $1\frac{1}{2}$ ; 1851, Alexander Henderson, 6, †Chas. W. Hill; 1852, Ezra Bliss, 3, John Fitch, 3; 1855, Dennison Steele, 6, §Alonzo Rogers, 19, \*§James Myers, 9; 1856, Daniel McBain,  $3\frac{3}{4}$ ; 1857, Charles J. Wood, 2; 1859, H. L. Hosmer,  $\frac{3}{4}$ , \*J. B. Trembly,  $\frac{1}{4}$ , \*Harry Chase,  $\frac{1}{4}$ ; 1860, Emory D. Potter, 3, Henry J. Hayes, 10; 1861, J. Anstin Scott, 8; 1863, Mathew Shoemaker, 11; 1864, \*John R. Osborn, 5 5-6; 1868, \*R. C. Lommon, 1, Dr. Valentine Brann, 5; 1869, J. M. Gloyd, 2, H. A. Boyd, 2, E. Malone, 3, E. V. McMaken, 3; 1871, D. Y. Howell, 4, †Calvin Cone; 1872, †James McGreevey, Gen. Wager Swayne,  $3\frac{1}{4}$ ; 1873, \*Alfred Wilkins,  $1\frac{1}{4}$ , †Major E. S. Dood, †A. Pilliod; 1874, \*Charles A. Crane,  $\frac{3}{4}$ ; 1875, †Hon. W. A. Collius, †J. M. Gloyd, \*†E. H. VanHoesen.

During the first year Ira L. Clark was President of the Board, the three following years Samuel B. Scott, and the two succeeding years Dr. Ezra Bliss. Since that time Gen. C. W. Hill has occupied this position, with the exception of the year 1865-6, when Mr. J. Austin Scott presided.

#### BUILDINGS AND FURNITURE.

June 10, 1849, the Board took possession of the school property of the city, consisting of three interior primary school-houses, worth, with their lots, \$1500. There was no school money nor usable furniture. They leased rooms for a central grammar school, and for a primary school in each of the four wards of the city, where 489 pupils had been previously enrolled. From their own pockets they advanced money for the first furniture, and set the schools in motion. They at once took measures to provide funds by taxation. Their first effort was defeated, however, the Council refusing to certify to the Auditor the amount as asked—two or three mills on the dollar.

\*Appointed at first. †Continues to April, 1877. ‡Continues to April, 1876. §Died in office.

In 1852 they finished the Lagrange School building, then accommodating 300 primary and secondary pupils. The same year they secured by gift, from the late Hon. Jessup W. Scott, two lots out of the ten composing the plat, and by purchase at the low price of \$2,500 for the rest, the whole square on which the High School building stands, worth then, \$8,000, and now, \$80,000. They erected elsewhere a wooden building for a high school, and one for an unclassified school, and established a school for colored children.

TABLE I.  
BUILDING STATISTICS.

NAME OF SCHOOL.	Size of Lots in feet.	Size of Building.	No. of Study-rooms.	No. Class-rooms & Offices.	Stores High.	When Built.	Material.	Present Value, with Lots and Furniture.	No. of Seats.
Superior Street*.....	100x120	34x 54	2	2	2	1850	Brick.	\$6,500	128
Lewis.....	150x200	34x 54	4	2	2	1850	"	8,000	200
Lagrange.....	149x198	60x 94	6	2	2	1852	"	14,000	300
do enlarged..			2	2	3	1869	"	11,000	260
Unclassified*.....	100x120	25x 50	1	1	1	1853	Wood.	750	60
High School†.....	200x480	56x102	3	9	3	1854	Brick.	100,000	328
do enlarged..		36x112	3	13	3	1859	"	75,000	384
Franklin.....	100x240	23x 45	2	2	2	1855	Wood.	3,400	112
do enlarged..	100x240	52x 72	6	3	3	1871	Brick.	28,000	336
St. Clair.....	150x150	34x 64	4	2	2	1856	"	10,500	200
do enlarged..		56x 68	6	3	3	1872	"	14,500	300
Colored.....	60x110	23x 46	1	1	1	1856	Wood.	5,000	64
Warren.....	136x250	50x 60	4	2	2	1861	Brick.	12,000	200
Hubbard.....	100x300	30x 60	1	1	1	1864	"	3,500	64
Prentice.....	70x 90	24x 38	1	1	1	1864	"	1,500	50
Andrews.....	260x250	104x 72	12	3	3	1867	"	66,000	672
Collins.....	40x120	30x 50	1	1	1	1868	"	3,000	64
Humboldt.....	200x230	52x 72	6	3	3	1869	"	26,000	336
Jefferson.....	200x200	52x 72	6	3	3	1869	"	28,000	336
Stickney.....	167x180	52x 72	6	3	3	1870	"	28,000	336
Lincoln.....	200x250	25x 45	2	2	2	1870	Wood.	5,600	100
Everett.....	280x300	52x 72	6	3	3	1870	Brick.	28,000	336
Oliver.....	40x120	30x 54	2	1	1	1872	"	1,800	96
Howland.....	112x120	26x 42	1	1	1	1872	"	2,500	50
Rogers.....	80x178	30x 56	2	2	2	1873	"	4,000	112
Myers.....	100x125	30x 40	1	1	1	1873	"	1,800	50
Irving.....	200x300	23x 38	1	1	1	1873	Wood.	4,200	50
Sherman.....	216x290	72x106	9	3	3	1874	Brick.	40,000	504
Washington.....	200x278	72x106	9	3	3	1874	"	40,000	504

\*Disposed of. †Also an Assembly Room, 56x38 feet.

In the location of school buildings, the Board of Education have carefully followed and accommodated the growing neighborhoods in different parts of the city, but according to a definite plan of alternating points on gradually enlarging circles from the center of the city outward.

It may be seen from Table I that their intention has been to provide ample grounds. Their rule for ten years has been not to erect a building on less than 40,000 square feet of land, and in most cases they have more than this for their permanent buildings. The buildings are plain but substantial. The standard size of single rooms, accommodating 56 pupils or less, has been for ten years 34x28 feet, and not less than 14 feet from floor to ceiling, with ample halls 14 feet wide, and a large play-basement for each sex; these last with whitewashed walls, generally lumber floors, and well warmed and ventilated; also, quarters for a janitor, and most carefully constructed outbuildings. The windows of these late buildings are arranged to secure sun in each room a part of the school hours, and to throw the light on one side of pupils only, and never in the face of the teacher. The methods of heating have advanced from ordinary wood stoves, by way of Chilson's ventilating stove, and Chilson's and Boynton's hot-air furnaces, to steam heating. It was found that the first furnished no ventilation except by drafts of cold, and hence heavier air along the feet of the pupils; the second, no heat; the third, no means of control during pressing winds, nor of supplementing the meagre supply of heat in windward rooms. Steam coils are now run through air chambers in the basement, which receive a supply of fresh air from outside the building, by means of large tubes. This air being heated, is brought into the room for ventilating purposes, and is partly relied on for warmth, while coils are also run around the sides of the room, or stacked in different places, to supplement by radiation the heat of this warmed air. Flues with ample openings at the floor, are relied on to take off the vitiated air, and the elasticity of the incoming heated air, as it rises to the ceiling, is depended on to press the colder and vitiated air out at the floor openings. There are still placed in flues near the ceiling, small registers. But these are now intended to be so small as never to entirely relieve the pressure of the hot air on the mass, and thus to stop the circulation through the floor registers. They are always kept shut while warm air is coming into the room, as otherwise the heated air establishes a direct current to them, leaving the mass of air in the room stagnant. The window sash have panes tightly puttied in on both sides, leaving a half inch space of dry air between the panes. The descending current occasioned by the contraction of the air of the room as it impinges on the large surface of cold glass, is avoided, and a prolific source of rheumatism, croup and diphtheria is removed. So long, however, as any occasions remain for letting in direct drafts from windows to remove the tainted air, which is also itself the occasion of

diphtheria, debility and nervous diseases, the end has not been reached. Whether this can be effected without a blower, such as is used in the Washington School of Chicago, or some other mechanical means, is still uncertain. The subject of proper heating and ventilation still needs study. Its importance cannot be over-estimated.

The first permanent furniture, that purchased in 1854, was obtained in Boston, it being of the best cherry lumber, and most approved style. The subsequent purchases, carefully eschewing mere novelties, have embraced the genuine improvements in this line.

#### LIBRARY AND APPARATUS.

At an early day a teachers' library of 300 volumes was procured by donation and purchase. This was afterwards increased by supplies from the State, and still further by an authorized local tax of 1-10th of a mill, to 3,000 volumes. In 1873, 1,000 volumes of science, poetry, history, and standard literature were carefully selected from this number, as a reference library, and the remainder of the books were turned over to the city library.

Early arrangements were also made for a few choice pieces of apparatus. Some fine additions have been made to these from time to time. But no branch of science is very amply represented, and some branches very meagerly. It will be seen by the tables that the rapidly-increasing demands for rooms, must have used up all funds that could be secured by taxation, in a city carrying on other important improvements every year.

#### CLASSIFICATION AND EARLY COURSE OF STUDY.

The only printed report of the schools, that of 1858, gives the following classification, into departments: High school, four years; grammar school, three years; secondary, two years; primary, three years; an unclassified and colored school. The high school appears in 1851-2 with 38 pupils, the colored in 1853, with 27, the unclassified, in 1855, with 78.

The course of study for the primary included, in 1858, reading, spelling, punctuation marks, juvenile geography and arithmetic, writing on slates, object lessons, drawing, physical exercises, recitations of moral maxims and teachings in prose and poetry. The secondary classes continued these branches in less juvenile books; and penmanship and vocal music under special teachers; moral instruction, oral grammar, writing descriptive sentences; German optional.

The grammar school added to the above, English grammar, elements of physiology, United States history, declamation and composition.

The high school, fourth class; arithmetic, grammar, elements of algebra and botany; or for a Latin-English course, instead of English grammar, two terms of Latin lessons.

Third class; natural philosophy, universal history, botany, algebra, physical geography; or in place of algebra, Latin grammar and translations into Latin.

Second class; geometry, rhetoric, astronomy, chemistry, English history, political economy, zoology; or in place of geometry, astronomy and chemistry, Latin grammar, translations into Latin, Sallust or Virgil.

First class; geology, Paley, trigonometry, surveying, mental philosophy, moral science, logic; or in place of trigonometry and surveying, Latin composition and Cicero's orations.

A classical course also prescribed for second class, Latin as above, and Crosby's Greek grammar and lessons; and for first class, Latin as above, and Anabasis, Homer and Greek composition. In all the classes penmanship and vocal music under special teachers; reading, spelling, composition and declamation, weekly; tri-weekly debates and lectures; daily physical exercises and moral instruction; drawing, painting and German, optional.

#### COURSE AS REVISED IN 1866.

The only published revision of this course of study was made in the summer of 1866. It provided for a primary, a secondary, an intermediate and a grammar department nominally of two years each, and a high school of three years. This makes really the same twelve years in all, as before; since the primary school requires three years to complete its course, or, better to say, the secondary course requires pupils of more age and development than can, as a rule, be secured in two years.

The colored school was continued until the summer of 1870. An unclassified school was permissible, but none has been organized since 1863. The only essential change consisted in assigning for temporary reasons the fourth class of the high school to the grammar room, with the higher arithmetic, higher English grammar, physical geography, and Latin of the high school course, with French also as optional in this class and in the high school classes. It also put United States history in connection with a review of the geography of the United States, into the A intermediate school two terms. It also dropped from the high school, Paley, logic, surveying, and history, except as the last should be pursued by abstracts and essays in general exercises, leaving more time to perfect the studies that remained; and it added a thorough course in physiology. At a later day, it substituted a thorough course of English literature for moral science, and a course of historical reading in the six upper years of the school, in place of ordinary reading books.

#### ATTENDANCE.

Table II presents the Attendance Statistics, for each fifth year, with an accompanying year to show the rate of increase more clearly. For the sake of uniformity in the table and for comparison with other school records, the classification mostly in use throughout the country is presented, viz: Four years in a high school, four in a grammar, and four in a primary department.

Until 1856 pupils were admitted at five, since that time at six years of age. The enumeration in 1850 was from four to twenty-one; from five to twenty-one till 1873; since that time from six to twenty-one.

TABLE II.

YEAR ENDING AUG. 31.	Population of Toledo.	No. Youth Enumerated, in September previous.	No. of Teachers.	No. Pupils Enrolled in H. School, 4 Years.	No. Pupils Enrolled in Gram. School, 4 Yrs.	No. Pupils Enrolled in Prim. School, 4 Yrs.	Total Enrolled.	Per cent. this Enrollment, is of Enumeration.	Average Attendance in High School.	Average Attendance in Grammar School.	Average Attendance in Primary School.	Total Average Attendance.	Per cent. this Average Attendance is of Enu- meration.
1850	8829	1010	8		199	483	682	67	94	397	701	1192	39
1854		2122		72			1218	57				1296	35
1855		2979	19	93	323	895	1311	44				1835	44
1859		3044	25	108	394	957	1459	48				1878	35
1860	13768	3388	25	123	489	938	1670	46	102	421	1183	1835	44
1864		4147	34	86	743	1887	2716	65	61	591	1183	1878	35
1865		5392	35	70	792	2107	2969	55	43	612	1223	1878	35
1869		8875	68	147	1715	3387	5249	59	117	1180	2260	3557	40
1870	31584	9248	87	167	1842	3705	5714	61	133	1243	2486	3862	42
1874		10611	108	293	1989	4711	6993	65	234	1426	3030	4456	42
1875		11468	125	306	2057	4731	7094	62	245	1502	2885	4632	40
1876	54000	14541	126						344	1554	3178	5076	35



The enumeration in September, 1875, is 14,541, some new territory having been annexed to the city. This enumeration will require at least 54,000 inhabitants. It will be seen from the above table that the per cent. of pupils in attendance as compared with the enumeration in the city decreased during the last two years, since the enumeration for these years is from six to twenty-one instead of five to twenty-one as before 1873. It is also seen that the enrollment has increased but little during these two years, and that the enrollment is generally large in proportion to the average attendance, and also in relation to the number enumerated. This is accounted for by the fact that during the last three years great activity has characterized the promoters of denominational schools, in this as in other cities. They have finished large buildings each year, after the pupils who were in attendance had been enrolled in the public schools, and then have withdrawn their pupils, sometimes as many as 300 at a time. Another reason for the difference is found in the fact that the city has its population increased by a large per cent. during each year, much of its increasing population being in suburbs, and often of a class requiring the labor of their children a part of the year, but who are encouraged by superintendent and teachers to attend as many weeks or months as possible, adapting themselves to the grades as best they can. Not that the grading in itself, and for regular pupils has been less critical than in other cities. This has not been the case, but by temporary permissions of partial courses of study, pupils unable to conform at once to the full course, have in cases of necessity been allowed to gain all they could from temporary attendance upon school.

#### HIGH SCHOOL GRADUATES.

The high school has graduated a class each year, beginning with 1857, as follows: 3, 10, 5, 6, 7, 13, 21, 15, 8, 11, 12, 12, 6, 17, 16, 19, 29, 37 and 35, in all 86 young gentlemen and 196 young ladies.

The number of male graduates has been affected by the fact that it has been found impossible to maintain a series of classes in Greek to prepare fully for college. Hence these boys, having studied Latin and other preparatory studies up to the senior year, go to preparatory schools to finish their course. Several have, however, entered college directly; in some instances with preparation in Greek, in others advanced progress made in mathematics and other studies, being accepted as an equivalent for Greek, which they have been permitted to make up in preparatory classes. A large number have also entered the scientific departments of colleges, and others have left at an advanced stage in these schools, and have entered professional or technical schools. Business has also presented its attractions to the boys, and taken them out before finishing the last year of the course.

#### GERMAN-ENGLISH SCHOOLS.

Three German-English primary schools were adopted into the public school system in January, 1866, they then existing as church schools.

These have increased, to eighteen schools of the first four grades, five years. The pupils speak, read, write, study and recite in English exclusively, and in German exclusively, alternate half days. They are all of German parentage, and are taught what the English-speaking children of the same grades are taught by oral instruction and by study of books. In the case of families of equal intelligence, and equal regularity of attendance, and of teachers of equal skill, these German children graduate into the intermediate schools, at as early an age as English-speaking children, and as well prepared; though in previous stages of their course there is more or less difference. The enrollment in these schools is now about 1,000.

Table III exhibits the number of pupils in each study during 1874-5.

TABLE III.

Reading.....	7094	Botany in high school.....	85
Spelling.....	7094	Natural History in high school.....	85
Writing.....	7094	Chemistry.....	57
Arithmetic.....	4663	Natural Philosophy.....	57
Geography.....	3355	Mental Philosophy.....	38
English Grammar.....	396	Astronomy.....	38
Lessons in Language by proper subjects.....	6783	Geology.....	57
Composition.....	7094	Rhetoric.....	38
Elements of Botany.....	1702	English Literature.....	33
Elements of Physics.....	937	German—special classes.....	220
Drawing, Free Hand.....	6141	Latin.....	42
Vocal Music.....	7094	French.....	63
Physiology.....	217	Drawing—special class.....	146
Physical Geography.....	128	Map Drawing.....	1127

## INTELLIGENT SENTIMENT OF THE CITIZENS.

The early days of the Toledo Public Schools are perhaps unsurpassed in historical interest by those of any schools in the West. As in Cincinnati, Cleveland, Columbus, Akron, Sandusky, Norwalk, Massillon, and Dayton, the halo of original and progressive thought and of bright names still lingers about their early portals.

Like the above-named cities, Toledo thoroughly graded the several departments of her schools seven years before Boston, where "Up to 1856, each teacher had all the six classes in her room at the same time. She was fitting a class for the grammar school, teaching a class in a, b, c's, and carrying on the intermediate stages of the course simultaneously."—*Boston Report*, 1874, p. 296.

Like these cities, also, Toledo opened her high school to *girls* long before New York or Philadelphia, four years before Boston, and five before Chicago. The true relation of a high school to a system of schools, was recognized on her rostrums and in her press from the beginning, and no intelligent citizen of Toledo has ever dreamed that a system of schools could be maintained for a year, without the inspiring,

shaping and girding influence of a high school. Through tender allusions by her alumni, and appreciative remarks in addresses at anniversaries and the laying of corner stones, as well as on the records of the School Board, the true enthusiasm and devotion of earnest patriotism, must have marked the character of many of the early workers here, both as leaders of public sentiment, as members of the Board, and as teachers.

#### SUPERVISION AND INSTRUCTION.

Looking at the report of the President, Gen. C. W. Hill, published in 1858, it seems to have been clearly seen that "Two urgent necessities must be met to carry out the system: competent, direct, energetic, and constant *supervision*, and sufficient and suitable buildings, furniture and apparatus. For the first, Rev. Anson Smythe previously appointed Superintendent, was directed to appropriate nearly his whole time to the duties of that office. This he did with great ability and untiring industry, from the summer of 1854 to February, 1856." At that time the schools numbered twenty teachers. Mr. Smythe became, in 1856, State School Commissioner.

Again from the same report: "The natural qualifications, varied attainments, practical experience, and administrative talent, which must be combined to render a Superintendent entirely successful, are very seldom united in the same person. He is brought into intimate relations with all parents, teachers, and pupils. Let him be where he will, he finds pressing and important work to do. The untiring industry, zeal and fidelity which have characterized Mr. John Eaton's services, are well known and appreciated." He filled the position of Superintendent from Feb. 4th, 1856, to March 7th, 1859, the number of teachers having reached 28. He is now the well-known efficient head of the National Bureau of Education.

Similar praise is bestowed upon the early teachers. Many of them were distinguished for their high moral worth, and the excellent influence they exerted on the forming characters, as well as on the minds of their pupils. Time would fail to speak of all those, even, whose long service evinced the high appreciation in which they were held by the Board of Education, who have never exhibited the folly of many school authorities, by coveting frequent changes in their corps of teachers. Toledo owes more than she can ever pay, to a large number of noble men, and of women, especially, who have unselfishly and with enthusiasm equal to that of the very best of their race, used all their energy to promote the growth of the purest and noblest sentiments and the best qualities of mind. Their names are often mentioned by persons now in active life, in terms of endearment and gratitude.

From March, 1859, to April, 1861, Moses T. Brown filled the position of Superintendent, the number of teachers having reached 33. Mr. Converse, Principal of the high school from 1857 to 1867, in his closing

address, speaks of him as follows: "Mr. Brown, earnest, enthusiastic, versatile; quick in plan and execution; whose approbation of the noble and scorn of the mean were never sparingly given; whose genial nature drew to himself and gained him power and influence over so many, both teachers and pupils."

Since May, 1864, this position has been held by D. F. DeWolf; the number of school and class rooms having increased to 124, and the number of teachers to 136. In Columbus about the same number of schools employ in their supervision the services of one Superintendent with the time of two other men for general supervision, and a special Superintendent of drawing, besides a clerk. In Dayton, Indianapolis, Detroit, Cleveland and Cincinnati, a like or greater proportion of supervision, besides normal schools, is provided and found to be valuable. In each of twenty towns in Ohio, enrolling from one-fourth to less than one-half the number of pupils enrolled in Toledo, all the time of one man is employed in supervision.

In the schools of Toledo, no one besides the Superintendent has any time unoccupied in teaching or other duties, to aid in the work of supervision, if we except only such help as is rendered by the clerk in examining individual pupils reported to the office, amounting to less than half a day a week.

The humane policy of employing year by year a greater proportion of home talent—recent graduates and even under-graduates of the schools of the city—deprives the schools of the advantages that might accrue to them from the work of normal schools in other places. The demand for first-class teachers is daily increasing, and other cities are always ready to pick up the best. In this state of things, but for the fact that almost every building is supplied with one or more teachers of large experience, and honest, earnest purpose, who spare no patience or effort to counsel and advise these young teachers, many of the schools must have suffered greatly, if indeed, it can be said that they have not done so. The young teachers themselves, have quite generally been earnest and diligent in their efforts to improve. Their classes being occasionally brought to the "Hall" to recite in the presence of other schools, they have opportunities for comparison, and few teachers or classes have been willing to be called a second time to an unfavorable competition.

The names of pupils by classes are kept in a time-book for each grade, in the pocket of the Superintendent, and the oral examinations by him are going on and recorded daily, especially in the middle grades of the school, as the best point from which, with his limited time, to observe the working of all the grades below, and to ensure the best preparation for the upper grades. Writing is begun in the lowest grades, and also affords constant opportunity for comparison of work. The evenness of the penmanship and the freedom from blots and dirt, in writing-books and examination papers, indicate the constant carefulness of the youngest

teachers. The order in the rooms and passages is in almost all cases good. The discipline most appreciated by the Board and Superintendents from the first, is that of securing the best deportment by the highest motives and least violence. Most of the teachers fully sympathize with this sentiment. Suspensions are avoided perhaps to an extreme. The average number has not exceeded five a year, and none have extended beyond the current term. All are opposed to sending bad boys on the street when it can be avoided. The City Reform School is affording needed help in this direction.

The popular sentiment is strongly in favor of supporting the authority of the teachers. The wealthiest citizens have lent their example in favor of the most scrupulous regularity of attendance. Thousands in more straitened circumstances, have practiced all necessary self-denial to do the same. Only the most thoughtless have wholly forgotten that the interests of all require the best system that can be secured, and that this can only come by popular support. In this support the best citizens distinctly act upon the theory that the school virtues of punctuality, regularity, self-control, thoughtfulness, diligence and respect for others are real virtues, if they may not be regarded as the parents of the best. Still, there are not wanting many irregular pupils, and many who give the teachers much trouble in their government. For such as these, an unclassified school is said to have worked well in its day; saving the time of many teachers for instruction, which must now be occupied in controlling these pupils; and removing corrupt influences in some measure from the schools, without depriving pupils of the opportunities for education. The subject presents many difficulties at best, and is receiving the consideration of the Board.

In a few instances the older teachers have rendered efficient aid in examining the classes of other teachers. But all the time taken by them from their own classes is so much lost to those classes. In each building, with four to ten teachers each, one of the teachers is named principal, and is charged with a general supervision of the spaces used in common by the pupils, and of the school property; with communicating to her corps of teachers information from the office, and with making requisitions for supplies. This position is made the occasion of a slight discrimination in salaries in favor of long service and skill. The large rooms in the central building, with pupils for two to four teachers, have each a principal, of course. The senior high school, the senior grammar school, and one district school, have male principals. The junior high school, two junior grammar schools, one intermediate and eleven district schools, have lady principals. Of the whole 126 teachers, fifteen are gentlemen; ten being Germans.

#### METHODS OF INSTRUCTION

Have progressed with the progress of the times, it is believed. Having always had in the schools many teachers of large experience and sound

discrimination, new methods have been presented in the semi-monthly teachers' meetings, and have then been tried in safe places, and have been rejected if found wanting. If found to be improvements, they have been presented with their results to the other similar schools, by experimental classes in the "High School Hall" or by work distributed through the Superintendent's office, and they have thus come into use without violent or radical changes. The policy of the school has thus been conservative, at least preservative of what is essential to a good practical education, and of well tried methods of instruction.

The friends of the school system in Toledo have never conceded that the sole purpose of their schools was to secure the ability to measure tape, or add columns of figures. They have contended that it was the duty of the State to secure a foundation for that manly development which constitutes the safety and the true wealth and honor of a State, through the perfection of the associations and institutions essential to moral and enlightened communities. These associations and institutions being made up of individuals, and depending for their usefulness and their ability to harmonize with each other, and with the State—on the morality, enlightenment and correct reasoning power of these individuals, it has been sought to make their culture as broad and as vigorous as possible.

At the same time it has seemed wisest to secure this discipline and enlargement of faculty, when possible, by the use of means equally well adapted to prepare the human being for his *varied* economical relations to society. Material prosperity has much to do with the highest uses and interests of individual and of social life. The attempt has been made to recognize this fact in the school room, and so far as possible to lead the pupil, while yet under the guidance of his teacher, to utilize his forces as they develop and to put them to such practical applications as are expedient in the school-room itself.

Hence the pupil is taught, as far as possible, not only to write, but to write language; not only the science of words and sentences, but to use words and sentences in investigation and discovery, and in communicating the knowledge gained; not only reasoning, but to reason; not only drawing, but to draw and illustrate;—hence also to pursue his school studies by the aid and through the means of writing, reasoning, delineating. In botany, natural history, natural philosophy, physical and economical geography, and the like, drawing and writing are great aids to the investigator; why not to him who is learning to investigate? The work which accumulates in the Superintendent's office during each year, exhibits the degree of success attained in these efforts, from the lower to the highest grades. In the same direction and with similar purpose, the attempt has been made in the schools to so systematize the effort to improve the young pupil's powers of observation and to enlarge and improve his vocabulary, that his way may at the same time he

opened up to pursue with greater facility advanced courses of study in higher departments. As the very elements of mental arithmetic enable pupils to manipulate numbers rapidly, and thus lead the way to the proper study of mathematics, so under the science of botany, natural history, physical geography, and the like, there are simple forms with which, and their names, it has been found that young children may become familiar; acts and processes, qualities and appearances, which they may also observe and name; accumulating thus a fund of observations and a familiar and accurate knowledge and use of words, which increase from year to year, in a properly arranged system of simple science studies; or rather, simple studies underlying the sciences, and do much to facilitate the higher study of these sciences in later life. The minds of young people have thus been found to be more pleasantly occupied and better nourished, than in the too early repetition of arithmetical formulæ, and the too early memorizing of the, to them, meaningless "commercial, agricultural and manufacturing" literature of the juvenile geographies.

But whatever is sought in the direction above indicated, it is never forgotten that what are called the common branches of study, are as household gods in any system of education. The cultivation of the vocal organs to express, and the development of the ability and the taste to analyze and appreciate thought and sentiment in reading, elocution and grammar, are considered second in importance to no other culture. The means thus afforded to cultivate memory and to accumulate a knowledge of our English literature are valued highly. The cultivation of memory through the sufficiently early memoriter study of geography and history, and of similar studies in higher grades; the strictly analytical study of arithmetic, and the practical application of its principles; the ability to read music and to sing, with spelling and penmanship, are daily insisted on.

#### RESULTS OF GRADED SCHOOLS.

The graded school, as an organization in which to work out improvements in the system of instruction, has proved a great advance from the old ungraded and academic system. If the grading of the school is kept subservient to the good of the pupil, it leaves little to object to. Many young, smart pupils find themselves able to keep up with pupils older or stronger than themselves, in the elementary studies. The stronger studies come, however, and then the stronger pupils can go faster than these, and it would be a great injury and injustice to both, to keep them longer together, hence frequent examinations for promotion or otherwise, are indispensable. The constant fact that pupils may advance as rapidly as they can do so with safety, and that they will not be permitted to hobble blindly on in a class without doing and comprehending reasonably well as they progress, furnishes an ever-present stimulus to the naturally careless; satisfies the ambition of all; puts pupils,

indeed, on the same basis as in active life, and promotes strong character. Thus to administer the several departments of a school, requires on the part of superintendent, teacher, and parent alike, a constant exercise of the best qualities of mind and heart; a knowledge of the wants of active life; constant vigilance regarding individual pupils; the best judgment; the quickest sense of justice, and the most unselfish relations to what is simply best. With these, it is believed to have been demonstrated as possible to realize in graded schools, all the advantages of individual freedom in development; and the needed variety of culture and skill, in connection with the manifest conveniences of a well graded system of instruction.

#### INFLUENCE OF PUBLIC SCHOOLS ON REFINEMENT AND MORALITY.

Questions have sometimes arisen regarding the influence of intermingling pupils from cultivated and those from uncultivated families in the same schools. The closest observations have been made by teachers and others connected with these schools, that they might answer intelligently and most impartially this inquiry. I think all who are thus thoroughly informed, will agree to the statement that the final result is to strengthen the good effects of good home influences, while the culture of well-bred children is, often slowly perhaps, but, taken in connection with the compensations exhibited in scholarship and general ability, in the main, constantly elevating the less privileged pupils, improving their taste, their judgment, their self-respect and courage, and inspiring them with a hopeful and ennobling ambition to equal the best in character and standing.

It has been noticed that individual cases have occurred of the sons of really earnest parents being led temporarily into improper ways. But it is equally a matter of notoriety that whenever the home influence is really refining, the more advanced grades present no instances of demoralization from the sources considered dangerous. Well-bred youth, as certainly as adults, learn to abhor coarseness, vulgarity, and vice, and to avoid those who persist in manifesting these traits; while the tendency to this social ostracism has the same effect on the manners of wayward youth as on men, and undoubtedly much greater effect. At all events, the final result of this association is believed to be as stated above.

The constant requirement by the Board of Education, of every teacher, is expressed in the following rules:

“While Teachers are required to maintain order in school, and secure obedience to necessary rules, they are reminded that passionate and harsh expressions and injudicious measures tend only to evil, and that the best disciplinarian is the one who can secure order by the gentlest influences.

“It is particularly enjoined upon teachers to regard the *moral and social culture* of their pupils as not less important than their mental dis-



cipline. They must not tolerate in them falsehood, profanity, cruelty, or any other form of vice. By example and precept they shall endeavor to form them to habits of social refinement, forbidding the use of indelicate, coarse and ungrammatical language, and the practice of careless and unbecoming attitudes."

#### SUPERGRADUATING STUDIES.

Graduates are permitted under the rules of the Board, to continue studies commenced, or to take up additional studies of elective courses, in classes organized for other pupils. Several pupils avail themselves of this privilege every year.

Several "Home Study Classes" meet twice a week to discuss and recite topics in English literature and other branches, pursued at home. They are composed of graduates and a few of the teachers of the public schools. They are conducted by Miss Mary E. Dickinson, a lady of high literary attainments; and this disposition to continue study beyond the day of graduation, is one of the most gratifying indications of the inspiring influence of the schools. An Alumni Association is kept up, with occasional festivals and literary exercises.

#### NIGHT SCHOOLS.

Night schools were started in the winter of 1869, as a voluntary work, principally by the Unitarian Society of the city. The Board of Education have supported them ever since until this winter. An average of about 200 pupils have attended them. Many who were unable to do either practically, have learned to read, write, and cipher, and have come under the inspiring moral instruction of good men and women.

#### PHYSICAL DEVELOPMENT.

In addition to the daily exercise in light, or free gymnastics of the school rooms, there was from 1859 to 1869 a room in the high school building, fitted up with every appurtenance of a first-class gymnasium, and appropriated to that use. Mr. E. W. E. Koch, a most competent gymnast, in the employ of the Board, here received such pupils as elected to join his classes, of which there was an average of about 100 of both sexes, from the high and grammar schools. The room being required for a grammar school, the class was suspended, and no convenient room has since been found for its use. Rowing clubs and various gymnastic associations have since in part supplied the want, and a thoroughly organized society with ample appliances, has just opened rooms for the accommodation of its members, in the new "Hall Block," said to be inferior in magnificence and appointments to none in the country.

#### MYERS CADETS.

Before the war a company of cadets was organized among the pupils of the public schools, principally under the patronage of Gen. C. W. Hill. Many of its members early in the war reaped great advantage

from the military knowledge and skill they secured in this company. In 1868, several members of the school organized "The Toledo Cadets;" drilling themselves. In 1870, Capt. J. W. White kindly tendered his services to drill them. He has continued this service gratuitously for five years—how successfully is evidenced by numerous testimonials from high military authority. In 1872, they were adopted by J. W. Myers, Esq., a former member of the public high school, and a young gentleman of great public spirit. They took the name of "Myers Cadets," and the whole company, 83 in number, were superbly uniformed and equipped by that gentleman, *a la* 71st Regiment, N. Y. In 1873, he also uniformed and supplied a Drum Corps of sixteen instruments, and a Reed and Brass Band of twenty-four. We can only add such parts of their by-laws as connect them with the educational history and interests of the city:

"Art. I. This Company shall consist exclusively of boys belonging to the Public Schools of Toledo. \* \* \* \* \*

"Art. VIII. No person shall be enrolled as a member of this Company without \* \* \* a certificate from his teacher as to his deportment and school membership. \* \* \* \* \*

"Art. XVI. Members of this Company are not permitted to frequent saloons, use intoxicating beverages, or tobacco, in any form, or make use of profane or obscene language, but are required, on all occasions, to be respectful and gentlemanly."

All members have been promptly dismissed who have violated this last article. A "Corps of Honor," with a decoration, is provided for under rigid requirements, promptly enforced.

#### REFORM SCHOOL.

In 1873 the city authorities erected on a plat of thirteen acres of land near the south line of the city, a brick building 62x52 feet, with a wing 71x47 feet, and three stories high, for a Reform School. The building is finely located, with pleasant surroundings, and with its grounds is valued at \$90,000.

The following gentlemen have constituted the Board of Managers: M. D. Carrington, J. Landman, A. G. Clark, J. M. Waddick, and C. L. Luce. The school opened in May, 1875, under the able management of Mr. G. W. Howe, and numbers about 60 inmates.

#### PAROCHIAL SCHOOLS.

Besides the public schools, there exist in the city seven Catholic schools with various departments, enrolling, most of them free of charge, about 2,100 pupils of both sexes; four German Lutheran schools, with 180 pupils; and one school under the auspices of Trinity Episcopal church, with departments and an enrollment of pupils as follows: "Kindergarten, 25; Primary, 33; Intermediate, 50; Academic and Collegiate, 20; total, 127."

There is one school for orphans at the "Catholic Orphans' Home," one at the "Lutheran Orphan's Home," and one at the "Protestant Orphans' Home," open part of each year, at least.

#### TECHNICAL EDUCATION.

For higher or technical instruction, an incipient University of Arts and Trades is already doing something, and more is hoped from it from year to year. For this purpose the late Jessup W. Scott, for many years a journalist, and a man of large practical intelligence, humanity, and purpose, gave land estimated at \$80,000; his heirs subsequently increased this by available property worth \$60,000; and Mr. Wm. Raymond, by a donation of \$15,000 cash, which last, with additions from the second-named property, has given the institution a building in which to start a school, the most needed of all, perhaps. A subscription secured from the intelligent citizens of Toledo, a year ago, has maintained nearly free of charge to pupils, a School of Design for one year. In this school many young men and women, just commencing life as artisans and manufacturers, or as teachers, have already received great help in their work, and have turned out many fine specimens of art. The three classes for architectural, mechanical, and free-hand drawing, respectively, have enrolled 227 pupils during the past year, averaging an attendance to each class of 26.

One or more Commercial Schools and a School of Telegraphy, also instruct young men and women in their appropriate specialties.

#### LITERARY AND OTHER SOCIETIES.

A Natural History Society, an Historical Society, and some neighborhood and parochial—both Catholic and Protestant—Literary Societies, some with incipient libraries and optical instruments at command, are in efficient operation.

#### CONCLUSION.

One cause of regret has accompanied this writing: the impossibility of giving all the names of the noble teachers who have worked hard for the success attained by the schools, or of presenting a discriminative list. It would have been equally pleasing to dwell on the individual sacrifices and labors of members of the Board. The time served by each as shown in the list on page 5, is an index of their zeal and work, especially in marked cases of continuance in office. Yet some whose term of service has been but a single year, have been as earnest and useful as others who have served five times as long. To make my own expressions the stronger in this direction, I quote from a recent editorial of a city paper:

"It ought to be borne in mind that our Board of Education has a vast business committed to its care. Its duties demand a good deal of time and anxious thought, and the meed of thanks awarded to such work as

theirs, is not always as large as it should be. The schools of Toledo have been highly successful—they have succeeded in educating our youth as well as those of any city in the country, Our graduates reflect honor upon their educators. These are the facts which stand forth to prove the skill and efficiency with which they have been conducted. To secure the high reputation they have among the educators of the land, has required a vast amount of patient persevering, and self-sacrificing labor on the part of the gentlemen who, without fee or reward, have kept the oversight of them.

Where so many interests are to be served—so many pupils to be taught and governed—so many teachers to be employed, dismissed, and controlled by one general management, it is to be expected that mistakes will sometimes be made by the wisest, and errors committed by the best intentioned. The common school system is the people's system—the best any people ever enjoyed—and our schools among the best that system has yet produced—and we must push them forward to a higher standard of attainment by a generous confidence in, and a hearty support of, the capable gentlemen who consent to bear its heaviest burdens."

D. F. DEWOLF,

*Supt. Pub. Schools.*

TOLEDO, O., January 26, 1876.

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#### SUMMARY BY E. W. LENDERSON.

Having read the history of the educational work in Toledo and the Maumee Valley, written for the Centennial, I think a few items should be mentioned to add somewhat to their completeness and to give credit to those to whom it really belongs.

My acquaintance with the Toledo schools began in 1853, and during the entire interval elapsing from that date until the present I could not help admiring the energy and enterprise displayed by the Board of Education, aided by an intelligent public sentiment, in adapting the educational facilities of the city to its rapid growth. Wherever in any part of the city there has been an increase of population which crowded the buildings in use, new structures specially adapted to the purpose for which they were to be used, and supplied with superior furniture, have been built—and at the same time the buildings have been so located, and the city so districted, that the primary and secondary schools are within easy access of all the children of each district. The Board in its selection of instructors—from the Superintendent through all the grades to the special teachers—has adhered rigidly to their early motto, "Get the best." Another item worthy of observation in the Toledo Board of Education is the fact that it has always been composed almost

wholly of efficient, worthy, and well qualified men, who at a sacrifice of private interests have given the schools a large share of attention.

I would also like to call attention to the intelligent *supervision* of the Toledo schools, especially under Messrs. Eaton and the present incumbent. In the arrangement of a course of study which has a definite end in view and is at the same time so flexible as to adapt itself to the wants of diversified interests and opportunities—in affording equal facilities to the young man fitting for a collegiate course, the young lady acquiring a practical and I might almost say a liberal education, or to those who must early leave school to battle with life, I do not think that they are surpassed by any schools in the country.

Another peculiarity of our schools under their present management is the uniformity of success in the different grades. From the primary to the senior year of the high school, each teacher is required to do a full twelfth of the work, in one year, of the twelve years usually constituting the school course. Too often a superintendent is satisfied with the assurance that if his primary teachers are shining lights in the profession and his high school does good work, he may fill the intermediate grades as it may happen. Not so here; we find the same careful supervision, the same requirements—*capacity, TACT, SUCCESS*—in all the grades.

Lastly, I wish to notice the adaptation of studies to age and acquirements of children. The abstract and difficult branches of study usually attempted to be taught as soon as children can read and write cleverly, are deferred until the mind is sufficiently developed to comprehend them, and in their place are substituted in the secondary and intermediate grades, under the head of oral instruction in the course, the simpler branches of natural science, and such other studies as are adapted to the ability and understanding of the child. The result is that study is made attractive and positive knowledge and discipline are gained.

Confirmatory and expressive of my own views, I present an extract from a leading editorial of the Toledo *Commercial*:

“Our schools have been for these years quietly working along, elaborating systematically in practice the æsthetic ideas of instruction of which our Superintendent has had so clear a conception, and has worked out with much ardor and patient devotion. The occasion of preparing a representation of their work for the Vienna Exposition, creates an opportunity for the public to notice the smooth and beautiful working of our educational system. This, in the excitement of more bustling interests, is apt to be overlooked; and most parents are unaware of the perfect and accurate course by which the minds of the pupils are disciplined in study, and a thoroughness produced which, creating a gradual expansion of the perceptive and reflective faculties, enables them to grasp any object within their range of study, with a genius and comprehensiveness which, if not appreciated now, will tell powerfully in after life. The

plan practiced is at war with all superficialness. The idea to be developed is first thoroughly mastered in the pupil's mind, then illustrated by drawing, serving to fix it definitely, and word pictures given, disciplining thoroughly the mind in the use and application of language, and laying the foundation for great skill and clearness in after life, in the expression of thought. In reality the nicest index toward stimulating mental action, is the habit of accurate and felicitous expression, calculated to open up new areas of thought. Parents who can appreciate the accuracy and beauty of the *line* of instruction practiced in our schools, would hardly desire to send their children away. It is practical, comprehensive, and efficient. There is no evading it in a pupil, although different degrees of talent and adaptability necessarily meet in the classes, and therefore various degrees of skill, yet the greatest aids to development are brought to bear upon all, and as the papers prove, a remarkable degree of thoroughness and proficiency, according to grade, is accomplished. This is entirely different from the old systems, where bare facts were arbitrarily fixed in the memory, with little prospect for the mind's manipulating them. An extremely interesting feature is the work of the primary schools, and the result of object lessons, where drawings from nature are given, to say the least, in a manner of which the teachers may well be proud. We notice four volumes of drawing, two volumes comprising the work of district schools throughout the city. The other two volumes contain work from scholars in Central building, comprising intermediate, grammar, and high schools—copies from the flat surface, from nature, from casts, and from other objects. We would be glad to give details of the work, but fear we should fall wholly short of justice to the beautiful and thorough arrangement which we can only say surprises us. We had the pleasure of witnessing the work, and have given the opinions impressed upon us by the examinations."

E. W. LENDERSON.

TOLEDO, January 29, 1876.

## SCHOOLS OF TROY.

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Troy is the county seat of Miami county, Ohio, and is situated near the central part, on the great Miami river. In 1804 there were but three families in what is now Concord township. It was some years later before the town was laid out, since which time it has, by gradual growth, reached a population of about four thousand.

In 1813-14, Mr. Samuel Kyle taught a school on the corner of Market and Water streets, in a log house without floor or windows. The town was small, and there were but twelve or fifteen pupils in the school. In 1816, Mr. John G. Clark taught in the lower part of town, near the present railroad depot. On Christmas he treated to whisky, sugar and water. About half of the pupils became intoxicated. He would punish pupils by splitting a quill and flipping it against the nose. The ferule was commonly used as a means of punishment.

At an early day there was a small brick building on Main street, where the Edwards school house now stands. It was built by public subscription, and consisted of one room. It was known as "The Academy." The teachers were paid by subscription.

About 1826 Rev. Micajah Fairfield was the village teacher; and he was succeeded in a year or two by Thomas Barrett, who afterward became County Judge. About 1831 John Petit had charge of the school. Mr. Petit, after that, went to Indiana; filled offices of profit and honor; was a United States Senator, and for a while United States District Judge in Kansas.

The basement of the Episcopal and Baptist churches were afterward fitted up for school purposes, and were used as such from about 1836 to 1841.

In 1837, Mr. Uriah Fordyce taught in the Episcopal church, and at the same time Hiram Brooks was teaching in the old brick school house. In 1838, a fine select school for girls was taught by Miss Mary Barney.

From 1839 to 1841, Mr. George D. Burgess taught under the patronage of the Board of Education at \$100 per quarter. His compensation was afterward increased to \$225 a quarter, part of which was secured by subscription. Mr. Burgess taught the boys only, the girls being under the charge of Miss Altazera Eaton, now the wife of Rev. T. P. Childs. Mr. F. W. Burgess, brother of George D., taught for some time in 1841.

Prior to the time of Mr. Burgess, the branches taught were Writing, Reading and Arithmetic, with some Geography and Grammar. In addition to the common branches, Mr. Burgess organized classes in Algebra, Geometry and Latin.

In 1842, Robert McMurdy, afterward a minister in the Protestant Episcopal church, taught in a small building in the rear of the Presbyterian church, and after that in the house at present the residence of Mr. C. L. Coolidge, but at that time owned by Messrs. Grosvenor and Clark. About this time the upper story of the old Presbyterian church was fitted up for a school room. Mr. Irving Gates taught there in 1843, and during part of his stay was assisted by a man named Osgood, who afterward became a Presbyterian preacher. Miss Anna Jones, afterward the wife of Mr. D. W. Orbison, and now the wife of Rev. Moses Grosvenor, was also the assistant of Mr. Gates for some time.

Mr. Gates continued his school until the organization of the graded system, under the law of 1849. While Gates was teaching in the Presbyterian Church, a Mr. Bement had a school in the Wesleyan Church. These schools were supported by different factions, and the animosities of the parents were shared, to some extent, by the children. Mr. Bement's pupils called those of the other school "Gates' Hinges." How the compliment was returned is not recorded, but it was, no doubt, delicately reciprocated in some way.



About 1832, Mr. Benjamin F. Powers, afterward prominently connected with the schools, was engaged in teaching. An Irish gentleman, with the appropriate name of Walkup, had a flourishing school, probably in 1833-4-5.

In 1835-6, Mr. G. A. Murray taught in the Episcopal church. His sister, afterward Mrs. Kessler, was also a teacher about that time.

In 1842-3, Mr. E. P. Coles taught in the Coolidge house, otherwise called Fort Meisinger. Mr. Coles taught the higher branches mostly. A feature of one of his exhibitions was a Latin Oration, by Augustus Coleman. Mr. Coleman became a Colonel in the army, and was killed during the rebellion.

Minor W., son of Rev. Micajah Fairfield, taught in the old Wesleyan church, on Franklin street, in 1846-7. Rev. Edmund B. Fairfield, now President of the State Agricultural College of Pennsylvania, taught in the Presbyterian church in 1845-6. He was assisted by his sister Sarah, now wife of Dr. N. S. Burton, President of Kalamazoo College.

As these early schools are not a matter of record, it is exceedingly difficult to give a correct history of them and their workings. Many of the teachers are most pleasantly remembered. Mr. McMurdy is spoken of as a man of broad culture, a fine scholar, and most excellent instructor. Those who were his pupils never mention him but in words of praise.

One of the effects of these early schools was to prepare the public mind for the adoption of the "Law of Forty-Nine." Under that law a call was issued for a meeting to consider it with reference to its adoption. This call was signed by George D. Burgess, Rev. Daniel Rice, William B. Johnson, Benjamin F. Powers and Joseph Pearson.

Several meetings were held, and much excitement prevailed. The matter was discussed for three weeks, and was the topic of common conversation in the town. At the final meeting the law was adopted by a fair majority, and in accordance with its provisions a Board of Education was elected the first week in June.

That first Board of Education consisted of the following members: Charles Morris, Daniel Rice, Benj. F. Powers, William B. Johuson, Zachariah Riley and Henry S. Mayo.

Under the careful management of these gentlemen the schools grew rapidly into public favor. The citizens voted \$6,000 for the purpose of erecting a school house, the Board, at that time, fearing to ask more.

The present Edwards building was then commenced, and soon \$2,500 additional was voted for its completion and the fencing the grounds.

The school interests of Troy were very fortunate in falling into the hands of such men as constituted the first and the succeeding Boards of Education. Nor was the Board of Education less fortunate in securing Mr. W. N. Edwards, of Dayton, as Superintendent of schools.

The first corps of teachers, with salaries, was as follows :

William N. Edwards.....	\$800
Jonathan Arnott.....	400
Arnold Fenner .....	400
Miss Susan Linn.....	300
Mrs. Catharine Gaylor.....	225
Miss Frances Rice.....	225
Miss Louisa Thorne.....	200
Miss Bishoprick.....	200

The salary of Mr. Edwards was afterward increased to one thousand two hundred dollars.

Mr. Edwards soon gained the hearty support and confidence of the Board, people and teachers, and under his wise and efficient management the schools grew rapidly into the confidence and affection of the people. They remained under his care until the summer of 1867, when he was removed by death. Mr. Edwards had not only the qualities of a good Superintendent, but also those of a most estimable citizen. His death was regarded as a public calamity, and it is no exaggeration to say that at his funeral the whole town was in mourning. Nearly all business houses were closed, and many private residences appropriately draped in mourning.

In few places have the schools such a hold on the public as in Troy, and this is due, in a great measure, to the skillful management of Mr. Edwards.

He laid the foundation of the Union School so broad and deep that those who came after have had only to build in harmony with the original design.

Mr. Edwards was recognized as one of the foremost teachers in the State, and was for a time one of the associate editors of the Ohio Journal of Education.

He was ever ready to encourage the despondent, to befriend those who needed his friendship, and to assist even with his purse those who were in need.

He seemed severe and stern in character, nor was he ever ready to compromise with wrong, yet under the frowning and somewhat forbidding exterior there beat a heart as gentle and kind as that of a woman.

To-day his name is revered and his memory honored by all who have been his patrons or pupils.

At the public Commencement Exercises every year a large likeness of Mr. Edwards forms part of the decorations of the stage. "Being dead, he yet liveth."

No pains were spared to secure a suitable successor to Mr. Edwards. Professor H. A. Thompson, of Otterbein University, was finally selected to fill the vacancy. Mr. Thompson continued as Superintendent four years, during which time but few changes were made.

There was not so much Mental Arithmetic required, and an effort was made to combine it and Written Arithmetic. In the First and Second Primaries, half of the children would come in the morning and the other half in the afternoon. This was done because the rooms were over-crowded, and it worked very well, the only objection being the extra work for teachers.

Mr. Thompson endeavored to throw around the Commencement Exercises as much interest as possible.

On the evening preceding the regular Commencement day there would be an address by some distinguished educator or divine.

Weekly reports of the condition of the schools were also published in the papers.

In 1871 Mr. Thompson resigned to accept the Presidency of Otterbein University, of which he was formerly a Professor. He was succeeded by Mr. L. V. Ferris, of Vermont, an Alumnus of Middlebury College, who, for three years, had charge of the schools. During Mr. Ferris' time the schools were uninterrupted in their prosperity, Mr. Ferris succeeding, to an unusual degree, in gaining the affection of his pupils and the confidence of his patrons.

In 1874 Mr. H. P. Ufford, of Delaware, Ohio, but then a teacher in Missouri, was chosen to succeed Mr. Ferris, the latter taking up the practice of law in Chicago. Mr. Ufford, who was a most excellent instructor, remained but one year, declining at the end of that time a re-election.

During his term of service the Forest building, on Franklin street, east of the railroad, was completed and occupied. Mr. Ufford was succeeded by Mr. John W. Dowd, formerly Principal of the Western District in Chillicothe, Ohio, but during the latter part of Mr. Ufford's term of service, his High School Principal.

These men were assisted during their terms of service by many able teachers.

Teachers have always had a warm place in the hearts of Troy people. Several of them have married citizens of the place and are numbered among Troy's most respectable and honored residents. Among these might be mentioned Mrs. Margaret Hoagland, Mrs. Belle Thomas, Mrs. Emma Dunlap, Mrs. Docia Byrnett, Mrs. Dr. Green, Mrs. Lizzie Rogers and Mrs. Fannie Baker.

Perhaps the greatest interest in school matters centers in the High School. It has ever been esteemed an honor to be counted a member of it. It was organized in 1852, and consisted of seventy-five members. The course of study was not then established, and most of the pupils studied the common English branches. Soon, however, there was a regular course of study, and the first class was graduated in 1856,

The members of the class were Augusta Brandriff, Diana Meeks, John W. Morris and Walter S. Thomas.

The High School course of study from the first consisted of four years. Latterly, however, a three years' course has been added for the accommodation of those who might not have time to complete the regular course, but as yet no advantage has been taken of it. The whole number of those who have belonged to the High School since its organization is 485; 203 boys and 282 girls. The whole number graduated, including the class of 1876, is 93; 23 boys and 70 girls.

The class to be graduated in 1876 consists of the following members: Ivy C. Kyle, Kate Milan, Lizzie M. Roney, Lillie M. Senour and Samuel J. Young.

An annual reunion of all the members and ex-members of the High School is held at the Edwards building during the winter term, at which the school is opened in the usual manner, by singing, reading the Scriptures, prayer, or chanting the Lord's Prayer, and calling the roll of the school from its foundation. Supper is prepared and served by the members of the High School, and the evening is spent in reading letters from absent members and teachers, in listening to music and in social enjoyment. The High School owns an organ and a piano.

The course of study includes four years of Latin, and pupils in that time are expected to become familiar with Cæsar, and read five books of Virgil's *Æneid*. The following branches are studied one year each: Algebra, Chemistry and Geometry. Physiology, Physics and Geology are studied two terms each. United States History, Botany, Trigonometry, Constitution of the United States, Physical Geography and Rhetoric are one-term studies. The last term in the Senior year is spent in a review of the common branches. There are rhetorical exercises held in the High School every Friday afternoon. Each member comes on duty twice a month, once on essay and once on declamation. The girls declaim as well as the boys.

Two papers are read each Friday, one by the boys and the other by the girls. These are made up mostly of original

contributions. Two editors are appointed for each paper, and they supervise the work. The girls collect their contributions and arrange them into a *Bouquet* or an *Offering*, while the boys garner theirs into a *Sheaf*. Very great interest centers around these exercises, and visitors are generally in attendance.

The High School teachers have always been such as to give character to the school. The Superintendent has usually taught about one-half his time, giving the other half to supervision.

Mr. Jonathan Arnott taught at first in the High School, but was transferred to the Grammar Department. He was succeeded by the following teachers in turn: Miss Susan Linn, Miss M. E. Shipman, Miss Mary Fairman, Miss Sarah Magee, Miss Dora J. Mayhew, from 1862 to 1866, Miss M. F. Whitcomb, from 1866 to 1872, and Miss Sue Whitcomb, from 1872 to 1874.

Miss Clara A. Goldrick was Assistant during the first two terms of 1874-5. Mr. John W. Dowd was elected Principal of the High School the first of 1875. Miss Dora J. Mayhew, who was Assistant from 1862 to 1866, was chosen to succeed him, and her patrons think the school was never more successful than at present, under her management.

During the time of Mr. Edwards, his wife, formerly Miss Mary Kelley, one of the teachers in the Grammar Department, taught more or less in the High School. Both Mr. and Mrs. Edwards seemed entirely wedded to the interests of the school.

The Fourth Grammar, or Intermediate Department, as it was for a time called, has always been prominent. In it the pupils complete the study of Grammar, Arithmetic and Geography, giving some attention to general History, and are prepared for admission into the High School.

The teachers of this school, as near as can be ascertained, are as follows, in order of their terms of service:

Jonathan Arnott, Mr. Humiston, A. B. Sawyer, W. T. Hawthorn, L. N. Hanson, Mr. Neal, Miss Sarah E. Furnas, Miss Anna E. Collins, A. C. Buchanan and Mrs. Mattie C. Burgess.

Mr. Humiston was afterwards killed by an iron inkstand thrown from the hands of one of his pupils, in Circleville, O.

Mrs. Burgess, the present successful teacher of this school, has been connected with the schools for eleven years, and was recently promoted to this department.

Mr. Hawthorn and Miss Anna Collins are oftener remembered in connection with this school than any others.

At first Mr. Edwards made seven departments under the High School, but in 1860 increased them to eight. This number was again increased, in 1867, to nine, the school of the ninth year being termed the Intermediate. The Intermediate Department was abolished in 1873, and the work again done by eight grades.

The Primary rooms being greatly crowded, a new building of four rooms, and costing nearly \$10,000, was erected in the eastern part of the town, on Franklin street, in 1874. The Primary grades are doubled, the children east of Market street going to the new or Forest building, and those west of it attending the old building, named, by common consent, the Edwards school house, in honor of the first Superintendent.

About ten years ago, the Board of Education erected a building for the accommodation of the colored youth. It has one large room and a recitation room. The school enrolls near 70. Previous to the erection of this building, the colored pupils had school for but three or four months of the year.

All the schools now continue in session for ten months. The first term of sixteen weeks begins with the first Monday in September. The second term begins the first week in January and continues twelve weeks, and then there is a week's vacation before the beginning of the last term, which also holds twelve weeks.

Below the High School, attention is paid especially to Reading, Penmanship, Spelling, Arithmetic, Geography, Definition of Words and Grammar. Language Culture is commenced at the very beginning, and a Primary Grammar is introduced in the sixth year. The great aim is to make cor-

rect talkers. Pupils are required to define words in common use. Geography is taught by the aid of map drawing. In Arithmetic, rapidity and accuracy in calculation are aimed at. Penmanship is taught systematically by the aid of writing cards. Drawing was introduced during the time of Superintendent Thompson, and has been continued with tolerable success. Pupils in the Grammar Departments are allowed to study German in addition to other studies.

A German teacher is provided for this purpose, and given the charge of a room to which those studying the language repair at stated times for recitation only.

The corps of teachers at present is as follows :

John W. Dowd.....	Superintendent
Miss Dora J. Mayhew.....	Principal High School
Mrs. Mattie C. Burgess.....	Fourth Grammar
Mrs. Fannie M. Whittlesey.....	Third Grammar
Miss Florence Gilbert.....	Second Grammar
Miss Mary Kelly.....	First Grammar
Miss Ella Gilbert.....	Fourth Primary
Miss Lucy Kessler..	Third Primary
Miss Mattie Telford .....	Second Primary
Mrs. Clara P. Temple.....	First Primary
Henry Bruder.....	Teacher of German

#### FOREST BUILDING.

Miss Rhoda Denman.....	Principal Fourth Primary
Miss Lida B. Deefres.....	Third Primary
Miss Alice C. Heckerman.....	Second Primary
Miss Christie Balheim.....	First Primary

*Colored School*—M. H. Vaughn and H. W. Tate.

The Superintendent and Principal of the High School receive each a salary of fifteen hundred dollars. The salaries of the other teachers range from six hundred to three hundred and fifty dollars.

The total enrollment for the month of January, 1876, was 598; 308 boys and 290 girls. The average daily attendance was 550.

The men elected members of the Board of Education have discharged the duties imposed upon them with great fidelity.



The Presidents of the Board, in order of their terms of service, have been as follows: Rev. Daniel Rice, Charles Morris, Judge E. Parsons, Barton S. Kyle, George D. Burgess, from 1862 to 1868; S. K. Harter, from 1868 to 1873; L. F. Dillaway, from 1873 to 1874, and George Keifer, M. D., from 1874 to the present time.

Barton S. Kyle, Lieutenant Colonel of the 71st O. V. I., was killed at the battle of Shiloh, in 1862, and his unexpired term, as President of the Board, was filled by Smith Talbot. W. H. H. Dye has probably served the longest time continuously as a member of the Board.

Robert Furnas took great interest in the schools, and since his removal to Nebraska, of which he became the Governor, has occasionally sent back contributions to the school cabinet.

The Board at present is as follows: George Keifer, M. D., President; Theodore Sullivan, Secretary; A. Steil, Treasurer; Charles Morris, D. T. Counts and L. H. Thompson.

Mr. Morris enjoys the honorable distinction of having been a member of the first Board under the law of 1849.

The outlook for the schools is good. They are firm in the affection of the people, and anything which looks in any way toward their disturbance is received with great disapprobation.

*“Forsan et haec olim meminisse juvabit.”*



# HISTORY

OF

## WAPAKONETA SCHOOLS.

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Wapakoneta was originally an Indian village, built by a tribe of the Shawanese, after they were driven from Piqua by General Clark.

It was named after Wapaugh-ko-netta, an Indian chief who survived for many years after the Indians moved to this place.

About the year 1800, a few French settled here, and shortly afterward a Mission School was established by the Quakers, which was continued without interruption until 1828, after which, we have no account of any school until 1834.

Of the efficiency of the Mission School but little is known, further than, that the children of these early pioneers were known in after years to be able to read and write.

In 1831, the Indians sold their reservation to the General Government, and the following year moved to Indian Territory.

In 1832, a land office was established at Wapakoneta; the only office in a district of twenty-five or thirty counties. The lands were rapidly taken up; and, two years afterward, the population of Wapakoneta had increased to such an extent that it was deemed necessary to build a school-house.

Through the enterprise of R. J. Skinner, T. B. VanHorn and James Elliott a one-story brick building was erected on the bank of the Auglaize River, between where Stenger's mill and the Depot now stand. The building material was of such an inferior quality that it rapidly went to decay, and a few years afterward fell down.

It is reported that the brick were so soft that the boys cut holes through the walls, which afforded opportunities, when the master's back was turned, of gliding out to go "a fishing." While it stood, it served the purposes of school-house, church and town-hall; it being the only public building in the place.

The first teacher who taught in this building was a Mr. Smith, who taught the winter of 1834-5 and the winter following.

He is said to have been a good teacher.

The text books in use were the English Reader and Introduction, Murray, Kirkham, and Smith's Grammars, and Pike's Arithmetic. All the schools taught here from 1834 to 1838 were supported by subscription. The teacher "boarded round," and the wood was supplied by the patrons of the school; each patron furnishing an amount of wood proportionate to the number of pupils he sent to school.

Benches without backs and a few rude tables constituted the school furniture of that day.

Mr. Smith was followed by Lemuel H. Ide, who taught the winter of 1836-7, and the year following. He is mentioned in commendable terms by those who attended school at that time. He was a good grammarian, had a fair knowledge of geography and arithmetic, and understood the art of pleasing the community.

Samuel Harvey taught a short term the winter of 1838-9, and was succeeded by Z. B. Rooker, who taught the next winter. Mr. Rooker was the first teacher who received money from the tuition fund raised under the school law of 1838.

Mr. Rooker was succeeded by Abraham Ward at a salary of \$20 per month. From the meager information gathered concerning him, it is inferred that he was a good schoolmaster.

Mr. Ward's successor was Dr. D. W. Littlefield, a graduate of Jefferson Medical College. Under his administration the school attained a higher excellence than that of previous years. In the same year Dominicus Flaitz taught a private German school. He continued teaching until 1848, when he died. He was elected County Surveyor, and is said to have been a good scholar and a fair teacher.

In the winter of 1843-4, J. A. McFarland taught a four months school. He went from here to Cleveland, Ohio, where, in after years he became distinguished as a physician. Mr. McFarland was succeeded by Mr. Samuel Brady, who taught in the old French Trad-

ing House which stood where Brown & McFarland's store now stands. The old school building had been pronounced unsafe, and hence the removal. If it (the Trading House) had been named from its internal and external appearances, it might properly have been called the "Juvenile Penitentiary."

Mr. Brady retired at the close of the second winter, and was succeeded by Mr. Isaiah Dawson, who taught the winters of 1845-6 and 1846-7. Mr. Dawson was a popular teacher, but like his predecessor retired at the close of the second winter.

All the common branches were taught at that time. The classification extended to spelling, reading, grammar, geography and the multiplication table. The a-be-ce-darians were called up twice a day by the master pointing with his pen-knife "What's that"? "A." "What's that"? "D." "No, it's B"; and so down to Z. It frequently happened that a child attended three terms before it learned its letters. The master worked "sums" for the boys at all convenient times. It was seldom that a pupil was required to solve a problem and explain it. Charts, globes, maps and black-boards had not yet come into general use.

The foregoing remarks will apply to all the schools taught here prior to 1850.

Mr. Dawson was succeeded by Mr. Burwell Good, who taught in the old Methodist Church that stood near where the present church edifice of that denomination stands. From 1847 to 1855 the old building answered the tripple purpose of church, school-house and court-house.

In the summer of 1848 George H. Stephenson taught a three months' school, and was followed by James Irvin Elliott, who taught during the winter of 1848-9.

Miss Sarah Whitney taught in the summer of 1849, and Mr. Andrew Poe in the winter of 1849-50.

The summer of 1850 was taught by Miss Jane Aldrich, and the winter term of 1850-1 by Mr. Westby, of Lima, Ohio. The labors of the school-room proved to be too great for his waning physical strength. He resigned at the close of five months and died of consumption the summer following.

Mr. Westby was succeeded by George M. Espich, who taught six months at a salary of \$150, of which \$105 were paid from the public tuition fund, and the remainder by subscription.

The Local Directors at that time were John Walkup, Michael Dumbroff and James Elliott.

In the winter of 1852-3, Mr. George H. Stephenson, of whom mention has already been made, was again employed. He taught nine months at a salary of \$210, of which \$150 were paid from the public tuition fund, and the remainder by subscription. Under Mr. Stephenson's management the school attained a higher degree of efficiency, than that of former years.

The Local Directors for that year were J. C. Bothe, Michael Dumbroff and James Elliott.

Mr. Stephenson was succeeded by Mr. John S. Williams. Since then Mr. Williams has served the public as Probate Judge, Recorder, Surveyor and Justice of the Peace.

Mr. A. B. Norris taught a short term in the winter of 1854-5, and was succeeded by Mr. Calvin Crane, who taught the winter of 1855-6.

Mr. Isaac Scoles and wife, Miss Mary Elliott and Mr. A. Muchler all taught in that year; Mr. Muchler having charge of the German School.

In the summer of 1856 a brick school building was erected on the site of the present Union School building at a cost of \$2,517. It contained three school-rooms, a recitation room, and Janitor's room.

The Local Directors at that time were Michael Dumbroff, Geo. W. Andrews and John S. Williams.

The first teachers who taught in the new building were Mr. Sylvester Mihill and Miss Mary Sylvester. They taught two years; Mihill receiving \$50 per month, and Miss Sylvester \$25.

To Mr. Mihill belongs the credit of instituting reforms in classification and methods of instruction that were the beginning of the educational progress of later years.

Mr. Mihill was succeeded by Mr. George H. Richardson. Under his supervision the school enjoyed a prosperity beyond that of former years. He commenced teaching in the fall of 1858, and remained three years. The school then consisted of three departments: High School, Grammar School and Primary School.

The High School was taught by Mr. Richardson at a salary of \$600 per year, the Grammar School by Miss Mary Barrington at \$25 per month, and the Primary School by Miss Q. L. Lytle at a salary of \$25 per month.

In 1859-60, Miss Martha Crowell had charge of the Grammar Department, and Miss Jennie Iron, of the Primary Dpt.

In 1860-1, B. S. McFarland succeeded Mr. Richardson at a salary of \$428 for nine months. Miss Martha Crowell taught in the Grammar Dpt., and Miss Osia Brown in the Primary Dpt.;—each receiving \$25 per month.

Mr. A. E. McLean taught two months in the fall of 1862, and was succeeded by the Rev. I. M. Drake, who taught four months at a salary of \$40 per month. Miss Mary Trimble was re-employed at her former salary, and Mr. M. Herman had charge of the German school at \$40 per month.

The summer schools of 1863 were taught by Misses Annie M. Sullivan, Carrie V. Craig and Mary Trimble;—the salary of each being \$25 per month.

The supervision of the school from 1861 to 1865 was a failure. The departments were, in effect, independent schools, having about the same relation to each other that schools in adjoining townships usually have. The modes of instruction and systems of government differed so widely that the pupil, in passing from one department to another, experienced as great a change as when transferred from a school in one county to that of another.

Mr. Drake was succeeded by Geo. W. Riggle at a salary of \$50 per month. The Grammar Dpt. was taught by Miss Mary Trimble at \$25 per month, and the German School by J. B. Young at \$45.

Mr. I. C. S. Weills taught a few days in the fall of 1864, and resigned to enter the army. He was succeeded by the Rev. W. C. Barnett at a salary of \$60 per month, assisted by Miss L. M. Hindman in the Grammar Dpt. at \$30 per month, Miss Carrie V. Craig in the Primary Dpt. at \$25 per month, and Mr. J. B. Young in the German school at his former salary.

Mr. Barnett resigned at the close of nine months and was succeeded by Mr. Benjamin Bair at a salary of \$65 per month. His assistants were Miss L. M. Hindman in the Grammar Dpt., Miss Carrie Craig in the First Prim. Dpt., and Miss M. Criley in Second Prim. Dpt.;—the salary of each being \$25.

The schools of Wapakoneta were organized under the Akron Law, early in 1866; and on the first Monday in April following there

were elected six members of the School Board. The following gentlemen constituted the first Board under said act: Geo. W. Andrews, C. P. Davis, Dr. Edward Meyer, S. R. Mott Jr., Jonathan Eldridge and Mathias Mouch. The Board at its first regular meeting was organized by electing G. W. Andrews Prest., Ed. Meyer Sec., and C. P. Davis Treasurer.

In order to accommodate the increase of pupils and to properly inaugurate the school, the new Board found it necessary to build an addition to the old building, of 24 by 36 feet. The contract was accordingly let and completed at a cost of \$1,775.

The first teachers employed were James Mc Kercher, Supt., Misses Florence Arter, Cinda Lytle and Florence Alspaugh, for a term of seven months. The Superintendent received \$75 per month, and the female teachers each, \$30. The tuition and school house funds for the year amounted to \$2,240.

At the election in April, 1867, C. Berlin was elected member of the Board to succeed Mathias Mouch. The following teachers were selected for the school year 1867-8: Leonard Alleman, Supt. at a salary of \$80 per month; Miss Florence Arter for the Grammar Dpt. at \$35 per month; for the other departments, Misses Cinda Lytle, Tally Trimble and Emma Mott, at \$30 each. The school and school house funds for this year amounted to \$3,293. During this year a controversy occurred with regard to the admission of persons, with a visible admixture of African blood, into the schools. After mature deliberation it was resolved not to admit them, but that their proportion of funds should be set apart for separate schools for such pupils, whenever the number required by law should apply for a school. The school during this year did not prove a success. While the female portion of the teachers were successful in their efforts, the Superintendent was dismissed for incompetency before the close of the term, in consequence of which, school was continued for two months without a Superintendent.

In 1868 James H. Siferd and W. V. M. Layton were elected members of the Board to succeed G. W. Andrews and J. Eldridge; and upon a re-organization of the Board, C. Berlin was elected President, Ed. Myer Secretary, and C. P. Davis Treasurer. The teachers selected for the year 1868-9 were C. W. Williamson, Supt., at a salary of \$1,000; and Florence Alspaugh, assistant, at a salary of \$40



per month. The other teachers were Lillie Elliott, T. Trimble, Zida Layton and Emma Mott. Lillie Elliott resigned at the end of two months, and Mary Elliott was appointed to succeed her. During this term a regular course of study was adopted, and under an efficient Superintendent and a good corps of teachers, it made rapid and satisfactory progress. The school and school house fund this year was \$3,537.

During the school year of 1869-70 there was no change in the Board, and very little in the corps of teachers. C. W. Williamson was retained as Superintendent at an increased salary—\$1,200. At the close of the first month Tallie Trimble sent in her resignation as teacher, and Miss Timmons was appointed to succeed her. Amount of tuition and school house funds for the year was \$4,864.

At the annual election for 1870, Arthur Bitler was elected to succeed S. R. Mott, Jr., on the Board; and Arthur Bitler, to succeed C. P. Davis (who was still a member of the Board) as Treasurer. Mr. C. W. Williamson was retained as Superintendent, and Miss Jennie C. McClay, assistant. Miss M. Elliott, A Grammar, and Miss Zida Layton, B Grammar departments; Miss M. Timmons, Intermediate; and Misses Melissa Elliott and C. Latbrop, Primaries, at the former salaries. The first graduating exercises of the Wapakoneta High School were held the last week in May, 1871, in the High School room of the old building. The class was composed of three members, viz.: Otho C. Layton, Ada Smith and Maggie Cordell.

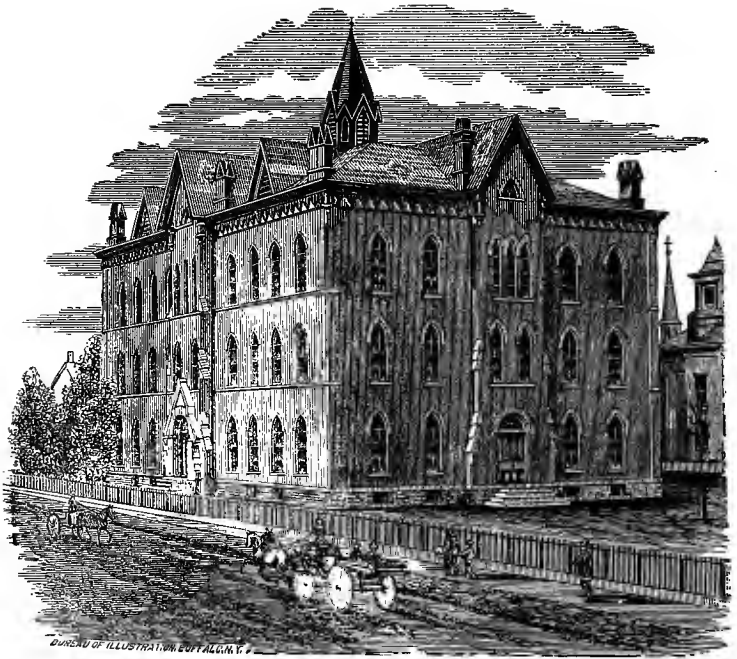
In April, 1871, Mathias Mouch was elected a member of the Board in place of W. V. M. Layton, the other members remaining. At the June meeting of the Board, Mr. C. W. Williamson was again selected Superintendent for the school year of 1871-2, at an increased salary—\$1,300—together with the former corps of teachers, with the addition of Miss Celia Slicer to the first Intermediate Department. This year it was found necessary to organize a German Department; and Mr. H. Bernhard was employed to teach therein at a salary of \$60 per month. The School and School House funds for the year amounted to \$4,182. The second annual commencement of the High School was held in the school building, May 24th, 1872, at which time Vilda Shawber, Clarence D. Berlin and Horace Holbrook graduated. The old members of the Board were re-elected for the year 1872-3, and the organization remained the same as that of the

previous year. The Superintendent and teachers were retained with the addition of Miss Sallie Pearce in second Intermediate, and Miss Julia McClay in second Primary—the whole number of teachers being nine. This year the Board purchased the Underwood property, located east of the school grounds, for the sum of \$1,500, preparatory to the erection of a new School House. The third annual commencement of the High School was held in the old building, in May, 1873, at which time the following class was graduated: Cora Nichols, Julia Meeker and Solomon Shawber. The amount of School and School House funds disbursed during this year was \$5,900.

At the annual election in April, 1873, Herman Timmermeister was elected to succeed Arthur Bitler as a member of the Board. Owing to a difference of opinion among the members of the Board, in regard to selecting a building site for a new school house, no organization was effected for some months;—finally, a compromise was agreed upon, and the school house ordered to be built on the old site. In the selection of teachers for the year 1873-4 some changes were made. C. W. Williamson was retained as Superintendent, and Miss Jennie McClay as assistant, both at former salaries. Miss Ella Torbet in the A Grammar Department; Miss Celia Slicer, B Grammar Department; Mrs. Ulrey, Misses F. Polly and L. Craig, Intermediate Departments; and Misses Elliott and Layton to the Primary Departments. The salaries of all teachers below A Grammar were increased to \$35 per month. Mr. H. Bernhard was retained as German teacher.

In the spring of 1874, the General Assembly of Ohio passed an act enabling the Board of Education to issue Bonds to the amount of \$28,000, running for 12 years, for the purpose of erecting a school building of sufficient capacity to accommodate the growing demands of the school—the enumeration of pupils being now over 1,000. Accordingly, plans and specifications of Mr. Samuel Lane, Architect, of Cleveland, O., were adopted by the Board, and a letting was had on the 21st day of February, 1874, which resulted, after a lively competition, in awarding the contract to Messrs. Andrews & Mouch, of this place, as the lowest responsible bidders, at \$27,600, they receiving the bonds issued by said Board. Dr. E. Myers, Secretary, and M. Mouch being bidders for the building, resigned their positions as members of the School Board, where-





WAPAKONETA UNION SCHOOL BUILDING,  
ERECTED A. D. 1874-5.

upon C. P. Davis was appointed Secretary. The contractors were allowed eighteen months in which to complete the building. The dimensions of the house are as follows: 90 feet in width by 110 feet in length. There are three stories above the basement, the latter being built of the first quality of Piqua stone. There are 17 rooms, of which 10 are school rooms, a fine Hall and 6 recitation rooms all neatly and elegantly finished and well supplied with black-boards and other necessary appliances. The Summer and Winter of 1874-5 were consumed in its completion, and the contractors deserve great credit for the substantial and workmanlike manner of its construction. In completeness of arrangements, adaptability of plan, durability of material, beauty and symmetry, it will compare favorably with any similar building in the State, and the citizens of Wapakoneta may justly be proud of it.

During the term of 1874-5 the old building was occupied—teachers: Supt. C. W. Williamson; Assistant, Miss Ada Smith; Grammar department, Misses Kate Phelps and Rose Daugherty; Intermediates, Misses Craig, Ulery, and Maggie Cordell; Primaries, Misses Elliott, Mulhall, and Fink. The amount of tuition and other funds expended for the year was \$7,124. The fourth annual commencement of the High School was held the evening of the 22d of May, 1874, at Dieker & Davis' Hall, attended by a large and appreciative audience. The graduates were Joseph Dickman, Andrew Meyer, Fannie Fink and Sarah Howell. The progress and management of the school, up to this period, had produced a marked effect upon the social and intellectual culture of the citizens, and has, no doubt, been well appreciated by them.


In April, at the annual election, the Board was filled by the selection of Judge Levi Hamaker, Dr. J. H. Nichols and Arthur Bittler, the organization of the Board remaining as before. The time of the Board was principally occupied, during this year, in arranging and superintending the building of the new school house. The contractors employed Wm. Craft as general superintendent for them. Having a fine season, the building progressed rapidly, and by the 1st of November was under roof. On the 30th day of October bids were opened for seating the new school house, and that of A. O. Hoffman & Co., of Springfield, O., was accepted by the Board; also the bid of Armstrong & Co., of Columbus, O., for heating stoves was

accepted at \$660. Tuition fund for this year was \$4,958, and school house and contingent fund \$7,388.

At the annual election, April, 1875, Geo. M. Rodgers was elected to succeed Dr. Nichols, and C. P. Davis was re-elected for the fourth term. The organization of the Board remained as last year. During the spring and summer the new building was completed, new fence built and various other improvements made. The old buildings were sold and removed, and the grounds leveled and graveled, and the schools for 1875-6 were inaugurated in the new school building. The teachers selected for the school year of 1875-6 were as follows: C. W. Williamson, Supt.; Assistant, Miss Ada Smith; A Grammar Dpt., Miss Kate Phelps; B Grammar Dpt., Miss Frank Stahl; Intermediates, Misses Fannie Fink and Teresa North; Primaries, Misses M. C. Elliott, Maggie Cordell, Ella Smith, and Neva Armstrong; German, H. Bernard.

The fifth annual commencement of the High School was held on the 29th day of May, 1875, before the largest audience ever assembled in this village on such an occasion. The following graduates received their diplomas from the President of the Board: Fred. Alspaugh, Wm. Alspaugh, Wm. Bitler, Mattie Jackson and Ella Smith. The exercises passed off pleasantly. The essays were interspersed with music, and all gave satisfactory indications of the progress, improvement and successful management of the school.

Its present condition is equal to any similar institution in the State; there are employed eleven teachers; there is an average daily attendance of over 500 pupils; the branches taught in its several departments are—besides the ordinary studies—Algebra, Geometry, Trigonometry, Surveying, Chemistry, Philosophy, Geology, Rhetoric, Anatomy, Physiology and Hygiene, Botany, and Drawing.

HISTORICAL SKETCH  
OF THE  
SCHOOLS, PUBLIC  PRIVATE,  
IN  
WARREN, TRUMBULL COUNTY, OHIO.

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BY THOS. J. McLAIN, JR.

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ANY history of the educational interests of Warren, prior to the establishment of the present system of graded schools, must, of necessity, be quite vague and unsatisfactory, owing to an absence of official records, or other reliable data; but enough is known to warrant the assertion, that the education of their children was always regarded as a matter of prime importance by our citizens.

We find that, within a year or two after the settlement of the place, a log school house was built on the river's bank west of the present Park; and in due time a second one was erected on the lot where the National Hotel now stands. Subsequently a frame building, a more pretentious affair, was built immediately north of the first one.

George Parsons was probably the first teacher in the village, as he taught in the log house upon the bank of the river as early as 1803. John Leavitt, Jr., is supposed to have organized the first school held in the second structure, whilst a Mr. Haynes was assigned to duty in the more aristocratic frame. It is also known that Alexander Sutherland, Samuel Forward, Miss Bostwick, and Col. Cyrus Bosworth wielded the persuasive birch in early days, but at what precise dates cannot be ascertained.

About the year 1818 the village was thought to be large enough to justify the erection of an Academy, and, with this purpose in view, an incorporation was formed under the somewhat imposing title of "The Warren School Association." A lot was purchased of Ephraim Quinby, and a brick building was erected thereon, the site being the one now occupied by

Milton Sutliff's block on High street. The original trustees of the society were James Quigley, Richard Iddings, Samuel Leavitt, Francis Freeman and George Parsons. What degree of success attended this venture, who were the teachers, or what the course of study, we have no means of knowing; but the building was used for educational purposes during a period of about thirty years.

Between 1820 and 1830, John Crowell, Jacob Osborn and Captain Thompson were teachers; and at some unknown period between 1830 and 1840, D. C. Babbitt, R. P. Spaulding and Miss Moulton were engaged in the schools of the village.

During the years 1837-8, Daniel Jagger taught a select school in a large frame building, then known as Macfarlane's block, situate on the south east corner of Liberty and South streets, where H. C. Reid & Co.'s Machine Works now stand; he also taught, for a portion of the time, in the old frame which stood upon the present site of Warren Packard's residence, corner of High street and Mahoning avenue. About the same time James G. Calendar was also a teacher in the schools.

During the decade immediately preceding the organization of the present graded schools, the principal instructors in Warren were Junius Dana, Prof. Bronson, Wm. G. Darley, Martha Calendar, Martha and Fanny Dickey, Lucy Clark, S. D. Harris, Dr. J. R. Woods, and a Baptist clergyman named Brown, who by his persistent and merciless use of the rod, strap and ferule, acquired a reputation for brutality, which has never been equalled in the history of our schools. Being now dead, we will say to his remains what he never said to a pupil: *Requiescat in pace!*

About the year 1844 Prof. Bronson established an Episcopal Female Seminary in the building on South street now occupied by S. M. Rupp for a residence. The project, however, not proving a success, he soon abandoned it, and opened a select school for boys and girls in the basement of the old M. E. church on the river bank.

Junius Dana, who was a leading educator from 1840 to 1848, generally taught a select school in the summer and a district school in the winter, part of the time alone, and on several oc-



casions in connection with Daniel Jagger. The select schools were held in the Macfarlane block, in the academy, and in King's brick block on Main street.

William G. Darley, an English gentleman, also taught a select school in King's block from 1846 to 1849, which was largely attended and was quite successful.

In 1844-5 three small frame school houses for district schools were built, one on the corner of School and Prospect streets, another on the north side of East High Street, and the third south of the canal, which were at that time regarded as important adjuncts to the educational facilities of the village.

Under the system of District schools then extant, the school taxes were not collected, as now, by being placed upon the duplicate, but the directors were empowered to collect them and in case of refusal to pay, they were authorized to sue as in any other case of indebtedness. This gave rise, sometimes, to considerable litigation; and amusing incidents are narrated in connection with such proceedings. At one time, three of the wealthiest citizens of the village, dissatisfied with the schools, refused to pay their taxes; whereupon the directors levied upon the harness of one, the fat calf of another and the weighty hog of the third, exposing these articles at public sale at the Court House door to the highest bidder, to the infinite amusement of those tax-payers who had cheerfully responded without process of law. This summary example, it is said, was potent for a long time in facilitating the collection of school taxes.

The studies pursued in the select and district schools of this time were reading, writing, spelling, arithmetic, grammar, geography, history, algebra, geometry, astronomy, natural philosophy, chemistry, botany and geology, with a moderate amount of Latin and Greek: the higher branches were taught mostly in select schools.

About this time important changes were being made in the public school system of the State, with special reference to the better regulation of the schools in cities, towns and villages; and on Feb. 21, 1849, a general act was passed by the Legislature, the provisions of which seemed to meet the approval of many of the citizens of Warren. John Hutchins delivered a public

lecture upon the subject, and on March 31, 1849, a legal call was made for an election to decide whether the village should adopt the above mentioned act. This call was signed by six resident free-holders, viz : Matthew Birchard, Leicester King, Jno. B. Harmon, R. P. Ranney, Milton Graham and L. J. Iddings.

The election was held at the Court House on April 10, 1849, B. F. Hoffman acting as chairman, Joseph Perkins as Assistant Chairman, and I. L. Fuller as clerk. The vote stood : For the Law, 134 ; against the Law, 22. So the law was adopted. On the 23d of the same month, at an election, R. P. Ranney and George Tayler were elected to serve as members of the Board of Education for one year ; M. Birchard and B. P. Jameson for two years ; and Joseph Perkins and Jno. Hutchins for three years. The Board organized on April 30 by choosing M. Birchard for President, Jno. Hutchins for Secretary, and Geo. Tayler for Treasurer. School Examiners were appointed as follows, viz : Julian Harmon, for one year ; Jacob Perkins, for two years ; Rev. W. C. Clark for three years.

After a very brief delay the Board proceeded to organize the schools under the law.

A High School was established, under the charge of Miss Martha Dickey, in a two-storied frame building, which stood on the site of the present brick structure on Monroe street. The several frame school buildings, the property of the respective sub-districts under the old system, were utilized by the Board and other rooms were rented, so that six primary and secondary schools were opened during the summer months, taught respectively by Fanny Dickey, Mary Brown, Amanda Brown, Elizabeth A. Tuttle, Mary Tillotson and Francis Janes. The salaries paid the teachers at this time were \$4.00 per week in the High School, and \$3.50 per week in the others. The price of tuition for foreign scholars was fixed at \$3.00 per term in the High School, and \$1.50 per term in the Primaries.

The following course of study was established : For Primary and Secondary School—Eclectic Spelling Book ; Eclectic First, Second and Third Readers ; Wells' Elementary Grammar ; Thompson's Mental and Practical Arithmetic ; Parley's and Morse's Geographies ; and Wilson's History of the United States.

For the High School : McGuffey's Fifth Reader ; Mandaville's Course of Reading ; Morris' Geography ; Wells' School Grammar ; Thompson's Practical and Higher Arithmetic ; Loomis' Algebra ; Davies' Legendre Geometry ; Davies' Surveying ; Smith's Illustrated Astronomy ; Parker's Natural Philosophy ; Gray's Chemistry ; Ackerman's Natural History ; Cutler's Physiology ; Wood's Botany ; Wilson's American History ; Hitchcock's Geology ; Ollendorf's French Grammar, and Arnold's Latin and Greek series.

During the summer, arrangements were perfected so that upon the 10th day of Sept., 1849, the first regular session of all the schools opened with the following corps of teachers, viz:

M. D. Leggett, Superintendent and Principal of the High School, with a salary of \$700 per annum; Miss Lucretia Wolcott assistant in the High School, with a salary of \$200 per annum. Miss Lucretia Pomeroy, Principal of the Grammar School, with a salary of \$175 per annum. Martha Dickey, M. A. Booth, Lucia Cotton, Frances Janes, Amanda Brown and Marietta Leggett in the Primary and Secondary School at \$3.50 per week.

At the close of the first year M. D. Leggett resigned the Superintendency of the schools, and J. D. Cox, was elected to fill the vacancy, entering upon his duties Sept. 1, 1851, and serving for three years at a salary of \$600 per annum.

On Sept. 1, 1854, Rev. James Marvin assumed charge as superintendent, occupying that position for eight years, at a salary of at first \$900 then \$1,000 and finally \$1,200 per annum.

It being evident that the school facilities were inadequate to the wants of the town, a meeting of the electors was held on May 9, 1854, at Empire Hall, at which it was voted that \$6,000 should be raised by taxation to purchase sites and build school houses.

During the summer the High School lot, including the old building, was bought from Joseph Perkins, for \$1,400. A lot was purchased on Quinby Hill, of Anna J. Gordon for \$500. In the subsequent spring, the Liberty street lot, including a frame building, was bought of E. E. Hoyt & Co. for \$900, also a lot on Vine street for \$400. The purchase of the Liberty

street lot gave the district, with a little expense for repairs and fitting up, two comfortable school rooms. During this time the school on Quinby Hill, was held in the dwelling house of Peter Gaskill, Mrs. Gaskill being the teacher. About this time, also, a library was established in connection with the High School, books being received from the State.

In the spring of 1855, the question of erecting a new High School building was agitated, the necessities of that department having far outgrown its accommodations; and on 9th of June, a meeting of the electors was held and it was voted to raise \$8,000 by taxation for this purpose. Shortly afterward contracts were made with Richard Craven, and Messrs. Soule and Johnson for the erection of the present building, which was completed and occupied during the summer of 1856. The old building which had in turn served the purposes of a carpenter's shop, a select school, and the public High School, was sold for \$148, and, being removed to Park Avenue, continues its usefulness as a private dwelling.

During the year 1859, the limits of the district were somewhat enlarged by the addition of certain territory on the East from Howland, and on the West from Warren Township.

On March 16, 1861, in compliance with a petition presented to the Board by the residents of the West side, a meeting of the electors was called to vote upon the question of building a school house on the lot on the West side of the Mahoning, purchased of Anna J. Gordon. The electors voted to raise \$3,500 by taxation for this purpose, and a two-storied brick building was erected, it being completed in 1864.

On the summer of 1862, Rev. James Marvin resigned the position of superintendent, to accept a professorship in Allegheny College, at Meadville, Pa., and H. J. Caldwell was elected to fill the vacancy, serving until 1866, at a salary of at first \$800, then \$1,000, and then \$1,300 per annum. During his superintendency, that is 1865, a new grade of school was established called the "Intermediate."

By this time the houses, in which the primary and secondary schools were being held, except the one on the West side, having become so dilapidated as to demand new buildings, the

electors were called together on January 18, 1867, to vote upon the matter, and it was resolved to levy a tax of \$5,000 per annum for four years—making \$20,000 in all—for the purchase of proper sites and the erection of the necessary buildings. In order to facilitate the project, as the demand for relief was urgent, the Board was authorized to borrow money in anticipation of the tax.

After the lapse of two years and a half, the sum of \$7,279, having accumulated from taxes, and no lots having been bought or buildings begun, the schools in the mean time being still held in buildings that were small, dilapidated, badly heated, devoid of ventilation and unhealthy, and considerable feeling having been engendered among the citizens in consequence of this condition of affairs, a spirited election for members of the Board was held on July 21, 1869, when four new members were elected, viz: I. N. Dawson, T. J. McLain, Jr., J. S. Edwards and Julian Harmon.

The new Board, composed of the members just elected together with C. A. Harrington and M. B. Tayler, proceeded promptly to carry out the wishes of the electors; so that within two months after its organization, advertisement was made for proposals to erect a new building on the Liberty street lot, and during the fall and winter a commodious brick structure for two schools was completed, which, being followed by other similar structures, may be considered as having inaugurated a "new departure" in the matter of school buildings in Warren. The architect was Jos. Ireland of Cleveland; the contractors were Messrs. Green & Co. of the same place; the building committee was Julian Harmon and M. B. Tayler; the superintendent was I. N. Dawson; the cost of the building completed and finished with its surroundings was about \$8,000.

J. J. Childs acted as superintendent of the schools during the year ending Sept. 1, 1867, and W. H. Pitt was superintendent during the next two years, each at an annual salary of \$1200. On Sept. 1, 1869, H. B. Furness was elected superintendent at a salary of \$2000 per annum, serving one year. During his charge the objective mode of instruction was introduced into the lower grades of the schools.

In March, 1870, the new Board sold the High street lot for \$400, and bought a fine double lot of J. L. Smith, on East Market street, for \$1400, upon which, during that summer and fall, was erected a substantial building at a cost of \$10,500, suitable for two schools. The architect was Joseph Ireland; the contractors were Wm. Ernst and Joshua R. Seeley; the building committee was Messrs. Dawson and Harmon; the superintendent was I. N. Dawson.

The funds already voted for erecting buildings having been nearly exhausted, and at least two other houses being needed, another meeting of the electors was called on March 15, 1871, at which it was voted that \$10,000 per annum for two years, making a total of \$20,000, should be levied to purchase sites and erect two buildings, one in the north and one in the south part of the city.

During the ensuing fall and winter the school lot on the corner of School and Prospect streets was enlarged by an additional purchase, and a fine brick house was erected suitable for two schools. Walter Blythe, of Cleveland, was architect; Messrs. Downs, Elliott & Co., and Wilkins & Sidles were the builders; T. J. McLain, Jr., and Julian Harmon were the building committee; I. N. Dawson was superintendent; the cost, completed, including lot, was about \$11,000.

The next year witnessed the completion of the fourth and last building, in South Warren, on the corner of Liberty and Fulton streets, it being quite similar in style and size to its predecessors. The architect, contractors, committee, and superintendent were the same as those connected with the erection of the North building; the cost was about \$10,500.

During the summer of 1874, about \$3,000 was expended in extensive repairs and improvements upon the High School building.

In the present year, enlarged accommodations being needed, a lot was bought in the south-west part of the city, and a convenient frame building was erected, suitable for one school, the lot and building costing about \$1,500.

The following is a list of the superintendents of the graded schools, in regular order, since their organization in 1849, viz:

Mortimer D. Leggett, Jacob D. Cox, James Marvin Hugh J. Caldwell, J. J. Childs, Wm. H. Pitt, H. B. Furness and J. C. Barney.

The following is a complete list of the persons who have served as members of the Board of Education since 1849, viz: Matthew Birchard, Rufus P. Ranney, Joseph Perkins, George Tayler, B. P. Jameson, John Hutchins, Azor Abell, Zalmon Fitch, Matthew B. Tayler, Ira L. Fuller, Henry B. Perkins, Julian Harmon, T. E. Webb, Wm. Ritzel, J. H. McCombs, John L. Weeks, Chas. A. Harrington, Thos. J. McLain, Jr., Isaac N. Dawson, John S. Edwards, O. H. Patch, J. J. Gillmer, Julius King, Chas. C. Adams, Geo. B. Kennedy and Seth M. Laird.

STATEMENT showing the amount of local school taxes collected for each year for the Union Schools.

For 1849.....	\$ 486 50	For 1863.....	\$ 4,298 54
" 1850.....	1,094 00	" 1864.....	4,532 12
" 1851.....	1,050 00	" 1865.....	5,724 63
" 1852.....	1,099 42	" 1866.....	6,077 66
" 1853.....	1,498 92	" 1867.....	7,619 42
" 1854.....	2,810 98	" 1868.....	12,386 55
" 1855.....	5,903 25	" 1869.....	14,871 56
" 1856.....	5,199 81	" 1870.....	13,744 81
" 1857.....	5,126 29	" 1871.....	19,130 79
" 1858.....	4,765 25	" 1872.....	21,339 77
" 1859.....	3,976 05	" 1873.....	14,853 16
" 1860.....	5,879 60	" 1874.....	13,181 01
" 1861.....	6,181 36	" 1875.....	14,520 20
" 1862.....	5,478 22		Total \$202,829 87

It would have been interesting to mark the increase of pupils by the different annual enumerations, but neither the school records, nor the County Auditor's books furnish complete data. In 1849 the enumeration was estimated at about 325. From that date until 1862 the records are missing. Since then the enumerations are as follows, viz :

For 1862 No. youth enumerated.....	998
" 1863 " " " .....	1050
" 1864 " " " .....	1062
" 1865 " " " .....	1102

" 1866 No. youth enumerated.....	1152
" 1867 " " " .....	1100
" 1868 " " " .....	1325
" 1869 " " " .....	1350
" 1870 " " " .....	1388
" 1871 " " " .....	1441
" 1872 " " " .....	1438
" 1873 " " " .....	1400
" 1874 " " " .....	1470
" 1875 " " " .....	1408

The public schools are at present in a highly prosperous condition, as flourishing as at any period of their history.

The school property of the district is of great and permanent value. The lots are large, well located, and increasing in value with the growth of the city. The buildings, seven in number, are of the best class, with one exception, being built of brick, with perfect arrangements for heating, ventilation, and the comfort of the pupils, and are entirely adequate to the necessities of the schools. The school property is estimated to be worth at least seventy-five thousand dollars.

There are now fourteen schools in the city, graded as follows, viz: One High school, one Grammar school, two Intermediate schools, four Secondary and six Primary schools.

The Board of Education is organized at present as follows, viz: Chas. A. Harrington, President; T. J. McLain, Jr., Treasurer; I. N. Dawson, Geo. B. Kennedy, Chas. C. Adams and Seth M. Laird, with F. J. Mackey as Clerk.

The corps of instruction consists of one Superintendent, J. C. Barney; three teachers in the High school, three in the Grammar school, three in the Intermediate schools, four in the Secondary and six in the Primary schools, and one Professor in the Department of Music.

The Library, though heretofore neglected, has a brighter prospect, the Legislature having at its last session, at the request of our Board, so amended the school law as to permit city districts of the second class to appropriate, for library purposes, not to exceed \$150 per annum, which amount has lately been invested in valuable books for the Library, with the expectation of other installments in the future.

The supply of apparatus is very meager and deficient.



## SUMMARY OF STATISTICS FOR SCHOOL YEAR 1874-5.

White youth between the ages of 6 and 21.....	1,435
Colored " " " " .....	45
Whole number of pupils enrolled.....	946
Average number belonging.....	658
Average daily attendance.....	610
Average daily absence.....	48
Per cent of attendance on the average number belonging.....	92

It being interesting to note the changes in text books and methods of study in progress of time, and having already given the original course of instruction in the schools in 1849, we now add the course of study in 1875, which is as follows, viz :

**PRIMARY GRADE.** Reading, Spelling, Writing, Drawing, Music, Numbers, Object Lessons, Language, Physical exercise, Geography, Grammar, Arithmetic, Composition, Declamations and Recitations and U. S. History.

These studies are to be pursued during a course divided into eight grades, each grade comprising one year, two years each being assigned to the Primary, the Secondary, the Intermediate and the Grammar Schools. A four years' course is provided for the HIGH SCHOOL, viz :

## CLASSICAL COURSE.

## FIRST YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
Language. ....	Latin, German or French.	Latin, German or French.	Latin, German or French.
Mathematics .....	Algebra.	Algebra.	Algebra.
Science .....	Physiology.	Physiology and Botany.	Botany.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## SECOND YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
Language .....	Latin, German or French.	Latin, German or French.	Latin, German or French.
Mathematics.....	Algebra.	Geometry.	Geometry.
Science .....	Natural History.	Science of Government.	Natural Philosophy.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## THIRD YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
Language .....	Latin, German or French.	Latin, German or French.	Latin, German or French.
Mathematics.....	Geometry.	Trigonometry and Surveying.	Astronomy.
Science.....	Natural Philosophy.	Chemistry.	Chemistry.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## FOURTH YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
Language .....	Latin.	Moral Science.	Moral Science.
Science.....	Astronomy.	Geology.	Geology.
Mental Science.....	Mental Philosophy.	Mental Philosophy and Logic.	Logic.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## ENGLISH COURSE.

## FIRST YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
Language.....	English Language.	English Language.	English Language.
Mathematics .....	Algebra.	Algebra.	Algebra.
Science.....	Physiology.	Physiology and Botany.	Botany.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## SECOND YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
General Studies.....	Physical Geography.	Book-Keeping.	History.
Mathematics .....	Algebra.	Geometry.	Geometry.
Science .....	Natural History.	Science of Government.	Natural Philosophy.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## THIRD YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
History.....	History.	History.	History.
Mathematics .....	Geometry.	Trigonometry and Surveying.	Astronomy.
Science.....	Natural Philosophy.	Chemistry.	Chemistry.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

## FOURTH YEAR.

	FIRST TERM.	SECOND TERM.	THIRD TERM.
English Literature&c	English Literature.	Moral Science	Moral Science.
Science.....	Astronomy.	Geology.	Geology.
Mental Science.....	Mental Philosophy.	Mental Philosophy and Logic.	Logic.
	Declamation and Composition.	Declamation and Composition.	Declamation and Composition.

NOTE 1.—Those taking Latin may also take Greek and omit Natural Philosophy and Chemistry. Those who take German or French are to take the English Course in the fourth year.

11.—Each pupil will be required to take the course in regular order; also to take Latin, except that, by request of his parent or guardian, he may be permitted to take German or French, or the English Course.

111.—Vocal music, and English or American Literature through the four years' course.

This course of Study for the High School was adopted by the Board, February 17, 1871.

In 1857 the system was adopted of granting Diplomas to scholars who should complete the prescribed course of study in the High School, and at the close of that year three pupils graduated. Nineteen classes in all have graduated, being composed of 133 members. Many of these have entered college, though the exact number is not known. During the last five years 25 scholars have graduated, and of this number thirteen have entered college.

The first superintendent of our schools, M. D. Leggett, soon after resigning his position, removed to Zanesville, where he pursued his legal profession. At the outbreak of the rebellion he entered the service of the United States, and served during

the war, being promoted before its close to a General's command. During President Grant's second term he received the appointment of Commissioner of Patents.

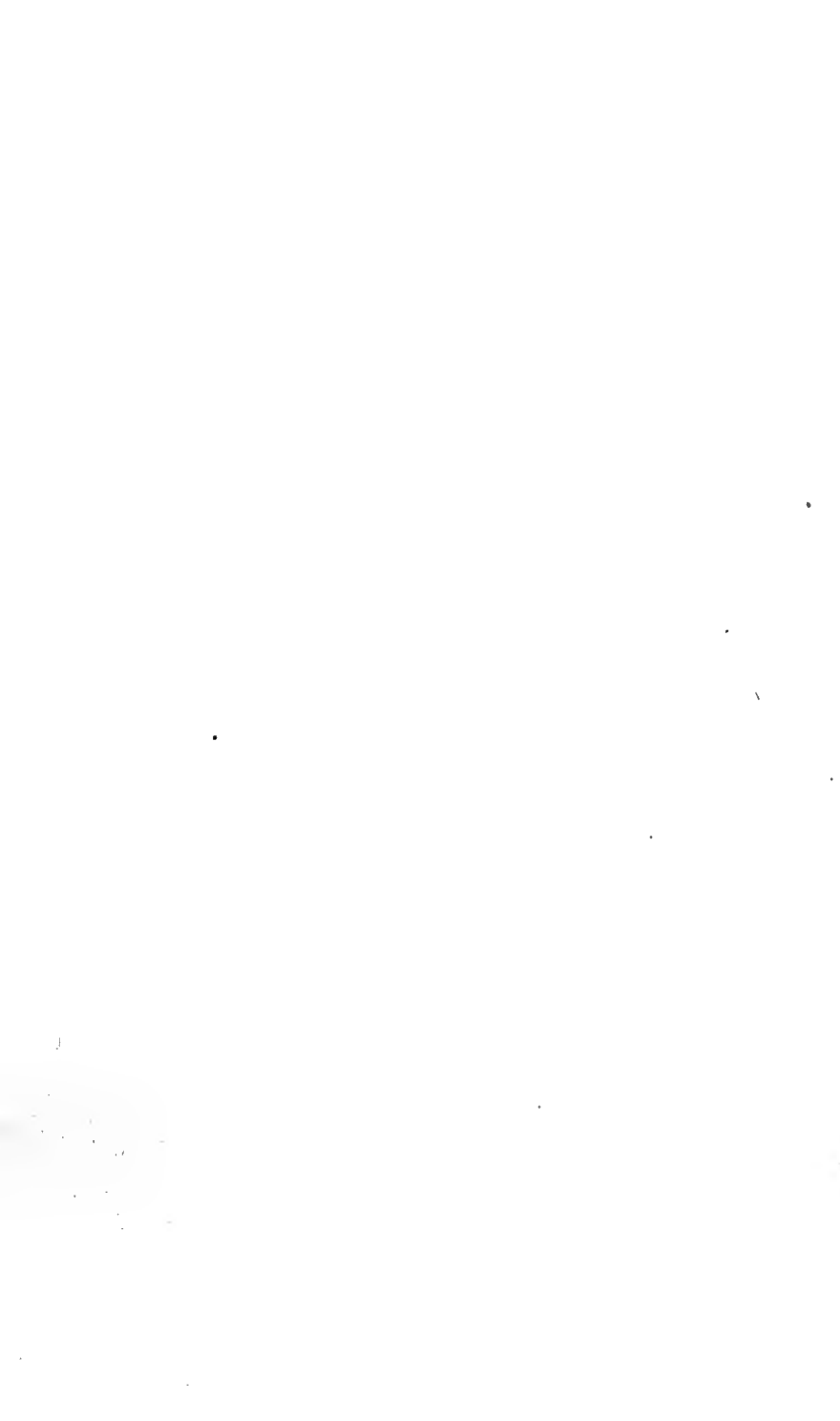
The second superintendent of the Warren schools, Jacob D. Cox, continued to reside in our city, and pursued the practice of law. He was soon afterwards elected to represent this Senatorial district in the General Assembly. Subsequently he entered the service of the government, and served during the war, making a brilliant record as a military officer, reaching the position of a Major-General. In 1865 he was elected Governor of Ohio, serving for two years and declining a renomination. On the organization of President Grant's first cabinet he was appointed Secretary of the Interior.

The third Superintendent of our schools, Rev. James Marvin, resigned the superintendency to accept a Professor's chair in Meadville College. He is now President of the University of Kansas, situate at Lawrence in that State.

Our other superintendents are, so far as is known, pursuing their educational profession in different localities, with credit to themselves and usefulness to the communities where they are stationed.

In closing, we may say, that the ample facilities for instruction which our schools afford, their present flourishing condition, the affection felt for them by our people, and the cheerful alacrity with which our tax payers have always responded to the requisitions of the Board, augur well for the future educational interests of our city; whilst the experience of a quarter of a century and the solid foundation upon which our schools are now based, justifies us in expecting from them a still higher degree of usefulness in the years to come.





## THE WAVERLY PUBLIC SCHOOLS.

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The early history of the schools of Waverly is involved in much uncertainty, being a matter of tradition rather than record.

The records now in the possession of the Board of Education date back only to the year 1865. Reports to the State Commissioner of Schools are found in the auditor's office for no years previous to 1870. The corporation records were burned in 1866; and the records of this township (Pee Pee) commence with the year 1854. I have carefully examined these records; I have also examined enumeration reports, assessor's reports, township treasurer's reports, and old school registers. I have written to former teachers, interviewed the old citizens, and sought information from the young people. I have harmonized and arranged all this, with the following result:

The first school house, accommodating those living in this vicinity, was built previous to the year 1820, and (describing as things now are) was on the canal south of G. W. A. Clough's residence, about one mile east of Waverly. Hon. James Emmitt attended school in it in 1820, and received most of his education there under a Mr. Perkins, who is spoken of as having been one of the first and best scholars of Pike county. The second school house was built in 1822, on the farm of Major Kilgore, one-half mile southeast of Waverly. The third school house was built about the year 1824, on the Chillicothe pike, about one-fourth mile north of Waverly. Judge James Hibbens taught in this school house in the year 1828, and was paid partly by public funds, partly by subscription. This school house was afterward moved into town, and now serves as part of the residence of C. F. Smith.

These three school houses were log buildings of the ancient pattern. A large fire-place filled almost one entire end of the building. A log was cut out and greased paper fastened in the aperture to admit light; the floor, benches and desks were made of slabs, and other accommodations were in harmony with these.

About the year 1833 a frame school building (now used as a dwelling) was erected on East Second street. It had a board floor, ceiled walls and upper floor, and glass windows. Of the many teachers who dispensed knowledge in it the names of Samuel Reynolds, F. S. Dexter, Hon. J. J. Green, Warren Dewy and Dr. William Howard are still remembered.

In the year 1844 a brick school house was erected on Second street, where the jail now stands. It was two stories high, with four rooms, two rooms on each floor. It was built at a cost of \$1800, and was, of course, but poorly furnished. It was not made ready for occupation until about the autumn of 1846. Of those who labored here previous to the reorganization of the schools in 1854, little is known beyond their names.

The Principals were Messrs. McFarland, I. B. Allen, Thomas York, Delplain, Joseph Spence, Hon. J. J. Green, Joseph Williams, J. C. Freeman and Samuel Bartley. The assistants: Mrs. Brown, Mrs. Lanus, Mrs. Freeman, Miss Lanus and Miss Row. An assistant was first employed with Mr. York in about 1851. There are no statistics of any of these years, except that in 1853 there was an enrollment of 114, and an average attendance of 45.

#### ADOPTION OF GRADED SYSTEM.

In the year 1854 the schools were reorganized under an act entitled "an act to provide for the reorganization, supervision and maintenance of common schools," sections 32-3, passed March 14, 1853.

It is not now known who were most active in bringing about this reorganization, nor what were the particular difficulties they encountered; but it may be inferred that there



was no active or formidable opposition from the fact that no remembrance of it remains; there was nothing connected with it of sufficient importance to make a lasting impression. The brick school house built in 1844 still continued to be used, but a third teacher was added in this year (1854), and three of the rooms were used as school rooms, the fourth serving as a luncheon room for those who resided at too great a distance to go home for dinner until the winter term of 1863, when a fourth teacher was added to the corps.

Table No. 1 gives names of principal teachers and assistants for the first thirteen years after the organization of the schools on the graded system.

The schools began to be in so crowded a condition that the need of a new school house began to receive attention, and in 1865 a special election was held to decide whether or not the school board should be empowered to purchase a suitable site and erect a school building thereon. It was decided almost unanimously in the affirmative. But when the location came to be discussed, it developed an almost equal and very bitter contest, which has not yet been forgotten, and has been productive of much injury to the schools. The canal running through Waverly from east to west divided it into two almost equal portions. Each of these sections was clamorous for the location of the school house on its own side. It was decided in the choice of a director, by a small majority, in favor of the north side. A lot of about four acres was procured in the northeastern part of town, the most elevated ground in the corporation, and commanding a fine view of all the adjacent country. Three and three-fourths acres of this was purchased from G. W. A. Clough for \$1,130.63, the remainder was donated by the owner, Hon. James Emmitt, to the Board.

A fine brick building was erected on the north central part of this lot, at a cost of about \$28,000. It is  $83\frac{1}{2}$  feet in length by  $47\frac{1}{2}$  feet in width, and three stories in height. The basement story is divided into two rooms, each 29 feet by 68 feet 6 inches, opening on the south and lower side, and occupied by the First and Second Primary departments; the remaining part of the basement, which extends into the hill, is divided

into a coal cellar and lumber room. The first floor, entering from the north, is divided into four rooms, two 30x25 and two 30x19, separated by a hall 18½ feet in width. The third floor of the building is divided into two rooms respectively, 30x25 and 30x19, and a hall 30x45, separated by a hall of same width as on second floor. The furniture is mainly of home manufacture, plain but substantial. It is supplied with but little apparatus. The building is admirably situated for health and beauty, and with its fine lot is especially noticed by all visitors to our town. The schools were moved into it January 18th, 1869. Although at the time of its being built it seemed larger than was necessary, it is now so well filled that citizens feel they will ere long be compelled to build another if the town continues to improve as it has improved recently.

#### INDEBTEDNESS.

In the building of the school house a heavy debt was incurred. The school house and lot cost, as we have shown, nearly \$30,000. The first estimate of the Board was \$8,000. They borrowed this and gave their bonds. But the expense increased as they improved their design, and they still continued to borrow money and issue their bonds, payable at pleasure, until a special act was passed for their relief. The old bonds were then replaced by new ones, payable within certain limits. In the year 1870, because of some local feud, an injunction was gotten out, enjoining the collection of the school tax for the year, and a debt was thereby incurred in the tuition fund, which has not yet been liquidated. But it is expected that the tuition debt will be extinguished in another year, and the bonded debt has but two years more to run, so that, financially, the district is in better condition than it has previously been for many years.

#### SUPERVISION.

Under this head Mr. Samuel Bartley deserves special notice. Brought up in the hills near Jasper, in this county, he had no educational advantages except those afforded by the common schools of that period, which were very meager. He was,

however, persevering and determined in his efforts to add to his fund of information. While engaged as a day laborer he improved all his leisure moments at his books, and even while following the plow, it is related, he would stop and work out problems in the sand. He was urged to take the winter school in that district. He did so, and taught it with success, and thus was fairly in the profession. As he taught others, he continually improved himself. In the year 1854 he took charge of the Waverly schools, consisting then of only two departments. He had charge of the Waverly schools again in 1856, and taught in several other localities until the year 1859, when he was again called to take charge of the Waverly schools, where he continued as principal teacher until the year 1871. In these years his reports show that he taught Algebra, Philosophy, Physiology, Geometry, Botany and other of the higher branches. The schools had also increased, as will be seen by comparing the years 1859 and 1870 in Table No. 3. He was a rigid disciplinarian, neat in person, gentlemanly in deportment, strictly temperate in habit, upright in character, and a faithful and earnest teacher. He did much for the schools of Waverly, and left behind many warm friends.

Mr. D. T. Clover, who had charge of the schools in 1870-71, with the addition of another teacher to the corps, succeeded in reclassifying the schools to great advantage. He was here only one year, and a bitter school-fight during that time very much interfered with his labors, but in that time he made many friends, and left behind him the record of an efficient Superintendent and teacher. He has since had charge of the London and Galion schools, which are among the best in the State, with marked success. He is at present practicing law in Lancaster, Ohio.

Mr. W. O. Hopkins succeeded him, and had charge of the schools in 1871-72. He was in feeble health at the time and scarcely able for his work. He has since died of consumption.

Mr. J. C. Harper, formerly of Bucyrus schools, was elected to the Superintendency in 1872. He only remained four

months, and resigned to accept the Superintendency of the Newark schools.

C. T. McCoy, of Lancaster, Ohio, was elected to fill the remainder of the year. He has been continued to the present as Superintendent of the schools.

The classification of the schools is not what could be desired. At the time of the adoption of the graded system (see Table No. 2), there were but three departments. In 1864 a fourth was created; in 1866 a fifth and a department of German were added. In 1870 the schools were again classified, and a seventh teacher was added.

In 1873, because of the act passed that year forbidding the teaching of the common branches in any other language than the English, the German department was disbanded, and the pupils distributed among the other departments. The former teacher of German was placed in charge of a recitation room, and pupils from the different rooms went to recitation at appointed hours. The distribution of the pupils from the German department so filled up the Primary departments that a sixth department of English study was created (the Superintendents ceased to have charge of a room from the year 1872, but still continued to hear the advanced classes from the Senior Grammar department); this permitted a still better classification to be made. The Primary departments are, however, still too full. The good of the schools imperatively demand

#### A HIGH SCHOOL DEPARTMENT.

There is at present no incentive or inducement to our pupils to remain in school, such as a well organized HIGH SCHOOL and Graduating Course would present. It is true, the fitting up of a room and the services of an efficient teacher would cost something, but this is true of anything valuable or worth having.

Such a department would retain our older pupils in school, would draw pupils from the surrounding country, keeping our money at home, and drawing more from abroad. It would enable a better classification of lower departments to be made, and would impart a healthy stimulus to all departments of the

school. And one advantage that Waverly possesses over many other localities is, that her wealthy citizens are public spirited, and afraid of no expense that works to the welfare of their village. More opposition here is usually encountered from a class of citizens who would be unable to educate their children at their own expense. They foolishly strive against their own best interests. The public sentiment is in favor of good schools and a liberal support of them.

Course of instruction at present embraces eleven years, divided as follows :

First Primary.....	2 years.
Second " .....	1 "
Third " .....	1 "
Fourth " .....	2 "
Junior Grammar .....	2 "
Senior " .....	3 "

#### MEMBERS OF BOARD OF EDUCATION.

The following gentlemen have served as members of the Board for the number of years annexed to their respective names :

James Lewis, three years ; John Butt, six years ; C. G. Evans, six years ; N. S. Moore, six years ; G. D. Emmitt, six years ; George Bernshein, two years ; C. F. Smith, three years ; John T. Moore, three years ; Jacob Row, nine years ; Richard Waters, three years ; T. J. Snyder, three years ; G. W. A. Clough, six years ; G. W. Wolf, six years ; George Corwine, three years ; Thomas Lowry, three years ; T. W. Higgins, six years.

The present Board consists of Dr. S. A. Hutt, Judge A. B. East and C. A. Nestler.

There are many of these who, no doubt, merit special notice did my space and knowledge prepare me to do them justice. I mention but a few. Judge J. Row served as a member of the Board from 1849 to 1858, nine years. He was one of the first settlers here, and took an active part in all educational interests. The efficiency of the schools at an early date are, no doubt, to be credited largely to his instrumentality. More

lately George W. Wolf and Col. T. W. Higgins are deserving of special mention as gentlemen who have been anxious to place the schools on a standing equal to those of their size anywhere in the State. Waverly has generally been fortunate in the selection of her best men to fill this important position. The present Board merit the thanks of Superintendent and teachers for their unwavering support and uniform kindness.

#### TEACHERS.

The teachers in the Waverly schools will compare favorably with those of any other village in the State. Many of them are teachers of long experience and excellent attainments. Their salaries are not what their abilities would command in other localities. I hope that ere long the salaries of Waverly teachers will not lose anything when compared with the salaries of teachers holding similar positions, and will be such as may testify the appreciation of their unwearied labors by an intelligent public, and may encourage them to go forward in their profession.

#### TABLE NO. 1.

##### *List of Teachers for the Years 1854 and 1866, inclusive.*

1854—Samuel Bartley, Principal; C. G. Evans, First Assistant; Mary E. Lauius, Second Assistant.

1855—David Adams, Principal; Nancy Marvin, First Assistant.

1856—Samuel Bartley, Principal; C. G. Evans, First Assistant; Sarah McClellan, Second Assistant.

1857—Richard Clittenden, Principal; Wm. Butt, First Assistant; Mary M. Kincaid, Second Assistant.

1858—James M. White, Principal; John White, First Assistant; Elizabeth Kincaid, Second Assistant.

1859—Samuel Bartley, Principal; D. H. Bishop, First Assistant; Eliza J. Hinson, Second Assistant.

1860—Samuel Bartley, Principal; D. H. Bishop, First Assistant; Eliza J. Hinson, Second Assistant.

1861—Samuel Bartley, Principal; D. H. Bishop, First Assistant; Frances White, Second Assistant.

1862—Samuel Bartley, Principal; D. H. Bishop, First Assistant; Mrs. Boughton, Second Assistant.

1863—Samuel Bartley, Principal; D. H. Bishop, First Assistant; Lou Hurd, Second Assistant; Henrietta Row, Third Assistant.

1864—Samuel Bartley, Principal; D. H. Bishop, First Assistant;

Lou Hurd, Second Assistant; Henrietta Row, Third Assistant.

1865—Samuel Bartley, Principal; D. H. Bishop, First Assistant; Miss Eagan; Henrietta Row, Third Assistant.

1866—Samuel Bartley, Principal; Jno. W. Washburn, First Assistant; Lizzie Clark, Second Assistant; Henrietta Row, Third Assistant.

TABLE NO. 2.

*Showing the Teachers in Waverly Schools, with their Salaries, from 1867 to 1876, inclusive.*

1867.

DEPARTMENTS.	NAMES OF TEACHERS.	SALARY FOR 9 MOS.
Grammar.....	Henry Morgan.....	\$450
Third Primary.....	Lizzie Clark.....	225
Second Primary.....	Lizzie Armstrong.....	225
First Primary.....	Henrietta Row.....	225
German.....	F. W. Bendix.....	

1868.

Grammar.....	D. H. Bishop.....	\$585
Third Primary.....	Lizzie Clark.....	225
Second Primary.....	Lizzie Armstrong.....	225
First Primary.....	Henrietta Row.....	225
German.....	Wm. Hagemann.....	360

1869.

Grammar.....	Hiram Washburn.....	\$600
Third Primary.....	Lizzie Armstrong.....	225
Second Primary.....	Lide V. Johnson.....	225
First Primary.....	Henrietta Row.....	225
German.....	Charles Richie.....	450

1870.

Grammar.....	D. H. Bishop.....	\$600
Third Primary.....	Lizzie Armstrong.....	225
Second Primary.....	Lide V. Johnson.....	225
First Primary.....	Henrietta Row.....	225
German.....	Charles Ritchie.....	450

1871.

Senior Grammar.....	D. H. Bishop.....	\$600
Junior Grammar.....	Hattie Wetmore.....	270
Third Primary.....	Nellie Bruner.....	270
Second Primary.....	Mollie Smith.....	270
First Primary.....	Kate Corcoran.....	270
German.....	Philip Gabalman.....	450

1872.

DEPARTMENTS.	NAMES OF TEACHERS.	SALARY FOR 9 Mos.
Senior Grammar.....	D. H. Bishop.....	\$720
Junior Grammar.....	Miss C. L. Collins.....	270
Third Primary.....	Celestia P. Dudley.....	270
Second Primary.....	Mollie Smith.....	270
First Primary.....	Kate Corcoran.....	270
German.....	P. Gabalman.....	450

1873.

Senior Grammar.....	D. H. Bishop.....	\$720
Junior Grammar.....	C. L. Collins.....	270
Third Primary.....	C. P. Dudley.....	270
Second Primary.....	Mollie Smith.....	270
First Primary.....	Kate Corcoran.....	270
German ..	P. Gabelman.....	450

1874.

Senior Grammar.....	Lizzie Armstrong.....	\$360
Junior Grammar.....	John W. Higgins.....	450
Fourth Primary.....	Lide V. Johnson.....	270
Third Primary.....	Kate Corcoran.....	270
Second Primary.....	Hattie Wetmore.....	270
First Primary.....	Henrietta Row.....	270
German.....	P. Gabalman.....	450

1875.

Senior Grammar.....	John W. Higgins.....	\$540
Junior Grammar.....	S. K. Smith.....	360
Fourth Primary.....	Lide V. Johnson.....	270
Third Primary.....	Mary T. Wetmore.....	270
Second Primary.....	Lizzie Armstrong.....	270
First Primary.....	Henrietta Row.....	270
German.....	Philip Gabalman.....	405

1876.

Senior Grammar.....	John W. Higgins.....	\$540
Junior Grammar.....	W. F. Taylor.....	405
Fourth Primary.....	Samuel McBride.....	270
Third Primary.....	Lide V. Johnson.....	270
Second Primary.....	Lizzie Armstrong.....	270
First Primary.....	Henrietta Row.....	270
German.....	Philip Gabalman.....	405



TABLE NO. 3, GIVING VARIED STATISTICAL INFORMATION.

DATE.	SUPERINTENDENT.	Salary.	Portion of time given to Supervision.	Number of Departments.	Enameration.*	Enrollment.*	Average attendance.	Am't paid Teachers.	Av. cost per pupil on av. attendance.	Population of Waverly—1850.
1854.....	D. Adams.....	.....	.....	3	.....	198	101	.....	.....	643
1856.....	Samuel Bartley.....	.....	.....	3	.....	179	100	.....	.....	.....
1858.....	James White.....	\$450	.....	3	298	193	92	.....	.....	.....
1860.....	Samuel Bartley.....	450	.....	3	310	187	126	.....	.....	1,057
1862.....	Same.....	450	.....	3	389	262	183	.....	.....	.....
1864.....	Same.....	450	.....	4	415	271	180	\$1,329	\$10 22	.....
1866.....	Same.....	585	.....	6	473	344	192	1,519	7 86	.....
1868.....	Same.....	675	.....	6	511	.....	.....	2,198	.....	.....
1870.....	Same.....	800	.....	6	524	408	235	2,400	10 21	1,202
1871.....	D. T. Clover.....	1,000	½	6	509	401	234	2,914	12 45	.....
1872.....	W. O. Hopkins.....	1,000	½	6	522	390	218	3,257	14 94	.....
.....	J. C. Harper.....	1,440	.....	.....	.....	.....	.....	.....	.....	.....
1873.....	C. T. McCoy.....	1,200	½	6	523	406	258	3,550	13 71	.....
1874.....	Same.....	1,200	½	6	537	373	263	3,585	13 63	.....
1875.....	Same.....	1,200	½	6	553	390	270	3,585	13 28	.....
1876-6 months.....	Same.....	1,200	¼	6	550	372	294	For 6 mos	.....	1,423

\* Until 1872, these included children between 5 and 21 years of age; since that time, between 6 and 21 years of age—hence little or no increase in 1872.



## HISTORY OF PUBLIC SCHOOLS OF XENIA.

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On the 28th day of September, 1838, the town of Xenia was organized into what might be called a corporation district, and William Ellsberry, Chairman, David Monroe, Treasurer, and Alfred Trader were constituted a Board of Education, David Monroe giving bonds in the sum of two hundred dollars for the faithful performance of his duty.

On the 6th of October following, at a conference of the School Directors and Trustees of the Township of Xenia, "All that territory adjacent to the town of Xenia which formerly belonged to the School Districts Nos. 11, 12, 13 and 14 was attached to the School District formed by the corporation of Xenia.

The following Board was organized October 12, 1839: John Alexander, Chairman; David Monroe, Treasurer, and James Gowdy.

This Board made the following order November 16, 1839, viz.: The Northeast District shall hereafter be known as Sub-district No. 1; the Southeast District shall hereafter be known as Sub-district No. 2; the Southwest District shall hereafter be known as Sub-district No. 3; the Northwest District shall hereafter be known as Sub-district No. 4.

No record informs us how the Boards were constituted from the year 1838 to the year 1842, except in one instance. The Board organized October 6, 1840, was appointed by the Township Clerk. On the 16th day of September 1842, William Y. Banks, H. G. Beatty, Samuel Crumbaugh and James C. McMillan were elected School Directors, according

to the act of March 7, 1842. Previous to this time, the Board consisted of three members only.

In accordance with an amendatory act, passed March 11, 1843, an election was held on the 15th of September in the same year, and a Board was constituted as follows: John Alexander, Chairman, elected for three years; Samuel Hutchison, elected for two years; David Monroe, Treasurer, elected for one year; Joshua Wright, elected for one year. No further changes were made in the law organizing the Board, for the next ten years. Sometimes the people were interested enough in matters appertaining to the schools to meet and elect their own servants; at other times appointments were made by the Township Clerk.

During the year 1847, the question of uniting the schools began to be agitated. Sometime during this year, at a meeting held for the purpose of considering this question, on a motion to unite the schools, David Monroe voted in the affirmative, no other person voting for or against. A division of the question was called for, and carried in the affirmative.

Pursuant to a notice published in the Xenia Torchlight, the householders of District No. 11 met on the 20th day of September, 1847, at the school-house in Sub-district No. 2, and, by a vote of 150 to 27, resolved to levy a tax of \$4,000 for the purpose of building a new school-house. Other buildings and lots were ordered to be sold—the school-house in District No. 2 for a sum not less than twenty dollars! The contract for the new building was made March 11, 1848, and the edifice at that time called the Union School Building, and subsequently called the Center Building, was completed in the following fall or winter.

On the 1st day of January, 1849, Mr. Josiah Harty was employed as the first Superintendent of the Public Schools of Xenia, at a salary of six hundred dollars per annum. He continued his superintendency two years and a half, till the close of the school year July 11, 1851. During this time the school was graded, the term High School applied to the highest department, and a code of regulations published.

Mr. D. W. Gilfillan was appointed Superintendent August

16, 1851, and continued one year. He was succeeded by Rev. James Smart, who was appointed July 7, 1852, and continued until his resignation, July 21, 1855, a period of three years. On the same day Mr. P. H. Jaquith was appointed. He continued until the close of the school year in 1857. Mr. J. E. Twitchell commenced the superintending of the schools in September, 1857, and resigned June 25, 1861. Mr. Geo. S. Ormsby was appointed Superintendent August 10, 1861, and is now, February, 1876, in the fifteenth year of his superintendency of the Public Schools of Xenia.

On the 14th of March, 1853, the General School Law of Ohio was passed, entitled "An Act to Provide for the Reorganization, Supervision and Maintenance of Common Schools." Under this General School Law, the first Board, consisting of Moses Barlow, chosen for three years, Roswell F. Howard, for two years, and Wm. B. Fairchild, for one year, were elected on the 11th day of April, 1853. The schools were continued under this General Law of 1853 until the 18th day of April, 1872, a period of nineteen years.

In March, 1872, pursuant to notice, in accordance with the provisions of the Akron law, an election was held to determine whether or not the schools should be organized under that law. The result of the election was the adoption of the provisions of the said Akron law. Accordingly, on the 15th of April, 1872, a Board of six members were chosen, viz: E. H. Munger and Austin McDowell for three years, Rev. J. F. Shoffer and E. S. Nichols for two years, and A. M. Stark and J. B. Monroe for one year. The codified laws, under which the schools of the State are at present organized, passed subsequent to the organization under the Akron law, have required no change to be made in the organization.

The High School of Xenia is not a separate and distinct institution, but simply a higher, rather the highest grade of the Public Schools.

Its course of study, when first adopted, did not embrace the languages, and yet during all the history of the High School, Latin, Greek or French, and sometimes all three of these studies at the same time, have been pursued in the High School.

In 1862 an English and Lingual course was adopted and made optional. In this course the exact quantity of the subject to be learned, and the time in which it was to be learned, was named.

In 1872, ten years later, the present course of study was adopted. The time that each study shall be pursued is named, the quantity not named. Latin is to be studied four years; Algebra and Geometry one year; other studies, only parts of a year. Pupils who graduate must take the regular course. Pupils who do not expect to graduate may elect such studies of the course as they are prepared to pursue.

The Colored Schools of Xenia are an important part of the system. They occupy six rooms, and are taught entirely by colored teachers. The grades of the schools and the course of study are the same as in the other schools.

From the beginning of the graded school system in Xenia, ladies for the most part have been engaged as teachers. At the present time there is a male Principal of the High School, and a male Principal of the Colored School. All other teachers are ladies.

The schools consist of three departments, High, Grammar and Primary. There is a four year's course in the High School, two grades of the Grammar Schools, and six grades of the Primary; and pupils of ordinary capacity can pass through each grade in a year.

The above are the principal facts in the history of the Public Schools of Xenia, from the year 1838 to the present time, a period of thirty-eight years.

# YOUNGSTOWN PUBLIC SCHOOLS.

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Infancy, Youth and Maturing of Youngstown Schools—Seventy Years History—Outline of Schools from the Settlement of the Place till 1851—History of the Union Schools from 1851 to Present Time—Organization and Development—Rayen School—Results Attained, &c., &c.

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PAPER OF MASON EVANS, ESQ.,

*Prepared at the Request of a Committee appointed by the Board of Education for that purpose.*

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As an illustration of the rapid and permanent growth of the country west of the Allegheny Mountains, and yet in the Eastern United States, there is no better than the Mahoning Valley. The march of civilization seemed to pause for a season, to contemplate the advantages offered by this section of country, and, while pausing, planted the seeds of that industry, energy and enterprise which enables it to-day to hold up its head in proud equality, if not superior excellence, over its neighbors who have had the advantage of age. Settled by a class of men who were willing to work, as our forefathers only were compelled to work, to develop its natural good qualities, the want of educational facilities was early felt, and steps taken to enable the children to acquire at least the rudiments of an English education. The means were inadequate to supply more, and very great efforts were necessary to secure even the foundation knowledge.

As the valley became more thickly populated, the settlers divided into sections, supporting their individual enterprises by sectional aid, and the village of Youngstown,

having been the first and most generally populated portion, seemed to take a pride in leading the other portions of the valley in all advances—as in others matters, so with the diffusion of knowledge; but it is much to be regretted that no very elaborate nor precise record of the early schools of this city can be found. Up to the year 1851 there are no memoranda of any kind, but for information it is necessary to depend upon the recollections of those who have counted their three score years, and some even more.

#### FIRST SCHOOL HOUSE.

The first authentic note of any attempt to establish a school in the village of Youngstown dates as far back as between the years 1802 and 1805, by which latter date the first school house was erected. It was a log building, one story high, with but one room, and stood upon the Public Square, about where the soldiers' monument now stands. The first teacher whose name has been remembered is Perlee Brush. Whether he was the first teacher is not positively known, but he was in charge of the school as early as 1806, at which time he purchased from Mr. Robert Montgomery, who resided just east of the village, and by whom he was charged with, on October 6th, 1806, cloth for a coat, and corduroy for a pair of pantaloons, with trimmings, amounting to \$11.72; and on the 17th of the same month with two skeins of thread, 4 cents; and again on the 9th, six yards of linen (probably for two shirts), leather for shoes, and four skeins of thread, \$3.66. This probably constituted his outfit for teaching during the winter of 1806-7, and was also advance pay; for on September 12, 1807, nearly one year afterwards, his account amounts to \$18.00, and he is then credited with "Schooling, \$18.00." Other entries in the books indicate that this credit of eighteen dollars was made up of the school bills of the furnace hands of Mr. Montgomery, which he had assumed. It is impossible to tell what proportion this eighteen dollars was of the whole amount paid Perlee Brush, as a salary, for there is no record; but by the same books it is shown that laboring men



received about ten or eleven dollars a month, and clerks about thirteen dollars and found.

#### ATTENDANCE, STUDIES, ETC.

There were from twenty to thirty scholars in attendance during the summer months, and about forty during the winter months. The usual charge for tuition was, for ordinary instruction, that is, Reading, Spelling, Writing and Arithmetic, \$1.50, and for the higher branches of Grammar and Geography, \$2.00 per quarter. For a long time these six were the only studies pursued in the school, no mention being made of others until the year 1838.

Mr. Brush continued teaching in the neighborhood of the village of Youngstown for a number of years, and towards the latter part of his life many persons now living can remember him being familiarly known as "Old Perlee," not because of his advanced age, but on account of old acquaintanceship.

#### EARLY TEACHERS.

Perlee Brush was followed by James Noyes, "a tall, slim man from Connecticut." Of his personal history there is no record. In speaking of the condition of the schools in 1811, when he came here, the late Dr. Manning said: "There was a log school house on the Diamond. There was another building used as a school house near the residence of Isaac Powers, one that served both as a church and school house at Cornersburg, and another near Parkhurst mills. The qualifications for a school teacher in those days were few and moderate. If a man could read tolerably well, was a good writer and could cypher as far as the rule of three, knew how to use the birch scientifically and had firmness enough to exercise this skill, he would pass muster." In 1818 Jabez P. Manning occupied the school house on the Public Square, and the following copy of the contract, made between him and the subscribers, will be of interest, as tending to show in what manner educational facilities were secured and offered at that early date:

"This article, between the undersigned subscribers of the one part, and Jabez P. Manning of the other, witnesseth: That said Manning doth, on his part, engage to teach a school at the school house near the center of Youngstown, for the term of one quarter, wherein he engages to teach Reading, Writing, Arithmetic and English Grammar; and, furthermore, that the school shall be opened at 9 o'clock A. M. and closed at 4 P. M. of each day of the week (Saturday and Sunday excepted), and on Saturday to be opened at 9 and close at 12 o'clock A. M. And we, the subscribers, on our part, individually engage to pay unto the said Manning \$1.75 for each and every scholar we subscribe, at the end of the term; and we furthermore engage to furnish, or to bear the necessary expense of furnishing, wood and all other things necessary for the use of the school. Furthermore, we do engage that, unless by the 6th day of April of the present year the number of scholars subscribed amount to thirty-five, that the said Manning is in no way obligated by this article.

"Furthermore, we allow the said Manning the privilege of receiving five scholars more than are here specified.

"J. P. MANNING.

"YOUNGSTOWN, March 31, 1818.

"Subscribers' names and number of scholars: Geo. Tod, 3; John E. Woodbridge, 4; Homer Hine, 2; Henry Wick, 2; Philip Stambaugh,  $1\frac{1}{2}$ ; Samuel Vaill, 2; Robert Kyle, 2; George Hardman, 1; James Davidson, 2; Polly Chapman, 1; Jerry Tibbitts,  $3\frac{1}{2}$ ; John F. Townsend, 2; Henry Manning, 1; Wm. Bell, 1; Jonathan Smith, 1; Moses Crawford, 1; Wm. Cleland,  $1\frac{1}{2}$ ; Margaret Murdock, 1; Wm. Potter, 2; William Rayen,  $1\frac{1}{2}$ ; Wm. Morris, 1; Noah Chamberlain, 1; Richard Young,  $\frac{1}{2}$ ; James Duncan, 1; Mrs. McCullough,  $\frac{1}{2}$ ; Byram Baldwin,  $\frac{1}{2}$ . Total,  $40\frac{1}{2}$ ."

This probably was the first regular and complete organization of a school in the village.

In 1819 Fanny Roth, or Ross, was a teacher, either in Youngstown or just south of the village. There were no

regularly defined districts in those days, but the teachers occupied positions in various localities, and were supported by a general subscription. Consequently it is difficult to positively locate the fields of labor of the various persons whose names have been remembered; but they all filled places comprised within the expression "the village of Youngstown and vicinity." In 1820 Miss Phebe Wick taught the school on the Public Square.

#### HOW TEACHERS WERE PAID.

At this time money was an exceedingly scarce commodity, every species of exchange of value being done by trading. Nearly all the corn and rye were reduced to whisky, and periodically teams would haul it either to Pittsburgh or the lake shore, and the money received at these two points for the whisky was all that came into the village. This little was required to sustain communication with the more thickly populated portions of the country, so that between the residents of the valley every change was made by trading. Perlee Brush's salary for teaching was paid by cloth for a coat, pantaloons, and other dry goods. And again, there is an entry in an ancient ledger, charging Miss Phebe Wick, in July, 1820, with three bushels of wheat: in September, with one hundred pounds of flour, which amounted to \$2.43. Then in October of the same year, she is credited with "School bill, \$3.34." This was the proportion to be contributed towards the general tuition fund by the party with whom she was dealing. Thus she still had a credit of 91 cents, which was discharged, not by paying her that much money, but by giving her an order upon Thomas Kirkpatrick, another merchant of that day.

#### CHARACTER OF SCHOOLS, ETC.

About 1822-3, we find it possible to obtain a little more definite general information with regard to the character of the schools. As a general rule there were three months of winter term—December, January and February—and the summer terms would continue until well into July, or at

least until harvest was close at hand. Quite frequently married people, who were older by many years than the teacher, received instruction during the winter months. The salaries paid were, for male teachers from ten to twelve dollars a month, and for females from four to five dollar per month, with their boarding provided by the residents, or "boarding 'round," as it was called. The hours were from nine in the morning until four in the afternoon, with a short recess at noon for lunch. There was a full session every day, excepting Saturdays, when the hours lasted till twelve o'clock only, the afternoon session being omitted.

#### SCHOLARS' TRIALS.

In addition to the regular subscription agreed by the residents to be paid, each one was obliged to contribute a certain proportion of wood, the aggregate of which would supply the school during the winter. This was hauled to the school house in sled-lengths, twelve feet long, and the boys were required to cut up, each noon, or on Saturdays, sufficient to last during the next day. The duty of kindling the fires devolved upon the boys, and it was frequently the cause of sour looks and bitter thoughts.

About this time "exhibitions" by the scholars were inaugurated, and on no other occasions was any attempt made to leave the rudimental path of instruction. At these exhibitions, however, some efforts were made towards declamation, generally in the way of dialogues, no pupil having sufficient self-reliance, apparently, to depend entirely upon himself.

#### TEXT BOOKS.

The books most used in pusuing the studies were "Dilworth's Spelling Book," "Webster's American Spelling Book," which were considered the standard. The "New Testament" was extensively used as a reading book. The "English Reader," "American Preceptor" and "Columban Orator" also occupied places among the acknowledged superior text books of the schools. For writing copies the teacher

furnished small slips written by himself. Quill pens were used, and in the place of ink a decoction of soft maple bark, copperas and vinegar filled the pots. "Pike's & Walkers' Arithmetic" is the most ancient known in this section, but its popularity was of short duration, on account of its abstruseness, and it was quickly followed by "Daball's Arithmetic" and the "Western Calculator," but both were also "too hard," as the scholars said, and were displaced by "Adams' Arithmetic," which made a great stride towards simplifying the study. The latter named of the different classes of books were probably used for a number of years after this date, but how long cannot be stated with any degree of certainty.

The furniture of the school house of these times consisted of a smooth, hewn log, with four pins driven in for legs, upon which the children sat while studying, with no support for their backs, except when allowed to place the bench against the wall, and no desk but their knees for their books. The conveniences for writing consisted of a board placed slanting against the wall, before which was a bench, made as before described, with very long legs, upon which the scholars were perched, and so sat in a line, high up in air, around the building facing the wall, and with their feet dangling.

#### THE ACADEMY.

The second school house within the limits of the village of Youngstown was a two-story frame structure of considerable pretensions, built in 1823, by Ammi R. Bissell, and paid for by subscription. There is no record of its cost when completed. It was located just off the southwestern side of the Public Square, upon the ground now occupied by what is known as "Diamond Block." It was used for a school house until the introduction of the Union School System, when it was sold for a Disciple Church, and used as a place of worship until within a few years since, when it was again sold, and is now doing service as a saloon and grocery on East Federal street, at the corner of Basin street.

This concludes the

#### FIRST TWENTY-FIVE YEARS

of the nineteenth century, and finds the village proper in possession of two school houses, in which regular summer and winter sessions were held, and the matter of the proper tuition of youth was receiving the attention which it deserved. It is not known who filled the office of teacher from 1820 to 1827, but it is very probable that Miss Phebe Wick and Jabez P. Manning were the principal incumbents. There were no persons particularly charged with the care and management of the schools up to this time, but some such arrangement as that exhibited by the agreement, before recited, between Mr. Manning and the residents, was entered into, and then the teachers attended to the carrying out of the contract.

At the beginning of the second quarter of the century, a desire for a more elaborate education began to manifest itself, which received great encouragement from the

#### DIVISION OF THE TOWNSHIP

into School Districts, which took place on the 22d of May, 1826. This step served to invest the matter with a new degree of importance and dignity, and the teacher was thereafter looked upon, not as an employe, purely, of his patrons, but more as the ruler of a little empire, whose boundaries consisted of his district lines. The site of the present city was within the boundaries of the First or Center District.

The old log school house on the Public Square seems to have been abandoned about the year 1826, and shortly afterwards another building was erected on the northern side of East Federal street, somewhere in the neighborhood of the present location of Himrod furnaces. In 1827 John Moore began the erection of a building on what is now corner of Wood and Champion, for a Presbyterian Church, but when he had finished the first story a dissention arose among the members of the congregation that was to occupy it, and the result was an abandonment of the work. This building was

purchased by Dr. Manning, by whom it was inclosed, and afterward used as a Union School.

#### NAMES OF TEACHERS.

In 1827, a Mr. Robinson taught in the building on the southwest side of the Public Square, and which was honored by the dignified name of Academy. He was a good tutor, conscientious and honest in all his actions. While teaching he was also drilling and educating himself for a Methodist minister, and it was his practice to spend much of his leisure time in strolling through the woods soliloquizing. He was a constant visitor to the grove, which stood where now the section of the city known as Smoky Hollow is situated, where he would preach to the trees as auditors, making all the appropriate expressions of countenance and gesture. Mr. Robinson was followed by Mr. Black, who in turn gave place, in the year 1829, to Hiram B. Floyd, who continued to hold the position until 1833. His companions were Jane Taylor, in 1831, and Loraine Marvin and her sister, who taught during 1832 and 1833. From 1834 to 1836 the place of teacher at the Academy was filled by a Mr. Stafford, and about the latter date Mr. Metcalf comes into notice. These two gentlemen probably filled the chair until 1838, when Mr. Parret was employed. The names of those who had charge of the lower school seem to have passed out of memory, though it may be that the two last named teachers were in charge of the two schools at the same time. The recollections of Mr. Parret are extremely complimentary. By all he was acknowledged to be as good a teacher as was ever in the district, and the advances in the courses of study made during his tenure of office were exceedingly commendable. He was the first who taught the higher branches of study, having introduced those of Latin and Algebra. This was a great step, for at that time those who desired an education other than a mere rudimental one, were compelled to go to Burton, Geauga County, Hudson, Summit County, or Western Reserve Seminary at Farmington, and the village of Youngstown frequently contributed

students to all those institutions. Mr. Parret was a man whose influence could be felt outside of his particular district. An atmosphere of genuine scholarship seemed to emanate from the field of his labors, the power of which was manifested in the accomplishments of the students who passed under his care. Teachers in surrounding districts recognized in him a model of their profession, and even those who had never met him could discern in his labors the evidences of true merit.

#### FRONT STREET BUILDING.

By the year 1840 the number of scholars had become so great that it was found the accommodations already provided were not sufficient. A subscription list was immediately started, and in a short time sufficient was raised to erect another building. The site chosen was at the southeast corner of Front and Phelps streets, where now the fine brick building of the Union Schools stands, and here was built the third school house of the village, then standing—actually the fourth one erected. It was quite a good-sized, commodious structure, built after the modern plans of those days, as much as the facilities of the times would admit, and was used for a church quite frequently. There were two rooms in this building, one on either side of the hall which ran completely through the center of the house. From 1840 to 1845, we are confronted by a blank in the list of teachers with regard to any certainty as to the dates or length of their administration; but during that time the names of James Thorn, who taught the East Federal Street School, Hiram A. Hall and George Seaton, of the Front Street School, appear. Of this latter gentleman it may be said that he was noted for his genial disposition and strong voice. He was preparing himself for the bar. Mr. Hall was one of the first Board of Examiners of the county, with John M. Edwards and Reuben McMillan, who were appointed by Judge Newton, of Canfield. In 1845 Mr. Gillespie, Miss Betsy Kirk and Miss Susan Standish taught. In 1846 Mr. Yates became a tutor. In 1847 we find the names of E. B.



Starkweather and Miss Louisa Phillips. In 1848 Miss Thompson was a teacher.

#### WILLIAM TRAVIS.

In 1850 there appeared in the village a young man by the name of William Travis, a native of Jefferson county, Ohio, and graduate of Washington College. He organized and conducted for one year the New Lisbon Union Schools, and to him, more than any one else, is the city indebted for the *adoption* of the system of schools provided for by a wise Legislature. Immediately upon his arrival he set himself to work to accomplish the adoption of the new system, which promised to be, and did prove far superior to the manner in which the schools of the city were then being conducted. He was peculiarly fitted for the task undertaken, by reason of the experience had at New Lisbon, and yet it required the exercise of a vast amount of argument to gain the ear of those who were the most influential citizens of the place. The schools at this time were governed by Trustees who were able to perform all the functions of the office with little expense, and the youth appeared, to the casual observer, to be receiving as good an education as could be expected from public education. But this man had seen the improvements the schools were capable of, and the advantages of the changes authorized by the act of 1849. Possessed of a soul filled with a desire for the advancement of the means of mental culture, he thought not of the obstacles besetting the way, but began boldly the work. At first he sought out singly and alone the several members of the educational interests, and individually laid before them the beauties of the new system. At first they were inflexible, but after a time would listen with some degree of attention, and finally Mr. Travis succeeded, with his clear and convincing arguments, in persuading that the matter was worthy of consideration. In furtherance of the efforts of those in favor of the new system, for Mr. Travis had at last made some converts, John Hutchins, Esq., of Warren, was invited to deliver an address, the re-

sult of which may be inferred from the notice of it contained in the issue of the *Ohio Republican* of March 21, 1850:

“A very interesting lecture on the subject of the advantages of the Union School System was delivered before the Library Association, on March 20th, by John Hutchins, Esq., of Warren. Subsequently the question was discussed by the Literary Society, at which time preliminary steps were taken to test the public voice on the subject, according to the statute.”

The work now went bravely on, and each day witnessed the conviction of some of the opponents that the new was an improvement over the old system. There were those, however, chronic grumblers, who saw in it nothing but an increased rate of taxation, and the requirement of them to support schools for other people's children. But very soon among its most earnest advocates could be counted men who were looked upon as of sound judgment and discreet foresight. Their very presence in the ranks had its beneficial influence, and many of those who had hitherto been outspoken in their opposition, merely held their peace and allowed the new movement to gather strength without remonstrance. Some, however, were inexorable, and did all in their power to hinder the efforts of their opponents.

#### ADOPTION OF STATUTE.

At last sufficiently large had grown the number relied upon as friends, to warraant the promulgators in calling a meeting of the electors to vote upon the adoption of the statute. Notices were written, and Mr. John Van Fleet posted them, specifying the 12th day of April, 1851, as the time, and the literary rooms as the place for holding such meeting.

The weekly paper having espoused the cause, and the plans of the leaders having proved so successful, nearly all opposition was smothered out by the time of the election, and the advocates being so confident of success, and the opponents so certain of defeat, there was but a very light vote polled—80 in all, 75 for and 5 against the adoption of the law.

## ELECTION OF DIRECTORS.

In the issue of the *Ohio Republican* of the 18th of April, 1851, appears the following notice, which is the first documentary evidence of the existence within the districts named of the Union Schools, and declares upon its face the prompt manner in which the business of organization was being conducted:

### “PUBLIC NOTICE.

“WHEREAS, The qualified electors of School Districts No. 1, No. 8 and No. 9, of Youngstown, did assemble on Saturday, April 12th, 1851, at the Literary Society Hall, and then, by their votes, did adopt the law for the better regulation of Public Schools in cities, towns, etc., of the State, passed February 21, 1849;

“Therefore, the qualified electors of the aforesaid districts are notified to meet at the Literary Society Hall, in Youngstown, on Monday, the 8th day of April, 1851, at 10 o'clock A. M., for the purpose of electing six Directors of the Public Schools of said district, two of whom shall serve for one year, two for two years, and two for three years, the time that each shall serve to be designated on the ballots.

“JOHN R. HOLCOMB,

*Chairman.*

“W. H. FITCH, *Clerk.*

“YOUNGSTOWN, April 12, 1851.”

In accordance with this notice the qualified electors met, and the choice of the first Board of Directors clearly evidenced the sincerity with which the matter was considered, and showed a just appreciation of the important work to be done in the premises, for we find it composed of the following named gentlemen: Henry Manning, Theodatus Garlick, William J. Edwards, Wilson S. Thorn, Jesse Baldwin and A. D. Jacobs. They might well be called the representative men of Youngstown, and into no more competent authority could have been intrusted the work of forming the Union Schools of the District. On the 5th of May the

Board of Director elect were duly qualified, as appears by the following copy of the certificate, which occupies the first page of the record book :

“ *The State of Ohio, Mahoning County, ss :*

“ Personally appeared before me, a Master Commissioner in Chancery, Henry Manning, Theodatus Garlick, William J. Edwards, Wilson S. Thorn, Jesse Baldwin and A. D. Jacobs, School Directors elect of the borough of Youngstown, and solemnly swore to discharge faithfully, according to the best of their skill and ability, the duties of their said office.

“ E. S. HUBBARD,

“ *Master Commissioner in Chancery.*

“ MAY 5th, A. D. 1851.”

Upon the opposite page, in the handwriting of the Secretary, Mr. William J. Edwards, appears the entry of the first regular meeting of the Board, as follows :

“ At a meeting held by the Directors' elect, elected under the act of Assembly of February 21, 1849, for the borough of Youngstown and the territory attached thereto, for school purposes, on the evening of the 3d of May, 1851, Dr. H. Manning was elected President of the Board of Education, William J. Edwards, Secretary, and Wilson S. Thorn, Treasurer of said Board. Homer Hine was appointed School Examiner for one year, R. J. Powers was appointed School Examiner for two years, and R. W. Taylor for three years. It was ordered by the Board that the Treasurer give bond and security for the faithful discharge of his duties to the amount of two thousand dollars. Adjourned to meet on Saturday, the 10th day of May, at 7 o'clock P. M.

“ Attest :

WILLIAM J. EDWARDS,

*Secretary.*

And so the first Board of Education in the then borough of Youngstown was established. Of its officers nothing more need be said at this time than that they were the “right men in the right place.” There is no record of the place where this first meeting was held, but it is very prob-

able that the office of Dr. Theodatus Garlick was used for the purpose, as many of the meetings immediately following are recorded to have been held in that place. It was in the building now occupied by Mrs. Jennie Wick, on the north side of Federal street, just west of the Diamond.

#### TAX LEVIED.

At the next regular meeting, held on June 7th, "it was voted that the Auditor of Mahoning County be directed to make out a tax on the property of the district of three mills on the dollar for school purposes in said district." This was the first step in active operations taken by the Board.

#### CORPS OF TEACHERS.

The next matter to be considered was the procuring of proper and efficient teachers, and an able Superintendent. No hasty and ill-advised choice was made, but a thorough investigation of the merits of the several parties whose names were proposed for the first position was had, and after due deliberation a ballot was taken, which resulted in the unanimous choice of Samuel F. Cooper. Mrs. M. J. Cooper, wife of the Superintendent, was elected to the position of assistant teacher in the High School. Rev. W. S. Gray was appointed to the Secondary department. Positions in the Primary department were given to Miss Alice Kirk, Miss Upson, Miss Eliza Powers and Miss Huldah Holcomb. The salaries paid to the several teachers were as follows: Superintendent, \$500 per year; Principal in the Grammar School, \$300 per year; Assistant in High School, \$160 per year; Primary teachers, \$140 per year.

#### ORGANIZATION.

The Board did not take exclusive and organized control of the schools until the fall session, which began on Monday, the 15th day of September, 1851. There were three school houses, the Academy, East Federal Street, and the Middle or Front Street. The furniture had been badly worn, and it was found necessary to obtain a new supply.

John Loughridge furnished 165 chairs, at 20 cents each, and T. G. Phillips furnished 50 desks, at 25 cents each. The revenue of the schools was derived from the Western Reserve Fund, show and other funds, tuition, State Common School Fund, and the levy authorized to be made by the Board. The schools were divided into four classes—High School, Grammar, Secondary and Primary. There was taught in the High School Geometry, Algebra, Chemistry, Botany, Physiology, Arithmetic, Geography, English Grammar, Reading and History. In the Grammar School, Reading, Writing, Spelling and Arithmetic, with Grammar commenced. In Secondary, a lower grade of Reading, Spelling, Writing and Elementary Arithmetic, and in the Primary the A, B, C, and first reading lessons. For a number of years the Grammar and High Schools were united, that is, the High School branches were taught in the Grammar School to those who desired. Such being few in number, this could very readily be done without in the least interfering with the duties of the Grammar School.

#### ATTENDANCE, ETC.

The first term of the school the whole number of scholars was 386, 190 males and 196 females, with an average number of 257, 118 males and 139 females. The average daily attendance at the several schools was as follows: High, 21 males and 25 females; Grammar, 20 males and 25 females; Secondary, 20 males and 23 females; Primary, 57 males and 66 females. The first annual report of the Superintendent showed an enrollment of 408, 190 males and 218 females.

As soon as the system was fully and completely organized and in operation, much of the animosity which had been manifest during its establishment entirely disappeared; in fact, in many instances, gave place to a feeling of encouragement, for that which was so obviously superior to the "old style," as the supplanted manner of conducting the schools began to be called. A helping hand was extended by some from whom it was hardly to be expected, so that the Board felt they were securing the support of nearly the

entire population, which had a tendency to cause extra exertions to secure, in practical results, a vindication of what they had claimed for the project.

#### GROWTH.

The growth of the system has been very marked, and, at the same time, substantial and permanent.

The enumeration of pupils each tenth year is as follows: 1846, 841; 1855, 1,113; 1865, 1,658; 1875, 3,688.

The average daily attendance it is impossible to give, with any degree of certainty, but it increased in about the same proportion, there being, in 1875, 2,019 scholars. There were employed as teachers, in 1851, at the time of the organization of the Union Schools, 5 persons; in 1855, 9; in 1865, 17, and in 1875, 35. There were but four school rooms in 1851, which had increased to 31 in 1875. Of grades there were, in 1855, 4; in 1865, 9, and in 1875, 12. In 1855, 40 weeks composed a session; in 1865, 38, and 1875, 38.

The present course of study, which differs but little from that recommended by the Northern Ohio Teachers' Association, may be regarded rather as an imperceptible growth, than as a creation. There have been many important changes in the methods of teaching. In the early history of the system the scholars were promoted on account of standing manifested by annual examinations; later by the average of term examinations; now by the average of monthly examinations and regular standing in classes. This last method has been found highly satisfactory, giving to the worthy an opportunity of securing to themselves higher positions in study whenever they are fitted therefor.

#### BUILDINGS, ETC.

Vast improvements have been made in school accommodations, buildings, furniture, apparatus, etc. The houses now in use are all of the most approved modern arrangement, and have ample space about them to serve as a playground, and secure a free passage of air. Particular mention should be made of the very excellent plan of the large

and beautiful buildings on Front and Covington streets. Both of these are models of neatness, convenience, beauty and utility, and it is doubtful if there exists in the State a public school structure which excels the Front street one in these particulars. The city owes a debt of gratitude to the Board, consisting of Messrs. Paul Wick, A. B. Cornell, Edward Bell, W. W. McKeown, A. J. Packard and Dr. Buechner, under whose administration these two were projected and completed. The furniture is all of the latest and most approved pattern, and the buildings are well supplied.

The Rayen School is in possession of a complete set of mathematical and scientific apparatus, which greatly facilitates the study of subjects requiring such for elucidation.

#### SCHOOL LIBRARY.

The School Library was commenced during the administration of the first Commissioner, Hon. H. H. Barney, under the provisions of the law relating thereto. Additions were made to it from time to time, till the repeal of the law. Within the last two years a fund of something like three hundred dollars has been raised by entertainments given by the Grammar Schools, and there are now in the library a little more than five hundred volumes of interesting and instructive books. The library is now well patronized by both pupils and others. It is under the charge of a librarian, who keeps a record of the books taken out.

#### RAYEN SCHOOL.

In 1854 Judge William Rayen, an old and highly respected citizen of this city, died, leaving a large estate disposed of by will. One of the items set apart a residuary fund, the principal of which was vested in Trustees, who were authorized to expend the interest in establishing a school to be known as the "Rayen School." Legislation was received, and through the influence of Hon. R. W. Taylor, one of the Board, an act of incorporation was passed in 1856. In accordance therewith five Trustees are appointed, one each year, to serve five years. This appoint-



ment is made by the Judge of the Court of Common Pleas. As a matter of interest, it may be stated that three of the original five still hold office, and the only change in the Board, since the opening of the school, was caused by the resignation of R. W. Taylor, and the appointment of Robert McCurdy in his stead. The building was completed in 1866, and, acting under the direction of the Board of Education and the Rayen School Board, Mr. Reuben McMillan proceeded to employ teachers and organize the school for High School work, it having been deemed best for the interest of all concerned that the Rayen School should be the High School for the city and township.

Professor E. S. Gregory, who was selected as Principal, came to the school, with thirteen years' experience at the Western Reserve College, as Professor of Latin and Principal of the Preparatory Department, and with an enviable reputation as an instructor and manager of youth. It is no exaggeration to say that he has more than sustained his reputation, and met the expectations of the friends of the school. Finding here a field more congenial to his tastes, and having an enthusiastic love for natural science, he has imparted that love to his pupils, and through them to the community in which he has labored. He has kept his classes well together, and at the last Commencement graduated his largest class, numbering eighteen. The school, as it now stands, offers facilities second, perhaps, to none in the State.

Miss Emma Cutler, sister of President Cutler, of Western Reserve College, was engaged as assistant with Professor Gregory. She held the position for three years, when Miss Florence Rayen was appointed to fill the vacancy. The fact of her still retaining the position is the strongest evidence of Miss Rayen's ability. The school opened with about forty scholars, and graduated its first class in 1868. Since that time, under the wise management of the Public Schools of the city, the number of pupils has been doubled.

The apparatus owned and used by the school is of the most expensive and useful character. A chemical labor-

atory, fitted with all the requirements for chemical analysis, is open to the students. A fine binocular compound microscope, with powers from twenty to three thousand diameters, is used to illustrate natural history. Three fine-spectroscopes afford ample means for teaching the art of modern spectrum analysis.

The buildings and grounds are valued at \$90,000.00. The apparatus is valued at \$2,500.00.

The courses of study are as follows:

*First Year*—Mathematics, Algebra, Elementary and Higher Language, Latin Lessons, Latin Grammar, Latin Reader, Natural Science, Zoology, English History, Compositions and Declamations.

*Second Year*—Mathematics, Geometry, Language, Latin Grammar, Cæsar, Virgil, Latin Composition, Natural Science, Natural Philosophy, Physical Geography, Compositions and Declamations.

*Third Year*—Mathematics, Trigonometry, Mensuration, Language (French or German), Natural Science, Chemistry, Botany, Astronomy, Elements in Geology, Rhetoric, with Essays and Declamations.

In Chemistry, qualitative and quantitative analysis is taught to those who desire to make Chemistry a special study.

The apparatus in possession of the school is of the best class, and special effort is made to make the instruction in Chemistry and Natural Philosophy complete and practical.

Students are also allowed to take a course of study designed to be preparatory to a college course.

Previous to the organization of the Rayen High School, all the higher branches were taught. No pupils were prepared for College in classes, but by special instruction quite a number were fitted for the Freshman class. Before the Rayen School was established, in 1866, the Superintendent was Principal of the High School, but a small portion of his time being devoted to supervision. As the attendance increased and the establishment of additional schools became necessary, it was found that a more thorough supervision

was desirable, and, indeed, necessary in order to secure the efficient management of the schools.

#### SUPERINTENDENTS.

The first Superintendent was employed in 1851, immediately upon the organization of the schools, and the office has never been abolished. The terms of the several incumbents were as follows :

Samuel F. Cooper .....	1851 to 1853.
Reuben McMillan.....	1853 to 1855.
Ephraim Miller.....	1855 to 1856.
Charles H. Lathrop.....	1856 to 1857.
A. B. Cornell.....	1857 to 1859.
Dwight Hubbard.....	1859 to 1860.
Hiram A. Hall.....	1860 to 1861.
Reuben McMillan.....	1861 to 1867.
P. T. Caldwell.....	1867 to 1872.
Reuben McMillan.....	1872 to —

The time devoted to supervision alone was very little at first, not over an hour a day, but as the number of schools increased and the attendance became larger, more time was given, until at last the Superintendent became what his title implied.

#### EXAMINATIONS, ETC.

In 1853 the Board of Education resolved to discontinue the school session of Saturday morning, provided the teachers would devote that time, or its equivalent, to self and mutual improvement. Since then it has been customary for the teachers to meet weekly or bi-weekly, and receive instructions from the Superintendent, or discuss matters pertaining to their profession.

At first the examination of teachers was entirely oral, now they are mostly written; but in employing teachers the Board take into account, not merely the grade of the certificate, but also of their previous success.

Writing has, for the most part, been taught by the regular teachers. For two years, from 1866 to 1868, a special

teacher of penmanship was employed, who spent some thirty minutes, each day, in each department sufficiently advanced for that branch. During that time the pupils made marked improvement.

By order of the Board of Education a night school was organized in connection with the winter term of 1873, and continued through that and the next winter. It was patronized by boys necessarily kept at labor during the day. Nearly one hundred were in attendance under the instruction of five teachers. The next winter, 1875, so many being thrown out of work by reason of the suspension of operations by a number of the manufactories of the city, it was decided to establish an ungraded school in place of the night school. It was well patronized, and produced good results.

#### COMPARISONS.

In every department of study the aim of the Superintendent and teachers has been to secure the very best means of advancing, to as near perfection as possible, the simplicity and thoroughness of acquisition of the knowledge desired to be imparted. All new plans of instruction brought to their notice have received due consideration, and whatever of improvement could be detected was at once placed into actual use. To this line of conduct, most probably, must be attributed the fact that the Union School system in the city of Youngstown seems to have outstripped all its improvement companions in advances. In this, the beginning of the Centennial year, it stands a proud monument to the memory of those who brought it into being, watched over, guarded and supported it in infancy, guided its progress in youth and have the satisfaction of looking upon it in maturity, reaping and bestowing again the blessings that a judicious, early training was the harbinger of. Beginning with but three buildings, containing in the aggregate four rooms, worth, perhaps, not to exceed twenty-five hundred dollars; the corps of teachers numbering but five, with salaries averaging two hundred dollars per annum, and with an average attendance of two hundred and fifty-seven pupils, we find

this grand work, in twenty-five years, grown to the possession of six large and commodious buildings, including within their walls thirty-one rooms, exclusive of recitation rooms, representing, with their appurtenant property, exclusive of the Rayen High School, a value of one hundred and thirty-six thousand two hundred dollars. The teachers' roll, including the Rayen High School, contains thirty-five names, and the average annual compensation has become about seven hundred and twenty dollars. But the most marked increase is in the number of pupils—257 in 1851, 2,019 in 1875! An army, whose influence in the future shall shape the course of this valley, and upon whose intellectual training depends the weal of the country in which they locate. But judging from what has been done, confidence may be placed in the work that the Union Schools are doing. Among the most reliable and trustworthy men who are now enjoying the prime of life, and handling the weightier matters pertaining to the interests of this city, can be counted in the majority the wards of these schools; and positions requiring more than an ordinary amount of tact and ability have been filled by them. In our midst, two, at least, enjoy the gratifying consciousness of being the implicitly trusted custodians of thousands of dollars of bank moneys; while all the minor positions as assistants are confided to those who have followed in later years the courses of their superiors. Truly the schools of this land, its free public schools, are the bulwarks of its liberty and nobility, and so long as the doctrines that are now inculcated upon the minds of the youth of this city continue to occupy a place therein, no fear may be had for the future. So perfect has become the workings of the system, so tried and found true have been those now in charge, that but few of those who patronize the schools ever have occasion to offer the least word of caution or advice. It has become decidedly one of the institutions of this section, and is spoken of with pride by every one.

#### HONORABLE MENTION.

Too much credit can not be given to those who, in the inauguration of the system, spent their time and talents.

Particular mention should be made of Dr. Henry Manning, the first President of the Board, and Dr. C. C. Cook. Both of these gentlemen were indefatigable in their efforts, and those who followed them in office can, and do, testify to the efficiency of their labors. The position of Superintendent has been filled by competent men, and with but very few exceptions perfect satisfaction in the discharge of duties has been given. Particular notice was directed to the exalted grade acquired by the schools in the matter of morality during the Superintendency of A. B. Cornell, and the firm foundation then laid has had built upon it, by his successors in office, a noble edifice. So marked is the excellency of our schools in this respect, that there is a perceptible impression made upon the minds of an observer. That the labors of Mr. P. T. Caldwell, who superintended nearly five years from 1867, were appreciated, may be inferred, from the testimony of his successor, and the following resolutions, passed by the Board of Education on accepting his resignation, March 11, 1872:

*Resolved*, That in accepting the resignation of P. T. Caldwell, Esq., Superintendent of the schools, the Board desire to express their appreciation of Mr. Caldwell's able and efficient services in the difficult and responsible position which he has held; to testify to the faithful and careful discharge of his duties, and to return their sincere thanks for his successful and honorable work in the interest of the public school system of this city.

*Resolved*, That we part with Mr. Caldwell with sincere regret, as his satisfactory conduct of the schools has contributed largely to their increase and efficiency."

The history of the administration of the present Superintendent, just now closing his twelfth year, may be written after his work is finished.

## TEACHERS' RECORD.

Many of the teachers have left behind them tender memories, which will remain in the minds of those who passed under their instruction as long as life lasts. Mrs. Cooper was a very superior woman in many respects, and was one of the most popular and successful teachers that ever taught in Youngstown. Miss Kirk (now Mrs. Gen. Grierson), Miss Eliza Powers, Miss Jane Rayen, Miss Lizzie Loughridge, Miss Helen Ruggles, Miss Susan Bingham and Miss Juliana Thorn, all deserve honorable mention. Miss Thorn taught nearly seventeen consecutive years as a successful Primary teacher, and left the school only when she left the profession. Many of the others are still living among the scenes of their early labors, and hold esteemed places. A large number of teachers, since 1864, received their training in our schools, many of the most successful ones passing through all the grades, from Primary up, and were emphatically home-made teachers.

## MEMBERS OF THE BOARD.

The following named gentlemen have been members of the Board of Education, either by election or appointment to fill vacancy, in the order named: Dr. Henry Manning, Dr. Theodatus Garlick, Wm. J. Edwards, Wilson S. Thorn, Jesse Baldwin, A. D. Jacobs, Richard S. Garlick, John Van Fleet, R. S. Powers, Dr. C. C. Cook, S. F. Burnett, Jonathan Warner, Francis E. Hutchins, Wm. G. Moore, Reuben Carroll, Robinson Truesdale, Wm. Jones, Wilson Thorn (second term), John F. Hollingsworth, Philip Jacobs, Paul Wick, Wm. R. Parmele, A. McKinnie, F. O. Arms, A. B. Cornell, Edwin Bell, W. W. McKeown, A. J. Packard, Dr. W. L. Buechner, Homer Hamilton, Wm. Dennison, Jacob Stambaugh and T. R. McEwen.

In the record of the meeting of the Board of May 4, 1871, is found the following resolution, which speaks for itself:

*Resolved*, That the thanks of this Board are due and are hereby tendered to the retiring President, Mr. John F. Hollingsworth, for his diligence and faithfulness as Director

for a long term of years, as well as for his impartial action as President during the past year."

The present Board of Education are in every respect worthy successors of those who have filled the chairs heretofore, and the splended institution of "The Union Schools of Youngstown" is sure to maintain its enviable reputation.

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The foregoing paper probably omits some interesting matter that of right should have a place therein, but the very limited time allowed for preparation, and the statement that the writer was entirely personally ignorant of any of the facts contained therein, it having been necessary to "interview" the oldest inhabitants, is the apology for any omissions that may appear.

M. E.



# HISTORICAL SKETCH

OF THE

## PUBLIC SCHOOLS OF ZANESVILLE.

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### THE EARLY SCHOOLS.

THE first school taught in what is now the City of Zanesville, was kept by a Mr. Harris, in 1800 and 1801, in a cabin which stood on River street, in what is now the Eighth Ward, between Lee's corner and the mouth of Licking creek. In 1802, a Mr. Jennings kept a school in a cabin which stood on North Second street, on property now belonging to the Cargill estate. In 1805, Samuel Herrick, then a young lawyer, came to Zanesville and taught school in a cabin which stood on the school lot on which the Old Market Street Academy now stands. This school-house was without "daubing," and had no other floor than the ground. A large stump which stood in the middle of the room served the purpose of a "dunce-block." Mr. Herrick seems to have been a severe schoolmaster, and one of the exploits of his refractory pupils was to escape his rod of fearful length by crawling under the lower log of the wall into the safer region of out-of-doors. Among the pupils of this school were some whose names will be familiar to many of our present citizens: William and Margaret Thompson, David and Isaac Spangler, Richard Stillwell, Harriet Converse, James Cordery, Eliza Price, Elizabeth Montgomery, Amelia McIntire and others.

In 1809 or 1810, Richard Kearns kept a school on the corner of North and Sixth streets. Rev. William Jones, a Presbyterian minister, taught in the old frame court house, in 1810 and 1811. He taught some of the higher branches, including Latin and Greek. "Mother Goff," as she was familiarly known, taught in a house which stood on the corner of Spruce alley and Main street, in 1811. In 1812, '13 and '14, during the war, Arthur Reed taught in a house on the corner of Fountain alley and Seventh street. In 1816 and 1817, a Mr. Black taught in a house which stood north of the market house. John W. Spry, who was afterwards for many years county auditor, taught a school in Frazey's brick house on the corner of Locust alley and Sixth street, in 1819, and afterwards, in 1823 and '24, in the old Harvey tavern, on the corner of Third and Main streets. In 1824, James Perry taught in a two-story log house on Market street, where Robinson's machine works now stand. In 1822 to 1824, Rev. George Sedgwick, who had organized the first Baptist church in Zanesville, taught a "Seminary for Young Ladies," in a house which stood on the river bank below the lower bridge. Some of the higher branches were taught in this school. Other teachers of this early period were, Mrs. Henderson, Mrs. Colerick, Paul McFerson, Mr. Metcalf, Mr. and Mrs. Mole, James M. Fulton, Robert McCormick, Jotham Hobbey, Miss Russell, Miss Jane Flood, and Mr. Richardson.

#### THE ZANESVILLE ACADEMY.

The Zanesville Academy and the McIntire School were not strictly public schools, yet the name of John McIntire, by reason of his royal bequest, is so intimately associated with the educational interests of Zanesville that some mention of these schools is almost a necessity in a sketch of this kind.

The town of Zanesville was laid out in 1799, by Jonathan Zane and John McIntire, the proprietors of the site, at which time they set apart and appropriated the west halves of lots

fifteen and sixteen in the tenth square, for the use of schools in the coming town. In 1818, after the death of John McIntire, Jonathan Zane, the surviving proprietor, executed a deed for these grounds to Daniel Converse and others, authorizing them to enter upon and take possession of the same for school purposes. Soon after this, Daniel Converse, associating with himself about thirty others, organized a sort of joint stock company for the purpose of erecting a school-house on the ground thus secured to them. The number of shares, which was limited to fifty-three, at twenty-five dollars each, were all taken, and, with the funds so raised, the first and second stories of the Old Market Street Academy were built. The third story was added by Amity Lodge of the Masonic Fraternity, and used by them as a place of meeting. The building was completed and the first school opened in it in February, 1822. By the articles of association each stockholder was entitled to send one pupil for each share of stock owned by him. The school was maintained under this organization for a number of years. During a portion of its history, two departments were sustained, in the higher of which many of the higher branches of learning were taught. The first teacher employed in this school was Ezekiel Hildreth. William Pope, Jotham Hobbey, Allen Cadwalader and others were his successors. After the public schools of the town began to assume organized form, this building was rented for a number of years, for school purposes, by the Board of Education, and, in 1858, it was finally released to the city by the survivors and representatives of the stockholders and by Amity Lodge. It is now occupied by the German-English schools which form a part of the present school system.

#### THE MCINTIRE SCHOOL.

John McIntire, mentioned above as one of the original proprietors of the town-site of Zanesville, died in 1815, and, by his last will and testament, made the following disposition of his estate: [The first clause bequeaths to his wife the family mansion and the family clock.]

“Secondly, so soon after my death as my executors, or a

majority of them, may think proper, I order, direct, and empower them to sell and convey in fee-simple, in such parcels and in such manner, and on such terms, as they may think proper, all and every part of my real estate in the county of Muskingum or elsewhere, except the real property which I own and which lies within the grant made by the United States to Ebenezer Zane, on the Muskingum river, which shall not be sold during the lifetime of my wife, and out of the sales and proceeds of the above lands my executors are to pay all my just debts as soon as possible; after which debts are paid, my executors are to pay to my wife Sally annually during her life, the one half of the rents, interest, issues and profits of all my estate both real and personal. The money arising from the sales of my real and personal estates, after the payment of my debts as aforesaid, are to be by my executors vested in the stock of the Zanesville Canal and Manufacturing Company," (except two hundred dollars bequeathed to domestic servants.) "At the death of my wife Sally, I allow my executors to sell and convey in fee-simple, in such a manner and on such terms as they may think proper, all the rest, residue and remainder of my real estate then remaining unsold," (the family mansion and clock excepted) "and the money arising from such sale or sales to be vested in the Zanesville Canal and Manufacturing Company stock, as my other money is ordered to be vested."

[The third clause allows the executors to pay fifty dollars annually to another domestic servant.]

"Fourthly, I give, devise and bequeath to my daughter Amelia, at the death of my wife, my mansion house before described in fee-simple, provided she leaves heirs of her body or an heir, with the clock aforesaid. I also give and bequeath to her and the heir or heirs of her body and their heirs forever, all the rents, interest, issues and profits of all my Zanesville Canal and Manufacturing Company stock, which are to be paid to her annually during her life by the President and directors of said company. \* \* \* But, should my daughter Amelia die without an heir or heirs of her body, then my house and

lot with the premises as before described are to be held in fee-simple by the company before described for the use and occupancy of the President of said company, with the clock aforesaid, \* \* \* and the President and directors of said company are annually to appropriate all the profits, rents, and issues of my stock as aforesaid, and of all my estate, of whatever kind the same may be, for the use and support of a poor school which they are to establish in the town of Zanesville for the use of the poor children of said town. The children who are to be the objects of this institution are to be fixed upon by the President and directors of said company. This bequest to be absolutely void in case my daughter Amelia before described should leave an heir or heirs of her body."

Amelia McIntire died without issue, and, consequently, the income of the estate accrued to the town of Zanesville for the purpose named by the testator.

The "McIntire Academy," as it was known, was built by the executors under the foregoing will, and was first occupied for school purposes about the year 1836.

The first Principal of this school was John M. Howe, who had, for some time previously, conducted a private seminary in a building on the corner of North and Seventh streets, known as "Howe's Seminary." He was assisted by A. E. Howe and George Miller, and subsequently by Thomas H. Patrick. Mr. Howe remained as Principal of this school some ten or twelve years. The school was one of high order, Latin and Greek and other branches of higher education being taught in it. The highest, or classical department, was taught by Mr. Howe in person, the lower departments by his assistants.

Mr. Howe was succeeded by Mr. Theodore D. Martindale, who was assisted by Mr. T. H. Patrick and two or three female assistants. Mr. Martindale was succeeded by Mr. Joseph Davidson, who was assisted by about the same corps of teachers.

Mr. Davidson was succeeded by Mr. T. H. Patrick, who remained as Principal of the school until 1856, when, the graded school system having been fully organized, it was

thought by the McIntire executors, as well as by others interested, that the purposes of the testator would best be carried out by placing the school under the control of the Board of Education and causing it to be merged in the general graded school system of the city. Accordingly, an arrangement was made between the McIntire Trustees and the Board of Education, which will be found stated in its proper place in the succeeding portion of this sketch.

Although the McIntire school has ceased to exist, as a school distinctively for poor children, it served a noble purpose for a period of twenty years, and will ever be remembered as one of the historic belongings of the City of Zanesville.

#### THE SPECIAL SCHOOL LAW.

Prior to the first of April, 1839, the public schools of Zanesville were conducted under the general school laws of the State, and were of the same ungraded character as the schools of the rural districts.

The general State school law (that passed March 7, 1838) was not considered adapted to the wants of the town in the expenditure of funds for school purposes, especially so in consequence of the existence of the McIntire school fund, which rendered the situation of Zanesville, in that regard, peculiar.

On the 29th day of December, 1838, a meeting was held in what was known as the Senate Chamber, pursuant to a notice from the school directors of Zanesville district (Ezekiel T. Cox, Uriah Parke and Henry Eastman), and a committee appointed to draft a bill adapted to the educational wants and interests of the town of Zanesville; while another committee was appointed to circulate petitions to the Legislature for its enactment as a law.

The result of this movement was, that, on the 13th day of February, 1839, a special law was enacted by the Legislature for the "Support and Better Regulation of the Schools of the Town of Zanesville," of which law the following were the main provisions :

"SEC. 1. \* \* \* It shall be the duty of the town council of the town of Zanesville, on or before the first day of April next, to hold an election, at the court house, in said town, for the election by ballot of six school directors for said town, to serve as follows: Two to serve until the third Tuesday in September, 1839; two to serve until the third Tuesday in September, 1840; and two to serve until the third Tuesday in September, 1841; and annually afterwards, on the third Tuesday in September, two directors as aforesaid shall be elected to serve for the period of three years, and until their successors are elected and qualified. \* \* All vacancies by death, resignation or otherwise, to be filled by appointment of the council \* \* until the next annual election. *Provided*, that none but freeholders, householders, and heads of families shall vote.

"SEC. 3. It shall be the duty of said board, on or before the first day of May next, to determine the location of a site, or sites, for a school-house or school-houses; having in view the possibility of purchase on reasonable terms; and they shall determine the number and description of buildings necessary for school purposes in said town; and report the same in writing to the council.

"SEC. 4. That thereupon it shall be the duty of said council, at the expense of said town, to purchase said site or sites, and cause to be erected thereon, under the supervision of said board, such school building or buildings as may be described in said report. \* \* \*

Section 6 provided that, so soon as the necessary buildings were erected, it should be the duty of the Board of Education to employ teachers, make rules and regulations for the schools, and to keep the schools in constant operation, except during reasonable vacations, to be by them established—and, when the public money was insufficient, to supply the deficiency by a tax levied upon the parents and guardians of pupils attending in proportion to the time of their attendance, and to exempt from such tax such parents or guardians as, in the opinion of the Board, were unable to pay it, and were not entitled to send to the McIntire school.

Section 7 made it the duty of the Board of Education to report annually to the Town Council the receipts and expenditures of all moneys coming into their hands for school purposes.

Section 9 made it the duty of the Board of Education to make a yearly estimate of the probable expense for repairs, fuel and furniture, and of the Council to provide for the same by a tax levied for that purpose.

Section 11 made it the duty of the Council to appoint three suitable persons to act as a Board of School Examiners, whose duty it was to examine applicants for teachers' positions, to examine the schools, and to report semi-annually to the Council.

On the first day of April, 1839, an election was held at the Court House, and the following named gentlemen were elected as members of the first Board of Education under the foregoing law:

Hugh Reed, to serve till the third Tuesday in September, 1839.

George W. Manypenny, to serve till the third Tuesday in September, 1839.

Allen Cadwalader, to serve till the third Tuesday in September, 1840.

Charles G. Wilson, to serve till the third Tuesday in September, 1840.

Richard Stillwell, to serve till the third Tuesday in September, 1841.

John A. Turner, to serve till the third Tuesday in September 1841.

This Board organized April 6th, by electing Richard Stillwell President, John A. Turner, Secretary, and Charles G. Wilson, Treasurer.

The first Board of Examiners appointed by the Council consisted of Rev. James Culbertson, Rev. William A. Smallwood and Wyllys Buell.

During the same year (1839) the Board of Education selected sites for the school buildings, and put the schools in operation in rented buildings, as follows:



James Barton's room, corner of Market and Fifth streets.  
Mrs. Barton's room, Fifth street, between Market and South.  
Mr. Spaulding's school-house, Sixth street, near Marietta.  
Old Methodist Church, between First and Second streets.  
First floor of old Academy, on Market street.  
Room in basement of Market Street Baptist Church.  
Second floor of old Academy, on Market street.  
Mr. N. Harris' school-room on Third street.

In September of this year, Messrs. Reed and Manypenny were re-elected members of the Board of Education. February 15th, 1840, the Board of Education recommended to the Council the erection of a school-house on the north-west part of the old graveyard, and submitted plans and specifications for the same. The Council adopted the recommendation of the Board, and immediately advertised for bids for the erection of the building. On the 12th of March, 1840, the contract was awarded to James Ramage, at \$3,750.

On the 28th of March, 1840, the Council rented again all the rooms previously occupied by the schools, except Mr. J. Barton's, and rented three additional rooms, namely: one of Col. John Hall, one of Mr. Stratton, and another in the basement of the Market Street Baptist Church.

In July, 1840, Allen Cadwalader resigned, and Uriah Parke was appointed a member of the Board of Education in his stead. In September of the same year, Uriah Parke and C. G. Wilson were re-elected, and H. J. Cox appointed in place of Dr. Turner, deceased. October, 1840, Rev. Amos Bartholomew was appointed Examiner, *vice* Buell. On the 6th of November, 1840, the new school-house on the hill being ready for occupation, the following rented rooms were vacated, and the schools transferred to the new building: John Hall's, old Methodist Church, two rooms in the basement of the Market Street Baptist Church, and Mr. Stratton's. Mrs. Barton's room had been previously vacated, and the school transferred to Nathaniel Wilson's room, corner of Fifth and South streets. On the 27th of November, 1841, Richard Stillwell resigned, and

Jesse Keene was appointed a member of the Board of Education in his stead.

On the 9th of December, 1841, the Council purchased of John M. Howe the building on the corner of Seventh and North streets, known as "Howe's Seminary," together with the lease of the grounds upon which it was located, for the sum of \$1,500. This building was repaired and improved, and was ready for occupation on the first of April, 1842. With the occupation of this building begins the history of the graded school system of Zanesville. "While the schools were scattered in different parts of the town, no efficient system of organization could be adopted, and the plan of separate and independent schools was found very exceptionable, as well from expensiveness as inefficiency."

#### THE FIRST GRADED SCHOOLS.

In September, 1842, the following system of organization was adopted and went into immediate operation :

1. "The Zanesville public schools shall be divided into the Male Seminary and the Female Seminary. [The former to occupy the new school house on the hill, and the latter the "Howe Seminary" on Seventh street.]

2. "Each division shall be divided into a junior and a senior department. In the junior department shall be taught spelling, reading, and the elements of arithmetic and geography; and the scholars shall be allowed to attend lessons in singing and writing. All the higher branches studied shall be taught in the senior departments, with such continuation of the studies pursued in the junior departments as may be necessary.

3. "There shall be a principal in each department, who shall have such assistants as may be necessary. There shall also be a teacher of writing and vocal music.

4. "The teacher of writing and music shall occupy the room at each building appropriated to his use; and the scholars shall attend his instruction in such classes and under such arrange-

ments as he, with the sanction of the Board of Education, shall think proper. His services shall be divided between the seminaries as their wants may require.

5. "The principal of the senior department of the male seminary shall be general superintendent of that school; and as such shall receive all applicants and assign them to their proper department; and whenever the departments are brought together for examination or other purposes, he shall have the direction, and shall decide all questions of general arrangement. He shall exercise a general supervision and see that the rules of the school are duly enforced, and neatness and good order observed throughout. Any one feeling aggrieved by his action may appeal to the directors.

6. "The teacher of writing and music shall be general superintendent of the female school, and as such shall discharge all the duties pertaining to the superintendent of the male seminary. He shall reside in the building and protect it and premises from injury.

7. "There shall be a curator of the male seminary, who shall reside in the building and have charge of it for the purpose of protection. He shall also have charge of the cabinet and apparatus, under regulations to be hereafter defined."

Fifteen other sections follow, defining more minutely the duties of teachers, officers and pupils, but the foregoing are deemed sufficient to indicate the character of the system as organized at that time. The school year consisted of four quarters of twelve weeks each. The income from taxation, under the general and special school laws then in force, not being sufficient to maintain the schools, tuition at the rate of one dollar per quarter in the junior departments, and one dollar and a half in the senior departments, was charged for each pupil residing within the borough, and *not entitled to attend the McIntire school*. Pupils entitled to attend the McIntire school, or residing without the borough, were charged three dollars per quarter in the junior departments, and four dollars in the senior departments.

The Board of Education to whom this organization of the schools is due, consisted of Messrs. Charles G. Wilson, Uriah Parke, Horatio J. Cox, Hugh Reed, George W. Manypenny and Jesse Keene.

The testimony borne by the Board of Education, upon his retirement therefrom some years subsequently, to the efficiency of Mr. Parke's services, would indicate that, in the judgment of his associates, much of the credit of the efficiency of the school system was due to him. He is still remembered in this community for his earnest devotion to the cause of popular education.

The Board of Examiners at this time (September, 1842,) consisted of Rev. James Culbertson, Rev. W. A. Smallwood and Dr. Thomas M. Drake—Dr. Drake having been appointed in July of this year, in place of Rev. Amos Bartholomew.

On the 20th of September, 1842, Mark Lowdan and Adam Peters were elected members of the Board of Education in place of Messrs. Reed and Manypenny, and on the 26th, Col. John W. Foster was appointed in place of Jesse Keene.

In April, 1843, E. E. Fillmore was appointed a member of the Board of Education in place of John W. Foster, resigned, and in September of the same year was elected to the same office.

On the 7th of April, 1845, the residence of Uriah Parke, then Secretary of the Board of Education, was destroyed by fire, and with it all the records and papers belonging to the Board. The foregoing facts are gathered from the minutes of the Town Council and from a brief abstract of the history of the schools, prepared from memory by Mr. Parke, and recorded in June, 1845, in the records of the Board.

In June, 1845, the following corps of teachers was in the employ of the Board, at the salaries named:

George W. Batchelder, principal of male seminary, salary \$600 per annum.

Samuel C. Mendenhall, assistant, senior department, salary \$240 per annum.

N. A. Gray, principal, junior department, salary \$350.

James H. Thompson, assistant, junior department, salary \$240.

William D. Chase, second assistant, junior department, salary \$150.

Jesse P. Hatch, principal of female seminary and teacher of writing and music in both schools, salary \$400.

Miss Adaline Parker, principal, senior department, salary \$300.

Miss Isabel Cary, assistant, senior department, salary \$175.

Miss J. Williams, principal, junior department, salary \$260.

Miss Amanda Charlott, assistant, junior department, salary \$96.

Miss Martba Hatch, second assistant, junior department, salary \$96.

N. A. Gray resided in the male seminary building, and J. P. Hatch in the female seminary building, rent and fuel free.

The number of pupils enrolled and in attendance in June, 1845, was as follows :

Male Seminary, senior department, enrolled, .....	67
“ “ “ “ attendance,.....	60
“ “ junior “ enrolled,.....	154
“ “ “ “ attendance,.....	139
Female Seminary, senior department, enrolled,.....	89
“ “ “ “ attendance..	65
“ “ junior “ enrolled,.....	157
“ “ “ “ attendance...120	
Total in both schools, enrolled,.....	467
“ “ “ attendance,.....	384

The following was the course of study, with the text books authorized by the Board :

Spelling—Sanders' Spelling Book.

Reading—Pierpont's Introduction and National Reader, Sanders' Readers and the Scriptures.

Geography—Smith's.

Grammar—Smith's.

Arithmetic—Emerson's Mental and Parke's Practical.

Algebra—Bailey's.

History—Goodrich's First, Second and Third Books, and Weem's Washington.

Music—Mason's Sacred Harp.

Philosophy—Comstock's.

Surveying—Gummere's.

Geometry—Playfair's Euclid.

Latin—Andrews and Stoddard's Grammar, Andrews' Reader, and Virgil.

Greek—Anthon's Grammar, First Lessons and Reader.

On the 16th of September, 1845, Gottlieb Nattinger and Leonard P Bailey were elected members of the Board of Education in place of Adam Peters and Mark Lowdan.

Subsequent changes in the Board of Education are given in the Roll of the Board appended to this sketch.

In July, 1847, Mr. Batchelder resigned his position as principal of the Male Seminary, and Mr. Mendenhall, that of first assistant in the same. On accepting the resignation of these gentlemen the Board of Education bore hearty and unanimous testimony of their efficiency and success as teachers, and added emphasis to that testimony by their subsequent re-employment in the schools.

Mr. Orlando L. Castle was elected to succeed Mr. Batchelder, and Mr. Wm. D. Urquhart to succeed Mr. Mendenhall. In October, 1847, Mr. Urquhart was succeeded by Mr. Wm. A. Castle.

In April, 1848, Mr. Hatch resigned his position as principal of the Female Seminary and teacher of writing and singing. As a temporary arrangement, Miss Adaline Parker was made principal of the Female Seminary, and Mr. O. L. Castle took charge of the writing and singing in the Male Seminary. In July, 1848, Mr. N. A. Gray resigned his position in the Male Seminary and Mr. S. C. Mendenhall was elected to fill his place.

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Mr. L. P. Marsh, then of Delaware, Ohio, was elected teacher of writing and singing, and entered upon the discharge of his duties January 3, 1849. His salary was at the rate of \$400 per annum. In February, 1849, Mr. J. H. Thompson, then assistant teacher in the Male Seminary, was made principal of the Female Seminary, at a salary of \$500 per annum, with dwelling and fuel free.

In April, 1849, the length of the school year was fixed at four quarters, of eleven weeks each.

On the 26th of March, 1850, Mr. O. L. Castle, principal of the Male Seminary resigned and Mr. Marsh was made acting principal till June, 1850, when Mr. Geo. W. Batchelder was elected to that position, at a salary of \$800 per annum.

In September, 1850, the corps of teachers consisted of Mr. Batchelder, as principal of the Male Seminary, with four assistant teachers. Mr. Thompson, was principal of the Female Seminary, with four assistant teachers, and Mr. Marsh as teacher of writing and singing in both schools. The average enrollment of pupils, at this time, was about five hundred.

In October, 1850, Mr. Marsh resigned and Capt. Hatch was again employed as teacher of writing and singing.

#### THE FIRST SUPERINTENDENT.

No important change was made in the organization of the schools till February, 1852, when Mr. Batchelder was made Superintendent of all the schools. His salary was fixed at \$1,000, and he was assisted by twelve subordinate teachers.

In May, 1852, the female seminary was destroyed by fire and its schools transferred to the basement of the Seventh street M. E. Church and the Market Street Academy.

In June of this year, the Board of Education took action looking to the provision of additional and more suitable accommodations for the schools. A committee was appointed to select sites for four ward schools and a High school.

In April, 1853, the lots on which were built the Third and Fourth Ward buildings were selected, and Mr. Batchelder was sent to Cleveland, Sandusky and Columbus to inspect the school buildings of those cities, with a view to advising the Board in their adoption of plans for the contemplated new school-houses. In June, the Board adopted plans and applied to the Council for funds to purchase the lots selected, to erect two ward schools, and to make alterations and repairs on the Hill-School building, so as to fit it for the use of a High-School. The Council promptly responded to this call, authorized the issue of twenty five thousand dollars of school bonds for the use of the Board, and advertised for bids for the erection of two ward buildings. In July, 1853, the contract for the erection of the Third and Fourth Ward buildings was awarded to Jonathan Swank, at \$7,645 for each building, exclusive of the stone work. Mr. John M. James was employed to superintend the erection of the buildings.

In the spring of 1853, the first school for the education of colored children was established. Under the laws in force at that time this school was controlled by a separate board of directors, elected by the colored people, and sustained by taxes levied upon property of colored citizens.

In October, 1854, Mr. Batchelder resigned his office of Superintendent. Very much credit is due to Mr. Batchelder for his labors in behalf of the better organization of our public schools. He earnestly advocated before the Board of Education and before the City Council, the advantages of the graded system over that of mixed schools as they then existed, and gave impetus and direction to the preliminary efforts that were made to build up in our city a system of public instruction that should be creditable in its character and remunerative in its results.



## THE GRADED SYSTEM COMPLETED.

In April, 1855, the new school buildings were completed and the organization of the graded system began to assume tangible shape. Mr. Almon Samson had been elected Superintendent, and Mr. Charles W. Chandler Principal of the High School.

The following departments were organized and courses of study adopted :

The Primary Department, embracing the first three years of the course.

The Secondary Department, embracing the second three years.

The Senior Department, embracing the third three years.

The High School Department, embracing three courses of study, of two years, four years, and five years, respectively.

As yet no suitable school facilities had been provided for the First and Second Wards. The original design of the Board of Education had been to erect a school building in each of these wards, but owing to the probability that some arrangement might be made with the McIntire Trustees, this design was not carried out. In September, 1856, the following agreement was entered into between the Board of Education and the Trustees of the McIntire estate: "The school-house was to be put in thorough repair, and furnished with furniture similar to that in the other school buildings of the city. The school to be organized and conducted under the rules and regulations adopted by the Board of Education, and to be under the control of the Superintendent of the city schools.

"The expenses of repairs, furniture, salaries of teachers, together with all incidentals necessary to the conduct of the school, to be paid by the McIntire Trustees; the McIntire Trustees reserving to themselves the right of visitorial supervision."

During the school year ending July 3, 1857, there were sustained by the Board: One high school, two senior schools,

five secondary schools, ten primary schools, one unclassified school, and one colored school. The whole number of teachers was thirty-one.

The enumeration of white youth of school age, in this year, was 2,857, of whom 289 were under six years of age—leaving 2,568 entitled to attend the public schools. The whole number of pupils enrolled in the white schools was 1,500, leaving 1,068 entitled to admission who did not enter school at all.

The average enrollment and attendance in the several departments were as follows :

In High School—Enrollment,	78;	Attendance,	75.
Senior “ — “	85;	“	83.
Secondary “ — “	265;	“	252.
Primary “ — “	612;	“	585.

In his report to the citizens of Zanesville, at the close of this school year (July, 1857), Mr. Bigelow, then President of the Board of Education, says : “We (the Board) have endeavored to secure the most competent teachers in every department; adopted the most approved methods of teaching; provided the necessary appliances, and sought by a rigid conformity to the regulations, to make the internal working of the schools in every way successful.

“It is now about two years since the establishment of the High School, in connection with the subordinate grades, thereby making the organization complete. The advantages of this department have become so apparent, as to render comment wholly unnecessary.

“When we consider the many obstacles that had to be overcome in the primary organization—the prejudices and conflicting interests to satisfy—together with the shortness of the time, we are surprised that so large a measure of success should have been the result.

“The systematic course of training to which all the departments have been subjected, has developed the advantages of the

graded system above others, and foreshadowed the perfection to which they may attain under careful and judicious supervision."

#### M. D. LEGGETT, SUPERINTENDENT.

At the close of this school year (July, 1857), Mr. Samson resigned his position as Superintendent, having filled that office a little over two years, and having, with the co-operation of the Board of Education, fully established the graded system of schools, and witnessed its entrance upon a career of popularity and usefulness. Mr. M. D. Leggett was elected to succeed Mr. Samson, at a salary of \$1,200 per annum. In his first report to the Board, made August 3, 1858, Mr. Leggett thus justly compliments the work of his predecessor: "In taking charge of the schools at the beginning of the last school year, I found a classification of the scholars, and a course of study, which, in their adaptation to the wants of children, their simplicity, their system, and thoroughness, could hardly be equaled by any other system of schools with which I was acquainted. This classification and course of study is constantly becoming more and more popular with the patrons of the schools. \* \* \* I think there are in the city but very few patrons of our schools who would be willing to have any material alteration made, either in the course of study or classification."

Entering upon the duties of his office under such favorable auspices, Superintendent Leggett was enabled, by his energetic administration, not only to sustain the efficiency and well-deserved popularity of the public schools, but to add to both, and to extend their enviable reputation throughout the State. Through the confidence reposed in him by the Board of Education, he was enabled to call about him an able corps of principals and teachers, who zealously co-operated with him in the execution of his plans and methods for the improvement of the schools. Mr. Leggett remained in charge of the schools till January, 1862, when he resigned his office to accept the appointment of Colonel of the 78th Regiment O. V. I.

The condition of the schools at the close of the school year

1859-60, is indicated by the following statistics, taken from Superintendent Leggett's annual report for that year :

No. of schools sustained during the year :

High School,.....	1
Senior Schools,.....	2
Secondary Schools,.....	6
Primary Schools,.....	12
Rural School,.....	1
German School,.....	1
Colored School,.....	1
	<hr/>
Total,.....	24

In which were employed :

Male Teachers, .....	8
Female Teachers,.....	30
	<hr/>
Total,.....	38

In addition to the above, two night schools were sustained from the first of November to the first of March, in which were employed four teachers, two male and two female.

The following is the table of enrollment and attendance in the several departments :

High School,	Enrollment, 109.	Attendance, 93
Senior Schools,	“ 204.	“ 159
Secondary Schools,	“ 418.	“ 360
Primary Schools,	“ 932.	“ 644
Rural School,	“ 58.	“ 37
German School,	“ 114.	“ 61
Colored School,	“ 100.	“ 56
Night School,	“ 191.	“ 95
	<hr/>	<hr/>
Total,.....	2126.	1505

The following was the schedule of salaries :

Superintendent of Instruction,.....	\$1600
Principal of High School,.....	1000
Principals of Districts,.....	600
Senior, Secondary and Primary Teachers,....	300
Senior, Secondary and Primary Assistants,.....	240
Assistants in High School,.....	\$450 to 600

Superintendent Leggett's resignation was accepted January 7, 1862, and Mr. C. W. Chandler, Principal of the High School, was elected to superintend the educational department at a salary of \$1,000, and Mr. A. Fletcher, President of the Board, was employed as financial agent; salary, \$300. This arrangement was continued through the next school year, but the exigencies of the times having made it the duty of the Board of Education to exercise the strictest economy, a reduction of the salaries of superintendent, principals and teachers was made, of from ten to twenty per cent.

OFFICE OF SUPERINTENDENT SUSPENDED.

As a further measure of economy, at the close of this school year, the office of superintendent was suspended.

During the period through which this suspension of the office of superintendent was continued, no very full statistics of the schools were kept. From the report of the President of the Board, made in August, 1865, the following facts, relating to the condition of the schools for that year, are derived :

No. pupils enrolled in all the schools, .....	2110
Average daily attendance,.....	1289

There were employed seven male and twenty-eight female teachers. The arrangement with the McIntire Trustees, by which they paid all expenses of the McIntire School, had now continued for nine years, and a new arrangement was entered into with them, under a contract authorized by a special act of the Legislature. This act enabled the McIntire Trustees to contract with the Board of Education for the tuition of the

“poor children” who would be entitled to the benefit of the McIntire fund under the will of Mr. McIntire, and to pay to the Board of Education such sum from the income of that estate as in their judgment might be right and proper as an equivalent for such tuition. Under this contract the Board has annually received from the McIntire Trustees the sum of \$8,000, and, in addition to that, from \$500 to \$800 per year to furnish books and clothing to destitute children.

At the close of the school year in June, 1865, Mr. C. W. Chandler, who had been Principal of the High School since its establishment, in 1855, with the exception of the one year that he filled the office of Superintendent, resigned his position, and Mr. A. T. Wiles, who had been, for the three years preceding, principal of the schools of the Second District, was elected to that position at a salary of \$1,000 per annum.

#### THE FIRST LADY PRINCIPAL.

The Principalship of the Third District, made vacant in June, 1865, by the promotion of Mr. Wiles to the principalship of the High School, was filled by the election of Miss Maria Parsons, who had been for several years teacher of the Senior School in that district. This was the first instance in the history of the Zanesville Schools in which a lady was placed in the responsible position of principal, and the innovation was regarded by many earnest friends of the public schools with serious distrust. At the close of this school year, however, the Board of Education were so well satisfied with the result of their experiment that they applied the same policy to the other two districts.

#### A. T. WILES, SUPERINTENDENT.

No further change was made in the organization or management of the schools until the close of the school years 1869,-'70, when the office of Superintendent of Instruction was restored, and Mr. A. T. Wiles who had served for five years as principal of the High School, was elected to that office, at a salary of \$1,500 per annum, and Miss Margaret Stultz, who had served for five years as assistant in the High School, was made principal of the same at a salary of \$1,000 per annum.

The following figures will exhibit the status of the schools for the school year 1869-'70 :

Enumeration of youth of school age in the city, ....	3477
High School, Enrollment... ..101,	Attendance,..... 77
District Schools, " .....2000,	" .....1263
Total,.....	2101                      1340

Number of teachers employed :

High School, Principal,.....	1
"    Assistants,.....	3
District Schools, Principals,.....	3
"    Senior Teachers, .....	3
"    Primary and Secondary Teachers,...	35
Total, .....	45

The following was the schedule of salaries :

Principal of High School, .....	\$1,200
First assistant in High School, .....	900
Secoud and third assistants in High School,.....	550
Principals of districts,.....	950
Senior school teachers, .....	500
Secondary school teachers,.....	400
Primary School teachers, .....	400
German school teacher,.....	800
Colored school teachers,.....	300 and 400
Financial Agent, .....	1,100

At the beginning of this school year (1869-1870) the new school building on Marietta street, known as the "Stemler" Building, was completed and ready for occupation by the schools. Later in the year the City Council purchased the Presbyterian Mission Sunday School Building on Monroe Street, and the Board opened in it a secondary school.

The schools were all now accommodated in buildings owned by the city, except the three schools in the rooms rented of the Masonic Hall Association.

In the summer of 1870 School District No. 9, of Springfield township, including the un-incorporated village known as South Zanesville, was annexed to the city. The Board of Education assumed control of the two schools of that district, and attached them, for the time being, to the third district of the city schools. In November of this year the village of West Zanesville was annexed to the city, adding four more schools to the number already under control of the Board. The teachers formerly in charge of these schools were all re-employed by the city Board of Education, and their salaries adjusted to the schedule in force in the other city schools. The schools of the Seventh and Eighth wards were constituted the fourth district, and placed under the principalship of Mr. David Harris, who had been for many years teacher and principal of the West Zanesville schools.

In May, 1872, the incorporated village of Putnam was annexed to the city, constituting the Ninth Ward. The Board of Education assumed only a nominal control of the schools of this ward until the close of the school year, deeming it best for their interest to make no attempt at that time to adjust them to the system of other the schools. By this annexation, seven schools were added to the city school system. By the three annexations just named the area of the city and its population were increased about one-third, and the number of schools and teachers in about the same ratio—the number of teachers prior to these annexations being forty-five, and immediately subsequently thereto, 60.

During the year 1873, the City Council—at the request of the Board of Education — erected a commodious and substantial brick school house, containing six rooms, in the sixth ward, one in the seventh ward, containing four school rooms, and an addition to the eighth ward school building containing two school rooms. The cost of these three improvements, with the grounds upon which they were placed, was about \$30,000.



It has been attempted in this sketch to indicate the condition and growth of our public school system by giving such statistics as were attainable, at the close of each period of five years.

The following is a summary for the school year 1874-'75 :

Enumeration of youth of school age in the city,.....			5370
High School, enrollment.....	159	Attendance,.....	126
Senior Schools " .....	194	" .....	138
Secondary Schools " .....	789	" .....	594
Primary Schools " .....	1510	" .....	1025
German-English " .....	209	" .....	153
Colored Schools " .....	202	" .....	124
			<hr/>
Total,.....	3063		2160

The number of teachers employed was :

High School, Principal,.....	1
" " Assistants, .....	4
District Schools, Principals,.....	5
" " Senior Teachers,.....	5
" " Secondary " .....	18
" " Primary " .....	24
" " Ger-Eng. " .....	4
" " Colored " .....	4
" " Music " .....	2
" " Writing " .....	1
	<hr/>
Total,.....	68

The following was the schedule of salaries :

Superintendent of Instruction, .....	\$2000
High School, Principal,.....	1350
" " Commercial Teacher,.....	1080
" " First Assistant, .....	900
" " Second and Third Assistants,.....	700

District Schools, Principals,.....	850
“ “ Senior Teachers,.....	550
“ “ Secondary “ .....	450
“ “ Primary “ .....	450
“ “ Ger-Eng. “ .....	450 and 800
“ “ Colored “ .....	450 to 720
“ “ Music “ .....	450 and 600
“ “ Writing “ .....	950

#### THE SCHOOL FUNDS.

Prior to 1839, the public schools of Zanesville were operated under the general school laws of the State. The first general school law was enacted by the General Assembly of 1824-25. It provided for the election of three directors for each school district, and for a levy for school purposes of one-half a mill on the dollar of taxable property. This law was amended in 1829 so as to authorize County Commissioners to levy a school tax of three-fourths of a mill. In 1836, the County Commissioners were authorized to levy one and a half mills, and in 1838 two mills. In 1839, the County Commissioners were authorized to reduce the school levy to one mill.

The special law for “The support and better regulation of the schools of the town of Zanesville,” passed in 1839, made no provision for a levy by the Board of Education of a tax for school purposes, but provided that the town council should, upon requisition by the Board of Education, appropriate annually a sufficient amount of funds to defray the contingent expenses of the schools, for rent, fuel, repairs, &c. The tuition fund was still raised under the provisions of the general law.

The funds so obtained were not sufficient to meet the requirements of the schools, and the deficiency was made up by tuition fees, varying in amount in different years.

There were at this time two school districts in Zanesville township, outside the corporate limits of the town, that shared equally with the borough in the funds arising from taxation. — In 1848, the Board of Education of the town secured an amendment to the law whereby the taxable property of the

borough was made returnable separate and apart from that in the township outside the borough.

In 1849, a law was enacted by the General Assembly for the "Support and better regulation of public schools in cities and towns," the twelfth section of which authorized Boards of Education to determine the amount of tax to be levied for all school purposes, except the purchase of sites and the erection of buildings, *provided* that such tax should not exceed four mills upon the dollar of taxable property.

In 1851, this section was, by special act, made applicable to the city of Zanesville. This last enactment relieved the City Council of the duty of providing for the contingent expenses of the schools, leaving with that body only the duty of purchasing sites and erecting buildings. Under the special law of 1839, modified by the several amendments named above, the schools of Zanesville were conducted until the enactment of the present general school law.

Besides these amendments directly affecting the law under which the schools of Zanesville were conducted, it was further modified by provisions contained in the city charter, and subsequently by those of the municipal code, as well as by amendments to the general school law of the State. These acts and amendments were so conflicting and contradictory, and so inconsistent with the original Zanesville school law of 1839, that it became a very difficult matter to determine what were the legal rights and duties of the Board of Education, and to what extent the powers of the City Council extended to the educational department of the city, and lead to much embarrassment in the relations of these two bodies. These embarrassments have been removed by the provisions of the general school law of 1873, which vests the title of all property formerly held by the City Council for school purposes, in the Board of Education, and authorizes the Board of Education to provide for tuition and contingent expenses by the levy of a tax not exceeding seven mills on the dollar of taxable property, and, if necessary, to borrow money upon bonds for the purchase of sites and the erection of buildings.

In addition to the funds arising from taxation, the Board of Education received from the Trustees of the McIntire estate, from 1856 to 1865, a sum sufficient to defray the expenses of the schools taught in the McIntire building, since which time they have received annually, from the same source, the sum of eight thousand dollars.

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## Roll of the Board of Education.

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1838-'39.	
Uriah Parke,	Ezekiel T. Cox,
Henry Eastman.	
1839-'40.	
Richard Stillwell, President,	Hugh Reed,
John A. Turner, Secretary,	George W. Manypenny,
Charles G. Wilson, Treasurer,	Allen Cadwalader.
1840-'41.	
Richard Stillwell, President,	Hugh Reed,
Uriah Parke, Secretary,	George W. Manypenny,
Charles G. Wilson, Treasurer,	Horatio J. Cox.
1841-'42.	
Geo. W. Manypenny, President,	Hugh Reed,
Uriah Parke, Secretary,	Horatio J. Cox,
Charles G. Wilson, Treasurer,	Jesse Keene.
1842-'43.	
Horatio J. Cox, President,	Mark Lowdan,
Uriah Parke, Secretary,	Adam Peters,
Charles G. Wilson, Treasurer,	John W. Foster.

1843-'44.

Horatio J. Cox, President,	Mark Lowdan,
Uriah Parke, Secretary,	Adam Peters,
Charles G. Wilson, Treasurer,	E. E. Fillmore.

1844-'45.

Horatio J. Cox, President,	Mark Lowdan,
Uriah Parke, Secretary,	Adam Peters,
Charles G. Wilson, Treasurer,	E. E. Fillmore.

1845-'46.

Horatio J. Cox, President,	E. E. Fillmore,
Uriah Parke, Secretary,	Leonard P. Bailey,
Charles G. Wilson, Treasurer,	Gottlieb Nattinger.

1846-'47.

Horatio J. Cox, President,	E. E. Fillmore,
Uriah Parke, Secretary,	L. P. Bailey,
Nelson W. Graham, Treasurer,	Gottlieb Nattinger,

1847-'48.

E. E. Fillmore, President,	L. P. Bailey,
Uriah Parke, Secretary,	Gottlieb Nattinger,
N. W. Graham, Treasurer,	George Fracker.

1848-'49.

E. E. Fillmore, President,	Alexander Sullivan,
N. W. Graham, Secretary,	William Schultz,
L. P. Bailey,	Henry Blandy.

H. J. Cox, Treasurer.

1849-'50.

E. E. Fillmore, President,	George A. Jones,
Alex. Sullivan, Secretary,	George B. Reeve,
L. P. Bailey,	William Schultz.

H. J. Cox, Treasurer.

1850-'51.

E. E. Fillmore, President,	L. P. Bailey,
Alex. Sullivan, Secretary,	James L. Cox,
George A. Jones,	George L. Shinnick,

H. J. Cox, Treasurer.

1851-'52.

E. E. Fillmore, President,	George A. Jones,
Alex. Sullivan, Secretary,	George L. Shinnick,
L. P. Bailey,	Jacob Glessner,

H. J. Cox, Treasurer.

1852-'53.

E. E. Fillmore, President,	James L. Cox,
Alex. Sullivan, Secretary,	Jacob Glessner,
L. P. Bailey,	George L. Shinnick,

H. J. Cox, Treasurer,  
G. W. Batchelder, Superintendent.



1862-'63.

Adams Fletcher, President,	William M. Shinnick,
F. A. Thompson, Secretary,	Thomas Lindsay,
A. P. Blocksom,	M. C. Mitchell,
Moses Dillon, Treasurer,	
C. W. Chandler, Superintendent.	

1863-'64.

Adams Fletcher, President,	William M. Shinnick,
F. A. Thompson, Secretary,	Thomas Lindsay,
A. P. Blocksom,	M. C. Mitchell,
A. H. Brown, Treasurer.	
A. Fletcher, Financial Agent.	

1864-'65.

Adams Fletcher, President,	Thomas Lindsay,
F. A. Thompson, Secretary,	M. C. Mitchell,
William M. Shinnick,	John R. Price,
A. H. Brown, Treasurer,	
A. Fletcher, Financial Agent.	

1865-'66.

Adams Fletcher, President,	J. R. Price,
F. A. Thompson, Secretary,	C. C. Russell,
Thomas Lindsay,	William M. Herriott,
A. H. Brown, Treasurer,	
A. Fletcher, Financial Agent.	

1866-'67.

Adams Fletcher, President,	J. R. Price,
F. A. Thompson, Secretary,	C. C. Russell,
Thomas Lindsay,	W. M. Herriott,
W. A. Graham, Treasurer,	
A. Fletcher, Financial Agent.	

1867-'68.

Adams Fletcher, President,	C. C. Russell,
F. A. Thompson, Secretary,	W. M. Herriott,
J. R. Price,	M. C. Mitchell,
W. A. Graham, Treasurer,	
A. Fletcher, Financial Agent.	

1868-'69.

Adams Fletcher, President.	M. C. Mitchell,
F. A. Thompson, Secretary,	George W. Gheen,
J. R. Price,	George W. Griffee,
C. C. Russell,	Theobald Stemler,
W. A. Graham, Treasurer,	
A. Fletcher, Financial Agent.	

1869-'70.

Adams Fletcher, President,	George W. Griffee,
C. C. Russell, Secretary,	Theo. Stemler,
J. R. Price,	F. A. Victor,
M. C. Mitchell,	J. W. Conrade,
W. A. Graham, Treasurer,	
A. Fletcher, Financial Agent.	

1870-'71.

Adams Fletcher, President,	F. A. Victor,
C. C. Russell, Secretary,	J. W. Conrade,
George W. Griffee,	William H. Hurd,
Theo. Stemler,	Isaac Piersol,
J. R. Slack, Treasurer,	
A. Fletcher, Financial Agent,	
A. T. Wiles, Superintendent.	

1871-'72.

George W. Griffee, President,	Richard Hocking,
C. C. Russell, Secretary.	William Lilienthal,
J. W. Conrade,	Jesse Atwell,
W. H. Hurd,	S. Jacobs Moore,
Isaac Piersol,	William Geiger,
W. M. Shinnick, Treasurer,	
A. T. Wiles, Superintendent.	

1872-'73.

George W. Griffee, President,	Jesse Atwell,
William H. Hurd, Secretary,	S. Jacobs Moore,
Isaac Piersol,	C. C. Russell,
Richard Hocking,	Matthew Calhoon,
William Lilienthal,	J. V. Smeltzer,
C. W. Chandler,	
W. M. Shinnick, Treasurer,	
A. T. Wiles, Superintendent.	

1873-'74.

George W. Griffee, President,	Matthew Calhoon,
W. H. Hurd, Secretary,	J. V. Smeltzer,
C. C. Russell,	Henry Shrimpton,
Richard Hocking,	Daniel Dugan,
William Lilienthal,	J. C. Gillespie,
Jesse Atwell,	
W. M. Shinnick, Treasurer.	
A. T. Wiles, Superintendent.	

1874-'75.

George W. Griffee, President,	Henry Shrimpton,
William H. Hurd, Treasurer,	Daniel Dugan,
Richard Hocking,	Andrew L. Pierce,
Matthew Calhoon,	J. C. Gillespie,
J. V. Smeltzer,	
A. T. Wiles, Superintendent and Clerk.	

1875-'76.

James C. Gillespie, President,	James A. Cox,
William H. Hurd, Treasurer,	Henry Shrimpton,
Richard Hocking,	Daniel Dugan,
George W. Griffee,	A. L. Pierce,
William Lilienthal,	
A. T. Wiles, Superintendent and Clerk.	













