

HISTORY  
OF THE  
SCHOOLS OF COLUMBUS, O.



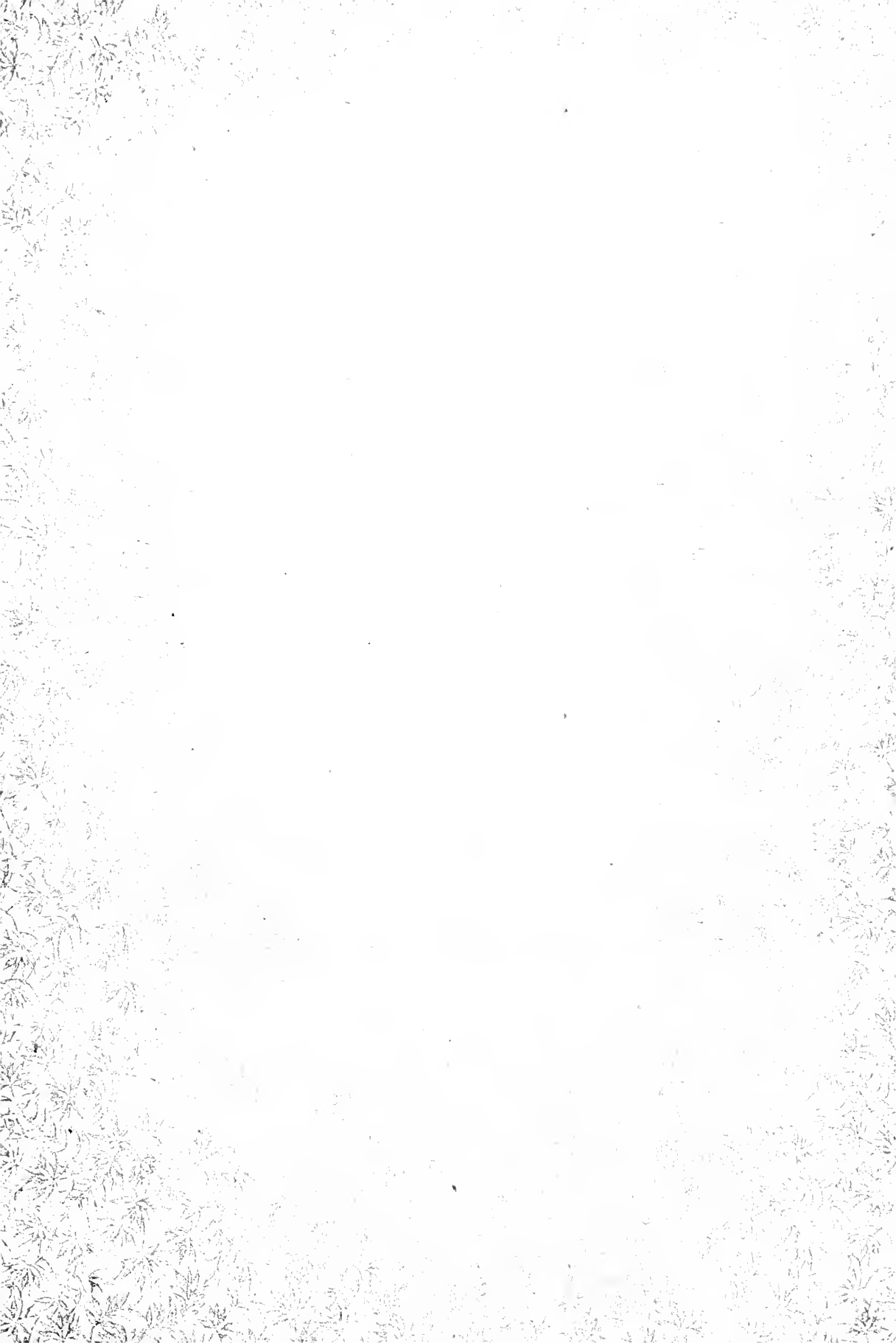
1892

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HISTORY

OF THE

Schools of Columbus, Ohio,

BY

JAMES U. BARNHILL, A. M., M. D.,

COLUMBUS, OHIO.



1892.

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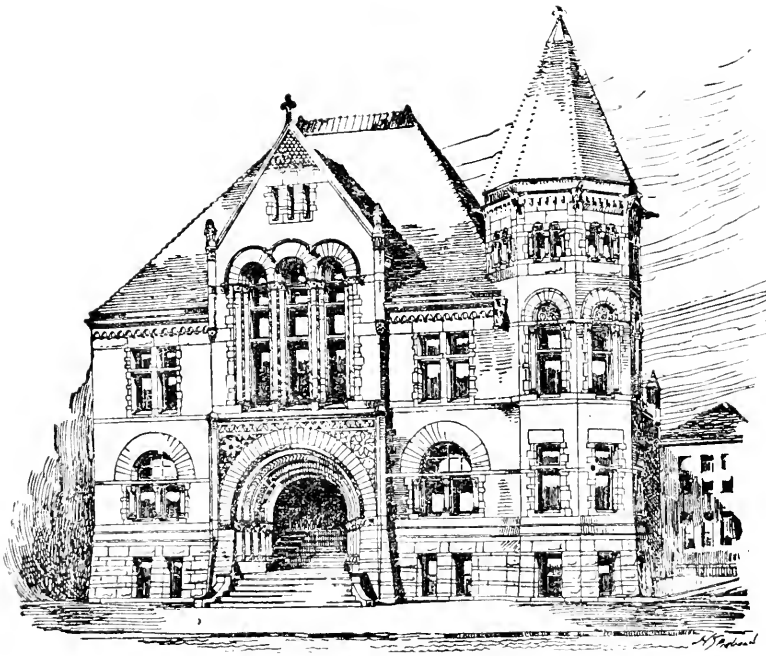
# Private and Public Schools of Columbus, Ohio.

## THE SCHOOLS. I.

### SCHOOL LEGISLATION. PRIVATE SCHOOLS.

The history of the Schools of Columbus properly begins with those of Franklinton, the pioneer village of the Capital City, and would be incomplete without an account of the generous gifts and wise policy of the National Government which so greatly promoted the cause of education, and which have contributed directly to the support of the schools. Before the pioneer settlement of Central Ohio was planted "on the low banks of the slow winding Scioto," Congress made certain provisions for the maintenance of schools within the territory in which that settlement was afterwards situated, thus anticipating its welfare by a "sort of parental providence." On May 20, 1785, in an ordinance for disposing of western lands, Congress provided that "a thirty-sixth of every township of the western territory" should be reserved from sale for the maintenance of public schools within the township. The ordinance of July 13, 1787, for the government of the territory northwest of the river Ohio confirmed the provisions of the land ordinance and further declared that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education should forever be encouraged." The original reservation of land for school purposes did not provide like donations for the support of schools in certain tracts in Ohio, among which was the Virginia Military District in which a part of Columbus is situated. The first constitutional convention requested that a "like provision be made for the support of schools in these districts," and on March 3, 1803, Congress assented and appropriated lands to the amount of one thirty-sixths of each of these tracts for the use of schools therein, and provided that all the lands "appropriated for the use of schools in the State should be vested in the legislature, in trust, for the maintenance of schools and for no other use, intent or purpose whatever."

The Constitution of 1802 embodied the famous educational clause of the Ordinance of 1797, and supplemented it by declaring that schools and the means of education shall forever be encouraged by legislative provision not inconsistent with the rights of conscience. It further declared that the doors of the schools, academies, and universities endowed in whole or in part from the revenue arising from the land grants, shall be open for the reception of scholars, students and



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teachers of every grade. The school lands were to be leased and the revenue applied impartially to the education of the youth, but owing to the newness of the country it was many years before the income from this source could materially aid in maintaining schools. The income to the Columbus schools from the land grants will be separately considered, but before any such revenue was realized the children were needing school facilities, and hence private schools or schools supported by donation or some form of local taxation were necessary. The early inhabitants were men and women of intelligence who held the church and the school to be indispensable to the welfare of the community. With the usual promptness of our western pioneers they first provided places, however rude, for divine worship, and second, places for the education of their youth. The same building served frequently, if not usually, the purposes of both a church and a school. Private schools and academies were liberally sustained, and for several years after the organization of the public schools the predominant sentiment was in favor of the former. But even these schools were favorably influenced by the educational policy of the government and by the general awakening of interest in education occasioned by the land grants and subsequent school legislation. The private schools directed attention to the subject of public education and emphasized the truth that general intelligence is necessary to the prosperity of a community. They nurtured a sentiment in favor of good schools and inculcated the noble idea that school privileges should be extended to all classes, so that finally, by the side of the exclusive private school the general subscription school also flourished. Donations were not infrequently made for the maintenance of schools or to pay for the tuition of the needy. When at length State laws made adequate provision for the support of good public schools almost all others were discontinued. The private schools formed a memorable episode in the educational history of the infant capital, and fulfilled an important mission in its social development.

Common schools sustained by the State and patronized by all classes are of comparatively recent date. Massachusetts first proclaimed and established the principle that it is the right and duty of government to provide by means of fair and just taxation for the instruction of all the youth of the community, and free schools were among her earliest institutions. The article on education in her constitution of 1780 was one of the first of the kind ever incorporated into the organic law of a State. The first law for the support of schools in the State of New York was passed in 1795, and not until 1834 did Pennsylvania adopt a general free school system.

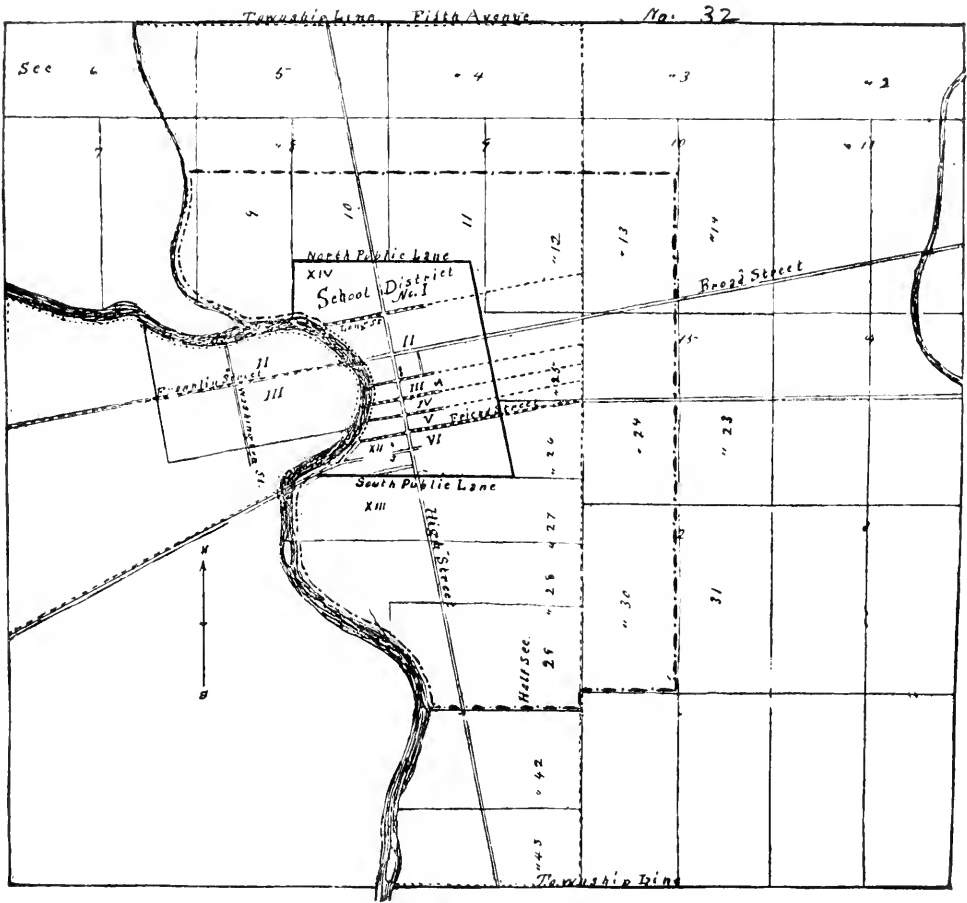
The school history of the City of Columbus will be here treated under the following general topics in the order of their mention: School funds and school legislation, private schools, and the public school system.

The schools of Franklinton and subsequently those in that portion of Columbus west of the Scioto River have been supported in part by the Virginia Military School Fund. The Virginia Military School Lands, consisting of 105,155 acres, were not finally located until February 13, 1808. They were located in Wayne, Holmes, Ashland, Richland, Crawford and Morrow counties. Provision was made by the legislature for leasing the school lands for the purpose of improving

the same and thereby rendering them more productive in order that the profits which they should yield might be applied to the support of the schools, but the lands were really not leased and the rental derived from them was small. In his annual message of 1821 Governor Brown said: "So far as my information extends the appropriation of the school lands in this state has produced hitherto, with few exceptions, no very material advantage in the dissemination of instruction—none commensurate with their presumable value." In 1826 the income from all the lands then leased was about five thousand dollars. Pursuant to a provision of law the people of this reservation voted in 1828 their assent to the sale of their school lands, and within the same year the unleased portions were ordered to be sold. Prior to 1838 sixtyeight thousand one hundred and fiftyfive acres had been sold for \$129,549.29; the annual rental on the remainder was then \$4,503.76, which made an annual income from this source of \$12,276.71. The proceeds from the sale of these lands have been loaned to the State, and the annual interest at six per centum on this money and the rent on the unsold lands constitute the Virginia Military School Fund, which fund is distributed annually among the several counties of the reservation in proportion to the youth of school age in each. From 1821 to 1828 the State borrowed the income of these school lands, compounding the interest annually, during which time the fund amounted to \$54,000. Early in the following year this amount was distributed proportionately to the schools of the Virginia Military district. Our County Auditor's ledger shows that District Number Two of Franklin Township of this county received on March 10, 1828, the sum of \$73.873, or \$1.717 for each householder in the district. The annual distribution thereafter was of course much less. In 1835 the income distributed was \$11,091.77, or about eighteen cents for each school youth; and in 1837 it amounted to about seventeen cents for each youth between four and twentyone years of age. These school lands have all been sold, except a few sections which are under perpetual lease without revenue, at twelve cents per acre. The total amount of the proceeds of the sale of this land up to 1890 was \$192,622.68, and the interest on this fund and on the unsold land for that year amounted to \$11,800.87, which amount was distributed according to law to the counties and parts of counties embraced in the reservation.

In lieu of Section Sixteen of Montgomery Township, which was a part of the Refugee grant, Section Twentyone of Madison Township of this county was selected March 4, 1806. There seems to be no record to indicate whether or not any income was realized from this land prior to its sale. It was sold October 15, 1828, in half quartersections severally to John Swisher, Adam Sarber, Benjamin Clinger and Adam Rarey for \$2,688.84, to be paid in four equal annual instalments, without interest on deferred payments. This money was loaned to the State and the interest on it at six per centum has been annually applied to the support of schools in this township. In 1832 there were 1,052 youth between five and fifteen years of age in the township, 886 of whom lived in the school districts of Columbus. This fund therefore amounted to fifteen cents and three mills for each youth of school age, or \$135.55 for these districts, which sum at that early day gave great encouragement to the schools.

The first general school law of Ohio, entitled an "act to provide for the regulation and support of common schools," was passed January 22, 1821. This law authorized the division of townships into school districts, the election in each district of a school committee consisting of three resident householders, and the assessment of a school district tax, not for the maintenance of a free public school, but only "for the purpose of erecting a schoolhouse," and of "making up the deficiency



SCHOOL DISTRICT MAP OF COLUMBUS, 1826-1845.

that might accrue by the schooling of children whose parents or guardians were unable to pay for the same." The law was entirely inadequate to provide good schools, but it is of historical interest as the first statutory provision of the State for local taxation for school purposes.

The law of February 6, 1825, being an act to provide for the support and better regulation of common schools, required county commissioners to levy and assess one-half of a mill upon the dollar to be appropriated for the use of common

schools in their respective counties "for the instruction of youth of every class and grade, without distinction, in reading, writing, arithmetic and other necessary branches of a common education." This law made it the duty of the County Auditor to open an account in a book to be kept by him for that purpose, with each township, in which the several townships should be credited with the amount collected on their duplicates for the use of schools. The amount so collected in each township was required to remain in the county treasury for the use of the schools, and it was made the duty of the trustees of each township to lay off the same into districts, the numbers and descriptions of which were to be communicated in writing to the clerk of each township, who was required to record the same. The law further provides that

The trustees shall take or cause to be taken an enumeration in writing of all the householders residing in the district, and the clerk shall record the same and deliver to the County Auditor the number and description of each school district and also the list or enumeration of the householders residing in each, and all alterations which shall from time to time be made. Onethird of all the householders of a district assembled in pursuance of due notice shall constitute a legal meeting for the transaction of business; they shall elect three school directors to manage the concerns of said district, and have power to designate and determine upon the site of a schoolhouse and to provide the means of building the same and to provide the necessary funds for organizing a school. It shall be the duty of said school directors to employ a teacher and also to receive and faithfully expend all funds, subscriptions, donations or dividends of school funds. The Court of Common Pleas of each county shall appoint annually three suitable persons to be called examiners of common schools, whose duty it shall be to examine every person wishing to be employed as a teacher, and if they find such person qualified and of good moral character, to give a certificate to that effect. No person shall be allowed to teach any district school or recover at law any wages for teaching until such person be examined and receive a certificate of approbation. The township trustees shall pay over to the school directors of the several school districts a dividend of all rents or moneys received on account of section sixteen for the use of schools, or other lands in lieu thereof, in proportion to the number of families in each district. School directors shall pay the wages of the teachers employed out of any money which shall come into their hands from the revenues arising from donations made by Congress for the support of schools or otherwise so far as such money shall be sufficient for the purpose, and for the residue of the wages of any such teacher the school directors shall give him a certificate stating the length of service and the balance due him on account of wages thereof. . . .

This law, from the pen of Nathan Guilford, Senator from Hamilton County, was the first adequate legislative provision for the establishment of free common schools. For its enactment great credit is due to the commission appointed by Governor Allen Trimble in 1822 to devise and report upon a common school system. This commission consisted of Caleb Atwater, Chairman; Rev. James Hoge, Rev. John Collins, Nathan Guilford, Ephraim Cutler, Josiah Barber and J. M. Bell. In 1827 a supplementary act was passed which created the office of school district treasurer and defined his duties; authorized the school directors of each district to levy a special tax of not more than three hundred dollars for building or repairing a schoolhouse, provided threefifths of the householders assented; appropriated certain fines for the use of schools, and authorized an increase of the number of school examiners to the number of townships in the respective counties. An act of January 27, 1827, authorized the sale of the school

lands and established a school fund consisting of the proceeds from the sale of the salt lands and such donations, legacies and devises as might be made to the fund, the interest thereof to be annually funded for five years and distributed to the counties in proportion to the number of free male inhabitants in each above the age of twentyone. On February 10, 1829, an amendatory act was passed raising the rate of school taxation to threefourths of a mill, giving minute directions for holding district meetings and defining the powers of school officers. Failure of townships to form districts and organize schools within three years forfeited school funds. Black and mulatto persons were not permitted to attend the public schools, but all taxes assessed on their property for school purposes were to be appropriated by township trustees "for the education of such persons and for no other purpose whatever." In 1831 the maximum school tax per district in any one year might not exceed \$200; in 1836 it was again placed at \$300; two years later all limitation of the amount was removed. The law of 1834 made it the duty of every person sending a child to school to provide his just proportion of fuel, but no child could be excluded from school on account of the delinquency of its parents in this respect. In 1827 each householder was required to pay a school tax of not less than one dollar, which he might discharge by performing two days' labor in building a schoolhouse. This tax was lessened subsequently, and in 1838 was omitted entirely. In 1831 the county commissioners were given discretion to add onefourth of a mill to the existing rate of taxation for school purposes. In 1834 the law was reenacted with amendments and the rate of taxation was raised to one mill, to which the county commissioners were authorized to add half a mill at their option. In 1836 the rate of school taxation was raised to one mill and a half with an additional half mill at the option of the commissioners.

In 1836 Congress directed the surplus revenue of the National Government to be deposited with the several States in proportion to the number of their Senators and Representatives. Ohio's share was a little over two million dollars, and by act of the General Assembly passed in 1837 this fund was distributed to the several counties in proportion to their population, the interest on onetwentieth of it to be appropriated for the support of schools. For several years the income from this source was one hundred thousand dollars per annum. In March, 1837, the office of State Superintendent of Common Schools was created and Samuel Lewis was elected to the position. Under the able supervision of Mr. Lewis great progress was made in developing the common school system of Ohio. In March, 1838, the school laws were thoroughly revised, new features were added to them and new life was imparted to the entire system by a more liberal provision for its support, especially by the establishment of a State common school fund of \$200,000 "to be distributed annually among the several counties according to the number of youth therein." An additional fund to be raised in each county by a county tax of two mills per dollar was authorized. By this law school directors in districts consisting of incorporated towns or cities, and township clerks acting as township superintendents of common schools, were directed to make an estimate of the money required additional to the distributable fund "to provide at least six months' good schooling to all the unmarried white youth of the district

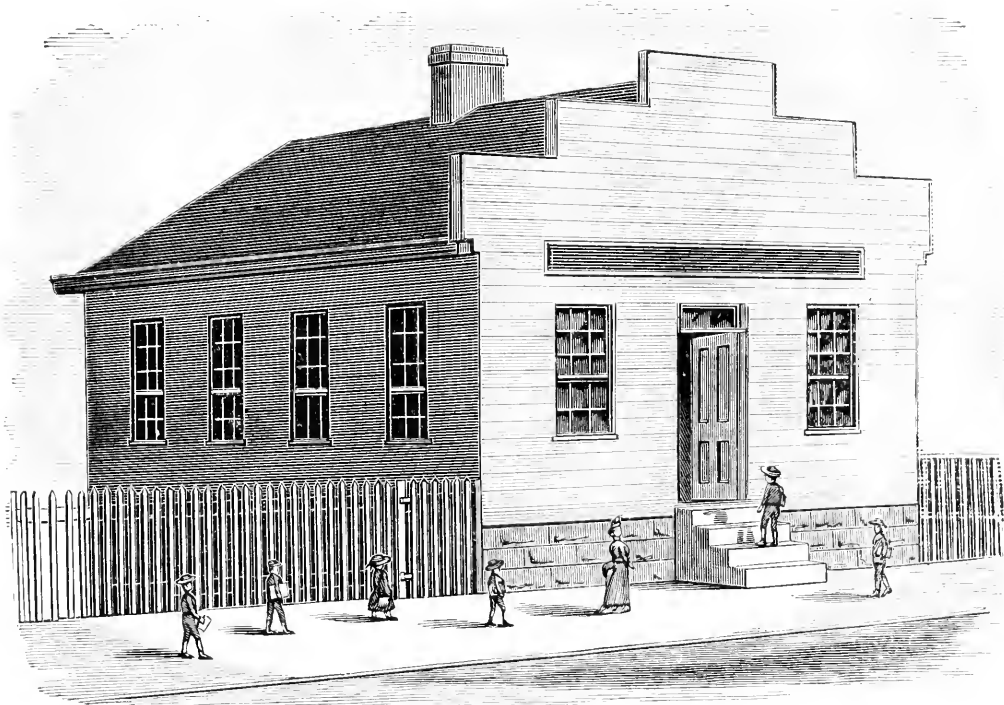
during the year ensuing;" the question of levying a tax to raise this sum to be submitted to the voters of the district or township. Provision was made for instruction in English grammar and geography when requested by three or more householders. Every incorporated town or city was made a separate district with power to create subdistricts and assess taxes for building schoolhouses. In 1839 provision was made authorizing any district to borrow money to purchase a lot and erect a schoolhouse thereon, and the directors were authorized to levy a tax for such purpose and also for renting rooms for school purposes when necessary. The county commissioners were authorized to reduce the county school levy to one mill and directors of town districts were required to provide evening schools for the instruction of young men and boys over twelve years of age whose occupation might prevent their attendance at the day schools. The directors were also authorized to determine what branches and languages might be taught provided they were such as were "generally taught in common schools." They might employ German teachers when the patronage of such as spoke that language was sufficient. Since 1853 boards of education have been authorized to provide German schools for such youth as may desire to study the German and English languages together.

On February 3, 1845, the General Assembly passed an act "for the support and better regulation of the common schools in the City of Columbus," which provided for election in the spring of 1845 of six directors of common schools, two of whom should serve for one year, two for two years and two for three years, the order of seniority to be determined by lot, but after the first election two directors to be chosen annually for the term of three years. The directors elected in pursuance of this statute were declared to be "a body politic and corporate in law by the name of the Board of Education of the town of Columbus." The law provided that this board should employ teachers, establish rules for school government, keep the schools in constant operation except during seasonable vacations, and, should the public money be found insufficient for the support of the schools, provide for the deficiency by levying a tax at the end of each term on the parents and guardians of the scholars, provided that exemption from this tax should be made of such persons as might be unable to pay. The law further directed that a vote should be taken on the question of levying a tax for the erection of schoolhouses under supervision of the Board of Education, all legal title to property acquired under the act to be in the name of the town of Columbus. It provided also for the enumeration of all youth in the town between the ages of four and twentyone, and authorized the City Council to appoint three school examiners whose duty it should be to examine applicants for positions as teachers and to grant certificates to those found qualified. "The examiners," pursues the law, "shall visit the schools, observe the discipline, mode of instruction and progress of the scholars, and semiannually report their proceedings and suggestions to the Council and to the Board of Education. Annually, at such time as the board may appoint, public examination of all scholars shall be had under the direction of the Mayor, the Board of Education and the Examiners." Under the provisions of this law the Board of Education of Columbus maintained schools of two grades in 1845 and 1846, and in January,



1847, elected a superintendent of public schools and organized primary, secondary, grammar and high schools.

The Akron school law passed February 8, 1847, is, with the exception of five sections, a verbatim copy of this law, but the new sections of the Akron law constituted its distinctive features, since they provided for establishing a central grammar school and primary school. The Columbus law, as amended February 16, 1849, authorized the Board of Education to establish "schools of such grades as they may deem most for the public interest, employ such officers and teachers as they may deem expedient, make all necessary rules and regulations therefor,



OLD RICH AND THIRD STREET SCHOOL HOUSE.

determine the age at which scholars may be admitted into such schools and the period for each grade and prescribe terms for nonresidents," and also, in lieu of the levy made on parents and guardians to supply deficiencies in school funds, to levy an additional tax of not more than one mill and a half per dollar on the tax valuation of city property. The County Treasurer was required to pay to the Treasurer of the Board of Education all school funds collected for the use of the city. A tax for sites could be ordered only by vote of the electors. This act substituted in the law to which it was an amendment the word city for "town" and public school for "common school." The city, whatever its corporate limits might be, constituted but one school district. A further amendment passed March 21,

1851, authorized the Board of Education to enlarge school buildings, purchase new sites, erect new buildings as they might be needed, provide school furniture and apparatus and levy an additional tax of not more than three mills per dollar of tax valuation for school purposes. On March 25, 1864, the law was so amended as to provide that "the qualified voters shall, on the second Monday of April, 1864, 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 for the even wards two years," the term of service thenceforth to be two years and vacancies to be filled by the City Council with the consent of the board. An amendment of April 11, 1865, authorized the Board of Education and the County Auditor to levy such amount as might be needed in addition to the State school fund for defraying the expenses of the public schools of the city, provided such sum should not in any one year exceed five mills, or after 1868 four mills, per dollar. By a supplementary act of April 16, 1867, the Treasurer of Franklin County was made *ex officio* treasurer of the Board of Education. A special act of April 12, 1870, authorized the board to borrow money and issue bonds to the amount of fifty thousand dollars for the erection of the Sullivant and Central German school building. An act of April 3, 1871, authorized the board to borrow seventyfive thousand dollars for building purposes, twentyfive thousand to be expended in building and furnishing a schoolhouse for colored children, twenty thousand for building and furnishing the Fieser Schoolhouse in Middletown on the West Side, and thirty thousand for finishing and furnishing the two buildings which had been partially constructed the year before.

By act of February 24, 1848, boards of education in cities were authorized to establish separate school districts for colored persons, within which the colored taxpayers might choose their own directors and their own property was alone chargeable for the support of such schools. An act of March 14, 1853, authorized and required boards of education to establish separate schools for colored children when the enumeration of colored youth exceeded thirty, which number was changed to twenty by an amendment of 1864. These laws relating to schools for colored youth were not repealed by the codification of 1873. In 1874 colored youth were admitted to the Central High School, and in 1882 the color line was entirely obliterated from the public schools of the city. In this, as in several other instances, Columbus is distinguished for moving in advance of the general educational progress of the State.

The general school law of March 14, 1853, devoted onetenth of a mill per dollar of tax valuation as an annual fund for providing school libraries and apparatus for all the common schools of the State. The books provided under this law formed the nucleus of a school library for each school in the State. This levy has been maintained by all subsequent legislation, and additional provision has been made for the appointment of librarians and the regulation of school libraries.

A law of May 1, 1873, entitled "an act for the reorganization and maintenance of common schools" was a codification, producing, to some extent, uniformity in school organization throughout the State, and rendering local school legislation

unnecessary. With a few supplemental and amendatory acts it constitutes the body of school laws embraced in the Revised Statutes of 1880.

Section 4023 of the Revised Statutes provided that every child between the ages of eight and fourteen should be sent to a common school at least twelve weeks per year unless excused for legal cause. It also prohibited manufacturers and other persons from employing children under fourteen years of age during established school hours, and made it the duty of boards of education to ascertain the condition of all children under fourteen years of age, within their jurisdiction, who were not in attendance at any common or private school, and to report all infringements of this law for prosecution and punishment, the penalty being a fine of from five to ten dollars for each offense. The present statute applicable to this subject was passed April 15, 1889, and requires all parents, guardians and other persons having the care of children to instruct them or cause them to be instructed in spelling, reading, writing, English grammar, geography and arithmetic, and requires that such children between the ages of eight and fourteen shall be sent to some public or private school not less than twenty weeks per annum in city districts under penalty of from five to twenty dollars for each violation of this provision. The law further provides that all children between seven and fourteen years of age who are habitual truants from school, or vicious or immoral in conduct, and all minors between the ages of fourteen and sixteen who cannot read and write the English language, who absent themselves from school and habitually wander about the streets and public places during school hours, shall be deemed juvenile disorderly persons, and subject to a sentence to some juvenile reformatory or county children's home. Boards of education in cities of the first and second class are required to employ a truant officer to assist in the enforcement of this act, said officer to be vested with police powers and authorized to enter factories, workshops, stores and other places where children may be employed, and perform such other service as the superintendent of schools or the board of education may deem necessary for preservation of the morals and good conduct of school children.

An act passed April 14, 1888, requires that the nature of alcoholic drinks, and of narcotics, together with their effects on the human system, shall be included in the branches regularly taught in the common schools.

Since 1825 teachers have been required to obtain certificates of qualification from some properly constituted board of examiners. A law of 1831 required that no certificate should be given to any teacher unless he should be found qualified to teach reading, writing and arithmetic. A later statute passed in 1853 required that every teacher should be qualified to teach orthography, reading, writing, arithmetic, geography and English grammar. The present law additionally requires that the teacher shall be qualified to give instruction in United States history, physiology, the nature and effect of alcohol and narcotics, and, in city districts, in still other branches, and shall be versed in the theory and practice of teaching. A law of 1864, now in force, provides for a State board of examiners who are authorized to issue State certificates of high qualification to such teachers as may be found upon examination to possess requisite scholarship and who may also exhibit satisfactory evidence of good moral character and of eminent profes-

sional experience and ability. Such certificates, countersigned by the State School Commissioner, supersede the necessity of any other examination, and are valid throughout the State during the life of the holder.

For the purpose of affording the advantages of free education to all the youth of the State, Section 3951 of the Revised Statutes, as amended March 20, 1891, provides that there shall be annually levied a State tax the proceeds of which shall constitute a State common school fund, and that, for the purposes of higher agricultural and industrial education, including manual training, there shall be levied and collected a State tax which shall constitute the Ohio State University fund. The General Assembly is expected to designate the rates of levy for these funds once in two years, but in case it fails to do so the rates are fixed at one mill for the common school fund, and one twentieth of one mill for the university fund, upon each dollar of taxable valuation.

From 1825 to 1853 the legal school age was from four to twentyone years; from 1853 to 1873 from five to twentyone; from 1873 until now it has been from six to twentyone years of age. Since the law of 1873 was passed the enumeration has been taken under oath, but the laws of Ohio have never expressly excluded from school either children under school age or adults over it. In 1834 provision was made for the admission of adults to the common schools on payment of tuition. In Columbus it is customary to admit to the evening schools all adults who apply for admission. The public schools are free to all youth between six and twentyone years of age who are residents of the district, and no pupil can be suspended from school except for such time as may be necessary to convene the board of education of the district, nor can any pupil be expelled except by a vote of twothirds of such board, and then not until the parent or guardian of the offending pupil shall have been notified of the proposed expulsion and permitted to be heard against the same. In any case expulsion can be made only for the current term.

An act repealing some previous legislation on the same subject was passed March 4, 1891, creating a State Schoolbook Board, to be composed of the Governor, State Commissioner of Common Schools and the Secretary of State, and providing for supplying the schools of Ohio with good and sufficient schoolbooks at the lowest prices at which such books could be furnished. This board was required to fix the maximum price at which said textbooks were to be sold and purchased by boards of education, the price so fixed not to exceed seventyfive per cent. of the wholesale price. It further provided that if, in the opinion of said Schoolbook Board the proposals of publishers for supplying textbooks should not well and sufficiently supply the public schools of the State with good schoolbooks equal to the demand and best interests thereof, it should be the duty of the Board to procure texts for a series of Ohio Schoolbooks, and to contract with persons qualified to compile such texts to be used in the production of a complete set of books to be known as the Ohio Series of Schoolbooks. Under the operation of this law the prices of schoolbooks have been greatly reduced, resulting in a saving to the city of hundreds of dollars annually.

*The Private Schools.*—The pioneers who, in the autumn of 1797, planted the settlement on the west bank of the Scioto beside which our beautiful city has

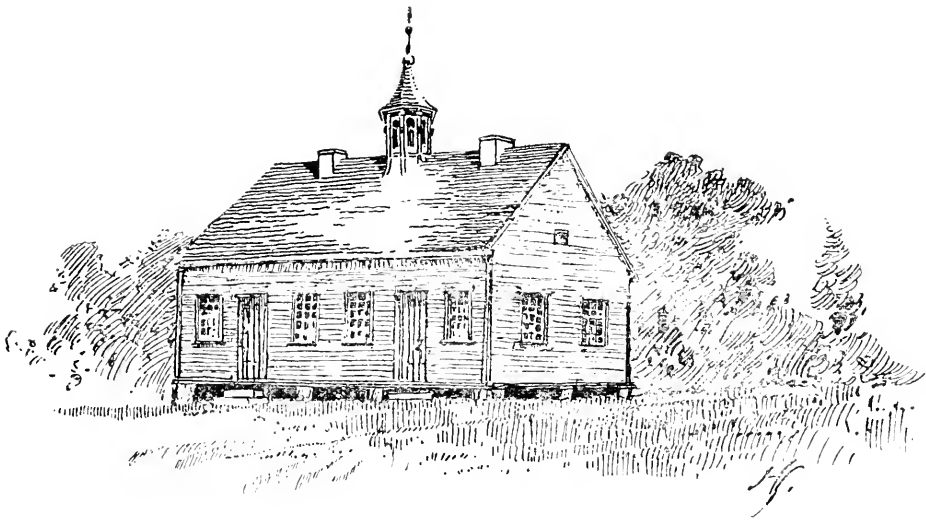
grown, were men and women of intelligence who brought with them enlightened views on the subject of education. They evidently regarded the school and the church as indispensable to the prosperity and happiness of their new community. The private schools and academies of a little later date could only have been the outgrowth of such intelligence and enlightened sentiment. The early settlers encouraged private schools and instruction. Some of them who had witnessed the practical operation of public schools in the New England States cherished the hope that free schools might in the course of time be organized here also; meanwhile they joined hands with their neighbors in establishing, with western promptness, private schools for their children. "They lost no time after securing bodily shelter in providing, first, places—though never so rude—of Divine worship for their families; and second, of educational training for their youth." The schools were supported usually by tuition fees, the teacher agreeing with a number of families that for a fee of one, two or three dollars for each child instructed he would teach school a certain length of time.

The character of the early inhabitants is sufficient assurance that the schools were not neglected. Lucas Sullivant, the founder of Franklinton, took a deep interest in education. Jeremiah Armstrong, John Brickell, Jacob Overdier, Joseph Foos, Arthur O'Harra, Lyne Starling, George Skidmore, Jacob Grubb, Robert Russell and James Hoge were all intelligent publicspirited men, who held education to be of prime importance. The names of several of them are inseparably connected with the history of the schools during subsequent years. The primitive schoolmaster, it is said, was a "consequential individual," generally "morose and forbidding in manner; who with goads and switches in view of the scholars," ruled his school with an imperious air; that he usually had a local reputation as an astronomer, mathematician or almanac-maker; that he believed in witches and ghosts, a belief which he took special pains to communicate to his scholars; that he was looked upon as a prodigy of knowledge and a village oracle, "the indispensable terror of school youth;" that in general he was a scholar according to the books; a stickler in spelling and arithmetic, but knew little or nothing about human nature; not unfrequently professing to know a great deal about dead languages but having really little knowledge of the living ones. Some of the pioneer teachers of Franklinton and Columbus possessed their full share of these characteristics, but most of them were well qualified and successful. A few made teaching their life work, while many exchanged it for other callings and became leading citizens of the community.

At a very early date, not exactly known, Lucas Sullivant built a roundlog schoolhouse which was about fifteen or sixteen feet square with puncheon floor, rough slab benches supported at either end by a pair of hickory pins inserted into auger holes; battened doors with wooden hinges and latch raised from its notch with a string; a clapboard roof with weight poles, and a fireplace and stick chimney. It is probable that this village schoolhouse of early times, like its successors of later years, had greased white paper for window light in winter and open windows in summer. This building was located about a square and a half north of the Old Courthouse west of Washington (now Sandusky) Street, and was

probably built before or about the year 1806. It is the first school building in the Franklinton settlement of which we have any record.

Many persons still living remember this primitive schoolhouse. At first it was warmed by means of a large "fireplace," but later by a stove. Joseph Sullivant said his first acquaintance with school life began in this "cabin with its slabs for seats polished by use, and big chimney with downward drafts, with fleas inside and hogs under the floor, no grammar, no geography, but a teacher who ruled with a rod." Miss Sarah Reed, afterwards long and favorably known as an instructor and Christian worker, was one of its early teachers. She is said to have



THE OLD ACADEMY.

assisted Doctor Hoge in organizing the first Sundayschool of the town. Miss Mary Wait, whose parents came to Franklinton in 1803, taught school there at a very early date. It is probable that Misses Reed and Wait both taught in this primitive schoolhouse. The following article of agreement between one of the early teachers who afterwards became prominent in Columbus, and the patron of his school, is an extract from the diary of Joel Buttles, whose parents settled in Worthington in 1804:

*These presents witnesseth:* That, on condition that Joel Buttles shall attend duly five days in one week and six days in the other, alternately, and six hours in each day for the space of three months and teach reading, writing and arithmetic according to the best of his knowledge, we the subscribers promise and oblige ourselves to pay said Joel Buttles at the expiration of said term of three months, each for himself, one dollar and sixtytwo and a half

cents for each scholar we may respectively subscribe, and should some unavoidable or unforeseen accident hinder said Buttles from attending the whole of said term, we obligate ourselves to pay said Buttles in a due proportion for the time he may attend. And likewise the subscribers are to bear each his just proportion in boardingsaid Buttles, and to furnish a convenient schoolhouse together with a sufficient quantity of firewood so that school may commence the first day of January next. In testimony whereof we have hereunto set our hand and seal this 14th day of December, 1808. Name of subscriber: Robert Molean, two pupils; Michael Rareden, three; Charles Warde, one and onehalf; Philip Woollet, one; Alexander Dennixon, two; Philip Hare, one; William Hamilton, one.

This school was probably located in or near Worthington. The following notice appeared in the *Freeman's Chronicle* of February 4, 1810:

*A schoolmaster wanted.*—A man well qualified as a teacher for young scholars, and can be well recommended by respectable characters to be trustworthy and exemplary in that employment will, on application to the editor, be furnished with proposals from a few individuals of good standing wherein the necessary encouragement will be given by them to a teacher as aforesaid to take charge of a school in Franklinton.

In the *Chronicle* of February 25, same year, this notice appeared:

*A schoolmaster wanted.*—A person possessing a good moral character and the necessary qualifications for a teacher of a school of young scholars will meet with employment on application to Lucas Sullivant.

It is thus evident that the pioneers took an active interest in providing school advantages for their children. The leading men of the town were endeavoring to secure good teachers. They wanted teachers "well qualified, trustworthy and exemplary in that employment." Peleg Sisson, afterwards a prominent physician of Columbus, taught school in Franklinton in the log schoolhouse just described, "boarding around" a week at a time with the patrons of his school. The following is an extract from a letter written by Mrs. Judge Price, *née* McDowell, now of Hillsborough, Ohio:

In 1816 Doctor Sisson had a school in Franklinton which I attended. It was a log schoolhouse built, I think, for that purpose, the only furniture being benches made of slabs of wood with legs in them. My uncle, Lucas Sullivant, had it built. As no one in those early days took boarders, Doctor Sisson made his home for a week at a time among his different pupils, with the rich and poor alike. The only two pupils I remember who attended this school were my cousin, the late Joseph Sullivant, and Mr. Elijah Baekus, now of Toledo. It was a good school, for Doctor Sisson was a man of high character. I was studying the elementary branches and do not know what else was taught.

At a very early day William Lusk, an Irish schoolmaster who came here from Massachusetts, settled in Franklinton and taught a common subscription school. In 1817 he began the publication of an almanac entitled the *Ohio Register and Western Calendar*, a pamphlet of about sixty or seventy pages which he published annually for about thirtyfive years. In 1818 or 1819 Mr. Lusk established an academy. In his almanac of 1821 he said: "There are in Franklinton a common school and an academy; in the latter are taught English Grammar, geography, bookkeeping, (double and single entry), mensuration, geometry, trigonometry, (plane and spherical), surveying, navigation, algebra, and astronomy."

*First Schools East of the River.* — In 1814 a school was opened in the log Presbyterian Church on Spring Street. In Zion Chapel, which was a hewed log house built in 1815 on the present site of the Public School Library building on Town Street, William T. Martin conducted a school in 1816-17. He taught the advanced scholars and his wife the younger ones. One of his pupils, Elijah Glover, speaks in the highest terms of Mr. Martin as a teacher and says that he cannot recollect an instance of any chastisement in any form in this school during the time of his attendance. Joseph Olds, who afterwards became a prominent lawyer, taught school in a building on Broad Street, subsequently known as the Broadway Hotel. While teaching, he prepared a manual on astronomy. About this time Uriah Case and John Peoples were also engaged as teachers.

The first classical school in Columbus was opened in 1817, in the west room of a frame building on the northwest corner of Town and High streets, where the United States Hotel now stands. Its first teacher was a Mr. Butler, who conducted it for two years, and was succeeded by Doctor P. Sisson who had moved his school from Franklinton to a room in the Pike Tavern, which room he abandoned to take charge of the classical school, which contained several quite advanced students, "thus justifying its enrollment in the list of early seminaries of the State." From the Pike Tavern, says Mrs. Price, above quoted, "Doctor Sisson removed to a building which stood on the present site of the United States Hotel and which, I think, was built by subscription for a schoolhouse. This was Doctor Sisson's largest school, and I think he had an assistant. He had previously taught both boys and girls, but now his school consisted of boys alone. About this time Mrs. Smith, wife of the editor and proprietor of one of the papers published in Columbus, opened a school for girls only on Front Street near the old Presbyterian Church. She had twelve or fifteen pupils. In addition to the instruction in the different branches of learning, we were taught to embroider samples, and had lessons in needlework on satin and painting in water colors. She [Mrs. Smith] was a refined, intelligent and cultivated woman." Rudolphus Dickinson taught the languages to a class of boys in a frame house on Front Street, not far in rear of the Neil House. The Explanatory Monitor, a schoolbook, was published in Columbus in 1818. Samuel Bigger, afterwards an able lawyer and Governor of Indiana, and Daniel Bigelow, were among the early teachers.

During the settlement period the number of schools was sufficient to accommodate all who desired to attend. "There was not," says Hon. J. R. Osborn, "as early as 1817 the same demand for schools that would be found perhaps in similar-sized villages of the present day, and in the absence of a general law for the maintenance of schools public sentiment was not sufficiently advanced to permit an assessment for the education of all the children of the community." The advantages of general education were not then regarded as indispensable to the welfare of the State, yet it was sufficiently esteemed to secure to this isolated community fair school opportunities at moderate cost. When it is remembered that in 1817 there were less than two hundred dwellings in Columbus and about seventy in Franklinton, it will be perceived that this community was fairly provided with schools and with excellent teachers, for a pioneer settlement.



From 1820 to 1830 the number of private schools increased from about four to eight or ten, all grades included. From that time the private schools for small scholars diminished in number until 1845, by which time nearly all of them were discontinued. John Kilbourne's *Ohio Gazetteer* for 1826 says: "Columbus contains four or five English schools and a Classical Seminary," there being "two hundred dwellings and fourteen hundred inhabitants." Near the close of that year the first public school was established, and with the gradual growth of the public school system the private school pupils, especially the younger ones, were drawn to it. Nevertheless, many primary pay schools were maintained, while instruction in the higher branches was left almost wholly to the private schools, which, under the names of academies, seminaries, classical schools and institutes, prospered until the introduction of the graded public school system. The number and character of the schools indicates a strong sentiment in favor of education. Persons who took "bound" children to rear were required to send them to school at least one quarter in each year and "to teach them reading, writing and the three rules of arithmetic." The term of school usually lasted three months but some of the schools were kept in almost continuous operation. Until the advent of the common school system the primary schools in which the rudimentary branches were taught bore the name of "common," and the academies and seminaries received the more advanced pupils. The terms "subscription" and "pay," as applied to schools, came into use to distinguish the private ones from those which were public or free. Many schools designated as academies and seminaries were simply subscription schools into which pupils of all ages were admitted, and in which little else than the common branches was taught, while others contained classes of advanced scholars and merited the names applied to them.

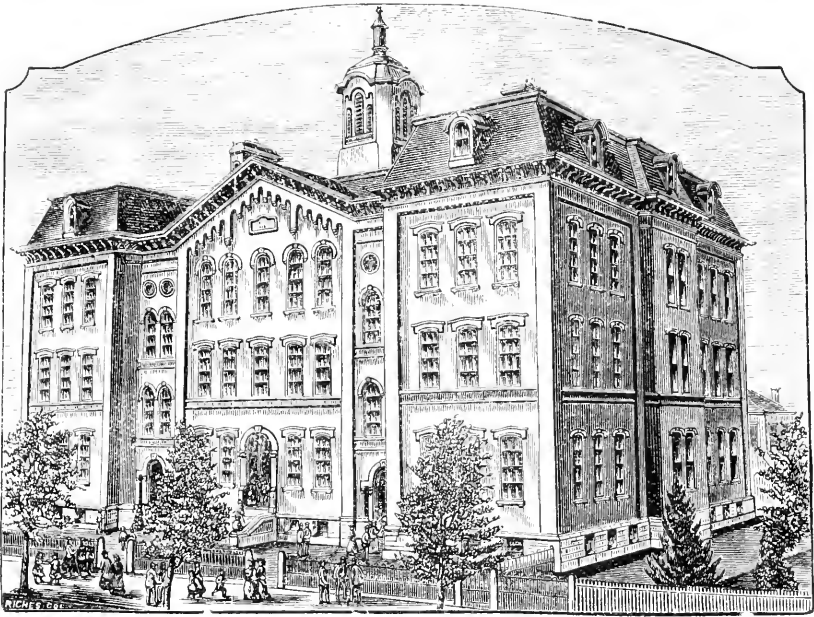
On December 1, 1820, John Shields, a Newlight preacher, afterwards a justice of the peace, opened a school called the New Academy, in the second story of the old markethouse, a single room being used both for schools and for church purposes and another for a printing office. Mr. Butler, already mentioned, and others, also taught in this building. In 1820 Miss Sarah Reed taught a school on the east side of High Street near Broad; the same lady afterwards taught a "Female Seminary" in a frame house on the west side of High Street north of Main. Among the textbooks used were Murray's Grammar and Morris's Geography. There being but two copies of the geography in the schools, the scholars learned their lessons from them by turns. Drawing and painting were taught in a rudimentary way.

*The Columbus Academy.*—In 1820 Lucas Sullivant and about twenty other citizens organized a school company and built what was known as the Columbus Academy, a singlestory tworoom frame building near the site of the present Second Presbyterian Church on Third Street. Its furniture was of primitive style—"desks built around the room where scholars could conveniently sit with backs to their teacher, while their eyes, unobserved, might look out at the open windows or else be employed with pocketknives upon the smooth surface of the desk." This building stood away out in the commons "among the pawpaw bushes, with but

three other houses in the vicinity." The Academy was opened for the reception of students, having as its first teacher, Aaron G. Brown, a graduate of the Ohio University, who was "a gentle and kind man, a good scholar and a good teacher." One of his pupils refers to him as kind, good, patient Mr. Brown. He was afterwards a professor in his *alma mater* and still later became a noted lawyer. His successor as teacher was Cyrus Parker, a man of education and high character, who taught in the Academy for a number of years, usually in the north room after it was removed to Front Street. Moral suasion was not an element of school management with him. Although he had a partially withered right hand, he excelled all the other teachers of the town in the administration of corporal punishment. His frequent and immoderate use of the whip sometimes transcended even the tolerance of that age of physical force and heroic living. During the winter months Parker also taught an evening school. At the close of each term, certificates of diligence and good behavior were given to the scholars who merited them. Besides the common branches, geometry and astronomy were taught. The textbooks were Webster's Spellingbook, Murray's English Grammar, and Pike's and Daball's arithmetics. Among the pupils during the first two or three years after the school was opened were J. Sullivan, W. A. Platt, John Overdier, Daniel Overdier, Margaret Livingston, J. R. Osborn, Robert and John Armstrong, Henry Mills, Keys Barr, Margaret Hoge (afterwards Mrs. Judge Baldwin), Elizabeth Hoge and Rev. Moses Hoge. The Academy was several times removed; about 1826 it was taken to the southwest corner of Sugar (Chapel) Alley on Fourth Street, the latter being then the eastern limit of the town, beyond which were cowpastures and cornfields. In close proximity to this location was a large pond which occupied the territory on which now stands the Central Markethouse. At a later date William Lusk, the almanac-maker, in good nature and with lax discipline, taught a crowded school, composed usually of boys, in one room of this building. Often, as he took his afternoon nap, the boys would steal away to skate on the pond or to enjoy their games of "two and fourhole cat" and "round the stake." After the nap was completed, a wave of the teacher's old umbrella or at most a short trip down to the pond brought back the troop of boys who, after mild reprimand, returned to their studies. Mr. Lusk also taught in other parts of the city. He is said to have been well educated and at first efficient and popular, but in later life he became intemperate. "Old Billy Lusk," says one who knew him, was "a short stout man with a red face, a still redder nose and short grisly hair, who wore an old camel cloak and carried an old umbrella with a brass ring about it."

H. N. Hubbell, Andrew Williams and Moses Spurgeon also taught in this Academy. Most of the persons over sixty years of age, educated in the schools of Columbus, received instruction in this institution, which will always be an object of interest in the history of the city. Although the school directors bought the Academy in 1827, it seems that members of the original company (whether at that time school directors or not does not appear) collected part, at least, of the rent for the use of the building, and William Lusk claimed to have bought nearly half of the shares from the original owners. Lusk says: "Two of the company rented

the building, the teachers paying only what would keep the house in repair for some time. After the disorganization of the company, the member who purchased the lot deeded it to the directors of the district in which it was located." On July 16, 1836, William Lusk offered for sale an undivided one-half of the lot on which the Academy stood. At an early date James Robinson taught school in a small brick building on the southeast corner of Wall and Broad streets. Sheep were then pastured on the commons around that building. In the fall of 1826, J. P. Smith, who afterward taught in the public schools, had charge of a school in



SULLIVAN SCHOOL.

the Academy and gave instruction in the "various branches of English learning;"—in orthography and reading at \$2.50 per quarter; in writing and composition, arithmetic and the first rudiments of grammar and geography at \$3.00; in geography and astronomy, chemistry, and natural and moral philosophy at \$5.00. Mrs. Smith instructed young ladies in fine needlework, drawing and painting. "In 1824 or 1825 Miss Bigelow opened a school for girls in a double frame house next to the residence of Otis Crosby. The instruction was in reading, writing, arithmetic, and grammar, which latter study neither teacher nor pupil understood."

In 1820, J. M. C. Hazeltine, an able teacher, opened a school in a frame building on Main Street between Third and High. After teaching there for several years he built a frame schoolhouse, probably in 1832, on the east side of Third Street near Rich, where he and others taught both public and private schools.

In 1838, he was accidentally drowned in the river at the foot of Rich Street. J. H. Godman taught in Franklinton between 1820 and 1825 and Orange Davis conducted a school about the same time in a onestory building on the south side of West Gay Street. Simultaneously with these, Stern Berryhill, James Riggs, Cornelius Sharp and Huldah Bull were instructing the youth in the southern part of the city. Seth Smith, A. Montgomery and John Calvin were also teachers of that period.

"A Female Academy," conducted by Miss Anna Treat, formerly of the Worthington Academy, and Miss Sarah Benfield, of Columbus, was opened in the Jarvis Pike property on West Broad Street, in 1826, and was maintained for several years. Reading, writing, arithmetic, geography and embroidery were among the branches taught. This was a wellmanaged school. Maps are still extant which were drawn by a ten-year-old pupil of this school in 1827, and show good instruction. In 1829, an "English Classical and Scientific School" was opened by John Kilbourne in the Miller building (Buckeye House) on the north side of the Public Square.

The Columbus Female Seminary was opened on the first Monday in December, 1829, under favorable auspices, with Rev. Joseph Labaree as Principal, and N. McLean, R. W. McCoy, J. M. Espy, Henry Brown and James Hoge as superintending committee. It occupied rooms in the second story of the McCoy building on High Street, opposite the Statehouse. Mr. Labaree was a refined and successful teacher who "required the scholars to get their lessons." The school contained two departments, one taught by the principal and the other by Miss Emily Richardson, a niece of Mrs. Labaree, assisted in 1829 and 1830 by Miss Margaret Livingston. Setting copies and making quill pens for the scholars was no small part of a teacher's duties in those days. The studies were reading, writing, arithmetic, grammar, geography, botany, Latin, and heathen mythology. Mr. Labaree taught at a later date in the Eight Buildings. The memory of Mrs. Amy Adams, a teacher of several years, is still cherished by those who received her instruction.

In the basement of Trinity Church were kept successively a Grammar School by J. W. Mattison, a Scotchman; an English and Classical School by J. O. Masterson; a Select School, in 1837, by W. S. Wheaton; a Classical School by George Cole; a "School in English Branches" by Ezra Munson; and an "Elementary School for Boys" by Dorance Mathews. Twenty years later R. W. Thompson, referring to this period, addressed these lines to General Irvin McDowell:

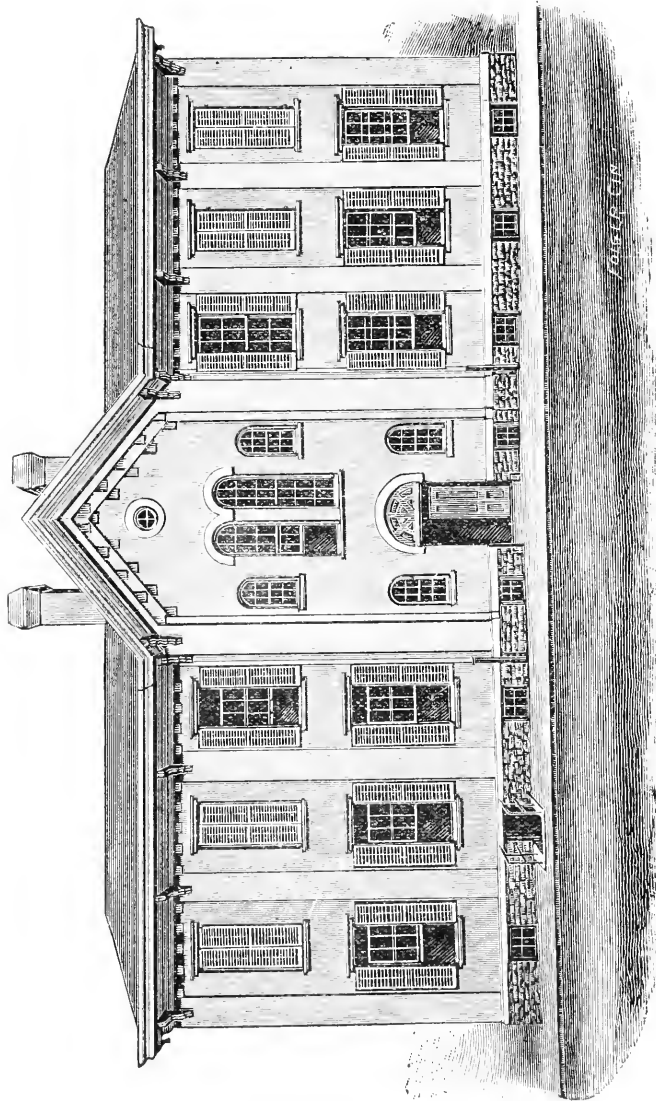
When that old fence was built around  
 The Statehouse yard, yon know,  
 'Twas there we played our schoolboy games  
 Upon the lovely green,  
 And happier hearts — some silent now —  
 The world has never seen;  
 'Twas Wheaton's school just over the way,  
 Methinks I hear the bell,  
 That called us from our sports and play, —  
 Its ringing seemed a knell.

For several years a school was taught in a hewed log house on the southeast corner of Spring and High streets, near the banks of Doe Run, by Hugh Maxwell, who lived in the upper story of the same building. The same teacher taught in a small brick building which is still standing on the southeast corner of High and Gay streets. J. O. Masterson taught in the Old Jail Building on Gay Street, and also on West Broad. One morning, just before dismissing his school, Mr. Masterson requested each of his scholars to write an essay — a very unusual request — giving them as a subject, “never speak ill of the dead,” and told them to bring their compositions next morning, which they did and learned that their teacher had been drowned in the Scioto. Miss Molly McGowan taught in a building on High Street near McGowan’s Run. Miss Penelope Lazelle and others taught in a small schoolhouse near the corner of Third and Lazelle streets. George B. Whitesides, who taught here about 1830, was very exacting about having the boys “make bows.” He is said to have governed without the aid of the whip. In 1830 Rev. George Jeffries taught in a hewed log schoolhouse which he erected on the south side of Mound Street near Wall. The First Baptist Church, of which he was pastor, used the same building as a house of worship. The record shows that the congregation contributed \$495 in money and two and threefourths days’ work “toward fixing the schoolhouse built by Elder Jeffries for the purpose of having meetings in.” Several years later the Baptist Church building, which is still standing on Front Street, near Noble Alley, was used for a schoolhouse. Mrs. J. B. Ward, a refined English lady, taught a school for young children in a frame building yet standing on the southwest corner of Fourth and Walnut. She afterwards conducted a Ladies’ Seminary.

During the cholera plague of 1833 the schools were suspended. In an autobiography of Christian Spielman we find this passage: “The schools were closed and business was almost paralyzed. Our seminary was also closed for a number of months and the students returned to their homes. I desired to utilise these months in earning a little money. Through the aid of Professor Schmidt I secured quite a number of pupils in German, to whom I imparted instruction in the little frame church on Third Street, where, in after years, the Universalist Church was erected. At that time there were only six or seven German families in Columbus. A larger number of my pupils belonged to prominent American families among whom a lively interest had been awakened for the German. At last, in the height of the plague, I was also forced to close my school.”

The department of classical and general education of the Lutheran Theological Seminary was opened in 1831 under the superintendence of Rev. William Schmidt. For fifteen or twenty years instruction was given in the elementary branches to students preparing for the ordinary business of life as well as to those preparing for the advanced studies of the Seminary. Neither the teacher nor the students in this department were required to bear any special relation to the Lutheran sect. The school was conducted first in the basement of the Reformed Church which stood on the south side of Town Street; in 1849 and 1850 in the Covert Building on Town Street; and later in the University Building on South High Street. The literary department was afterwards under the direction of C. F. Schaeffer and

Charles Jücksch, and special instruction was also given in the training of teachers. P. Pence, C. F. Schaeffer and S. Heyl were the managing committee appointed by the Board of Directors. Throughout the early history of the city the basements and lecture rooms of the churches were very generally used for school purposes.



THIRD STREET SCHOOL.

In 1838-9 a High School for Young Ladies was conducted in the lecture room of the First Presbyterian Church by Miss Mary A. Shaw, who had formerly taught in other parts of the city. Rev. J. Labaree conducted a school in this room at one time, the pupils reciting French to Monsieur Gauthier. Abiel Foster and others

also taught school in this church at different times. The Wells sisters, Susannah, Abbie and Anna, were identified with the schools of the city as prominent teachers for many years. They taught a Young Ladies' School in a rude building on High Street just north of the Deshler Block, and also in the Exchange Building.

Among other schools of less note between 1830 and 1845 may be mentioned one on the corner of Front and Cherry, taught by Jacob Hare, subsequently founder of the Hare Orphans' Home; a "Ladies School for instruction in the various branches of a useful and polite education," by Miss E. Johnstone; a school for the study of French, Spanish and Italian, by Carlo de Haro; a school in the basement of Mrs. E. Campbell's residence on Front Street by Mary B. Smith; instruction in music, singing, drawing, painting, French and German by Edward Kersten, late from Paris; a school in Number 5, Commercial Row, by Samuel D. Preston; "an evening school for gentlemen in Greek, Latin, bookkeeping and Euclid," by J. K. Hoffer; instruction in "common and higher branches, together with the French language, also drawing, painting and needlework, by Miss H. Shaw, tuition four to ten dollars per term;" school for young ladies and misses in the Exchange Building, over the store of Cushing & Warner; "boarding and day school for young ladies by Mrs. and Miss Heilson;" a school by Doctor and Mrs. McCauly at their residence, Number 32 East Town Street; a Female Seminary in Mrs. O. Parish's residence by the Misses De Bartholds; the Columbus Female Seminary by B. Gonzales; a young gentlemen's select school in the Buttles Block, corner of High and Town, by J. S. Brown; and a school for instruction in surveying, engineering, drawing and mathematics in the Exchange Building by Valentine Gill and others. We here perceive the great variety of this class of schools and of their location. There was no uniformity in their courses of study or textbooks. Many of them existed for only a short time.

A High School was opened June 18, 1832, by Horace Wilcox, in a building erected on State Street by Colonel Olmsted. It contained three departments, each having its appropriate studies and textbooks best adapted to the ages of the pupils and their capacity for improvement. Its managers endeavored to make its course of study and thoroughness of instruction compare favorably with those of the best contemporary institutions of its kind, but during the following winter it was discontinued for want of a suitable building. In the ensuing spring it was reopened with some modification and in more commodious apartments. As reorganized it was styled the Columbus High School for Young Ladies. Horace S. Gillett was engaged as one of its assistant teachers. Adjacent to the building were five or six acres of land planted with shrubbery and fruit trees, and used as a playground. The school was subsequently removed to Town Street and is said to have been equipped with chemical and philosophical apparatus. The tuition was three dollars in its primary, four dollars in its junior, and five dollars in its senior department, per quarter.

In July, 1836, a Charity School was established under the patronage of a few ladies who became convinced of the necessity for it while engaged as almoners of the Female Benevolent Society. It was instrumental in doing much good. The ladies who founded it organized a society of representatives of all the Christian

denominations of the city. The annual subscription fee was one dollar. At the time of the December meeting in 1837 seven hundred and fifty dollars had been raised and the school had been conducted five quarters at an expense of \$287.55, on a lot in rear of Mrs. Parish's, which had been presented to the society by Alfred Kelley and on which a commodious brick schoolhouse was erected. Of ninetytwo children received, thirty-nine were fatherless and several motherless. The average daily attendance had been thirty-five and the average annual expense of each child less than \$6.20.

The colored people of Columbus have been active in their efforts to secure educational opportunities for their youth, and their school progress has been in advance of that of their people generally throughout the State. Prior to 1836 the colored people maintained a school in the southern part of the city, near Peters's Run. In that year they organized a school society with David Jenkins, B. Roberts and C. Lewis as trustees. In the fall of 1839 they had sixty dollars in their treasury and a subscribed building fund of \$225.00. The estimated cost for schoolhouse and lot was \$700.00. M. M. Clark was their authorized agent to solicit subscriptions. Within the year ended August 31, 1840, a colored school with sixtythree scholars enrolled was maintained for six months. On September 7, 1840, the School Fund Association of the colored people of Ohio met in the Methodist Church, and received the coöperation of citizens of Columbus in promoting its objects. In spite of many discouragements the colored people secured fair school privileges for their children so far as possible to do so by their own efforts, and by prudent management prepared the way for the final withdrawal of the color line from the schools. In 1841 Alfred Kelley, John L. Gill and Peter Hayden, as a company, erected a building on the northeast corner of Oak and Fifth streets, and established a school therein which was successfully conducted for several years by Robert Barrett. The building is now used as a residence.

On May 11, 1840, the Columbus Institute was opened under the direction of Abiel Foster and his sister, Miss Catherine Foster. It was begun in a new building on the corner of Rich and Front streets. Its course of instruction included reading, writing, composition, English grammar, geography, Latin, Greek, mathematics and higher branches. It was graded at first into two departments, and was soon removed to the Eight Buildings, where a third department was opened under the care of Augusta Foster. In two rooms on the second floor girls were taught by the Misses Foster, while Mr. Foster taught the boys "down stairs." One of the tricks of mischievous boys in this and other schools of that day is said to have been that of throwing crackling hackberries on the floor and stairways, which startled the pupils as they walked over them and often prefaced the morning exercises with a fusillade. The Fosters were well educated and capable teachers. They introduced new methods of instruction and were quite successful. Special attention was given to good reading.

The Columbus Literary and Scientific Institute, a school for advanced scholars, was opened November 2, 1840, in a private residence on Town Street, under the supervision of Rev. John Covert, formerly of Black River Institute at Watertown, New York, and Rev. Leicester A. Sawyer, from New Haven, Connecticut. A Female



Seminary under Mrs. S. S. Covert was attached to this institution, of which the general management was entrusted to a board of trustees the members of which were H. N. Hubbell, President, Joseph Ridgway, Junior, Vice President, J. R. Swan, D. W. Deshler, Ermine Case, Peleg Sisson, John Covert, Warren Jenkins, Ichabod G. Jones, William Chapin, M. J. Gilbert and L. A. Sawyer. In the following year the name of the institution was changed to that of Columbus Academical and Collegiate Institute. On June 1, 1841, the corner-stone of a building for this Institute was laid. A twostory brick house of four rooms, pleasantly situated on



GARFIELD SCHOOL.

Town Street, in a "retired part of the city" was erected. It is now the residence of Mrs. J. J. Ferson. The Institute was designed to partake of the nature of both an academy and a college, and consequently offered instruction in a great variety of studies. It was provided with chemical and philosophical apparatus and a library of some hundreds of volumes. Rev. Leicester A. Sawyer was President; Rev. John Covert Vice President; R. S. Bosworth Professor of Chemistry; and Mrs. S. S. Covert Principal of the Female Department. The following year Rev. J. Covert became Principal, and Robert Thompson, C. Runyan and W. B. Hubbard were added to the

board of trustees. Miss Mary A. Shaw was afterwards employed as an assistant in the Female Department. T. C. Hunter was the teacher of vocal music, and R. S. Bosworth of mathematics, surveying and astronomy. Mr. Bosworth had a telescope of considerable power mounted upon a pile of rocks in the Statehouse yard for the use of his classes. The Institute was closed in 1846 or 1847.

A Female Seminary, conducted by Mr. and Mrs. E. Schenck, the former a graduate of the United States Military Academy and the latter from Mrs. Willard's Female Seminary of Troy, New York, was established in a new brick building at the corner of Broad and High. It began on Monday, April 3, 1843, and continued until Mr. Schenck's death in 1848. In 1846, the trustees of this school were J. R. Swan, Adams Stewart, O. Follett, Joel Buttles, N. H. Swayne, P. Sisson, John Noble and John W. Andrews.

The Esther Institute was opened October 4, 1852, in a private residence on Rich Street, under the name of the Columbus Female Seminary, with Professor Charles Jücksch, Professor T. G. Wormley, Miss Hermine A. P. Tetu, Samnia Schmedly, Mary W. Atcheson and G. Machold as the corps of teachers, and Christian Heyl as business manager. In 1853, the present Irving House, near the northwest corner of Fourth and Broad streets, was erected for this school, which was opened therein September 28, 1853, under the name of Esther Institute. Miss Agnes W. Beecher was principal and Miss Margaret A. Bailey was teacher of mathematics. The Institute was closed in 1862, and its building was converted into a military hospital. Financially, it was not successful.

Throughout the earlier history of the city many of its prominent families sent their children to the seminaries and colleges of other towns or cities; at the same time the schools of Columbus were also much patronized from abroad. Some of the disadvantages of the private schools were: 1. The unsuitable character of their apartments, which were usually adapted for other purposes and were insufficiently heated and ventilated. Of the seven private schools in operation in 1847, four were taught in basements and the remainder in a room space affording less than one hundred cubic feet of air per scholar. 2. The incompetency of many teachers and their transient character, which precluded the adoption of necessary means for testing their efficiency. 3. The want of uniformity in courses of study. In perhaps the majority of cases, in order to make up a school of sufficient numbers, scholars were received without any reference to previous attainments, and were allowed to pursue such studies as their own caprice or that of their parents dictated. Hence it was not uncommon to find scholars studying natural philosophy or astronomy who did not know the multiplication table; or studying botany, geology, or rhetoric without being able to spell the most common words or to read intelligibly a single paragraph in the English language. 4. Irregularity of attendance, which was not infrequently encouraged by the practice of exacting pay only for the time of actual presence in the school. 5. The cost of tuition, in the better class of seminaries and high schools, was so high as to prevent the great majority of those who attended them from continuing long enough to secure anything like a thorough education. But the day of private schools was by this

time past. They had served a good purpose, but a new and better system had become established in the hearts of the people.

Various societies have at different times been formed in the city for mutual education. Among these was the Columbus Lyceum, organized in October, 1831, under the personal direction of Josiah Holbrook, founder of the Boston Lyceum. Rev. James Hoge was its President; Hon. J. W. Campbell, Vice President; William Preston and Henry Espy its Secretaries; P. B. Wilcox its Treasurer; James Labaree and Messrs. Parker and Smith its Curators. The design of the Lyceum was "to procure for youths an economical and practical education, and to diffuse useful information throughout the community generally by means of essays, discussions and lectures."

An English and Classical School was begun by Misses L. M. Phelps and B. H. Hall in 1884 in the Arnold House on East Broad Street with seventeen pupils. During its second year it occupied more convenient apartments in the Rogers House, a few doors from its former location, and at the end of that year was removed to the Gwynne House, which is its present location, on East Broad Street. The school prospered from its inception, and in 1890 the trustees of the estate erected the present handsome and commodious building which it now occupies on Fourth Street and which is admirably adapted to its needs. The rooms are large, well lighted and well ventilated, and accommodations are provided for both boarding and day pupils. The purpose of the school is to furnish the girls a liberal education while giving special attention to conduct and health. The school embraces four departments: The Kindergarten, Primary, Intermediate and Classical, the latter including the studies of the usual curriculum in higher institutions of learning. A well-selected library and suitable apparatus are among its equipments. The present teachers are: Miss L. M. Phelps, Mental and Moral Philosophy and Logic; Miss B. H. Hall, Mathematics, History and Rhetoric; Miss Ellen Dewey, Drawing, Painting and Art Criticism; Miss Charlotte R. Parmele, Primary Department; Miss Elizabeth ——— Kindergarten; J. D. H. McKinley, Latin, Greek and Mathematics; Miss Catharine Preston, Latin and English Literature; F. W. Blake, M. D., Physical Science; Miss Anna Petersen, French Language and Literature; Miss Zaide Von Briesen, German Language and Literature; Miss Mary Shattuck, Elocution and Physical Culture; Mrs. Emma Lathrop-Lewis, Vocal Music; Professor Hermann Ebeling, Instrumental and Class Music; Professor Hermann Schmidt, Instrumental Music.

The Columbus Latin School was opened under the name of a Preparatory School for Boys in the fall of 1888 in a building on the corner of Fourth and State streets, by Charles A. Moore, a graduate of Yale College. During the first year twentythree pupils were received. Mr. Moore having accepted a tutorship at Yale, Mr. Frank T. Cole, a graduate of Williams College, took charge of the school in the fall of 1889 and removed it to East Town Street, where it has since been conducted under the name above given. Professor Amasa Pratt, also a graduate of Williams College, became associated with Mr. Cole in the management of the school, the object of which is to prepare boys for college. The ancient and modern languages are embraced in the course of instruction. During the last two years

the school has had an average attendance of forty; its graduates thus far number eighteen. It has a boarding department, but depends chiefly on the city for its patronage.

The city being an important commercial and manufacturing center, it has given rise to numerous business colleges, many of them of high standing. The Columbus Business College, established in 1864, prospered for twentyfive years. The Capital City Commercial College, established in 1878, continued in operation eleven years. These two schools were consolidated in 1889 under the name of the Columbus Commercial College, which was discontinued in 1891. The National Business College, established in April, 1889, by H. B. Parsons, is located in the Sessions Block, and instructs classes both day and evening. The Columbus Business College, now managed by W. H. Hudson, on North High Street, was established about seven years ago. Yarnell's Business College, also on High Street, gives special attention to bookkeeping. A school of penmanship was established in 1888 by C. P. Zaner. A school in stenography and typewriting is now conducted in the Wesley Block by Professor W. H. Hartsough.

Several kindergartens are sustained as individual enterprises; others which are free are maintained in different parts of the city by the Woman's Educational and Industrial Union, of which, at present, Mrs. J. N. Dunham is President and Mrs. F. C. Maxwell, Secretary. These free kindergartens are intended for children under school age, and especially those whose parents are unable to send them to the subscription schools. The Union also maintains at its central building on the corner of Oak and Fourth streets, a training school for preparing teachers in kindergarten work.

## CHAPTER XXX.

### THE SCHOOLS. II.

BY JAMES U. BARNHILL, M. D.

*Public Schools. District School Management, 1826 to 1838.* — In keeping with the enlightened sentiment of the famous educational compact the pioneer settlers of Franklinton and Columbus provided fair school privileges for their children. Before revenues from the land grants were realized or general school laws enacted, private schools and means of education had been very generously encouraged. In the very infancy of the town of Columbus its founders had constructed a school-house for the benefit of the community. In 1820 a school company formed by leading citizens for the extension of school facilities erected an academy, organized a school and otherwise aroused public interest in education. An academy on the west side and a classical school and the academy on the east side of the river had been liberally patronized. A great many subscription schools had been maintained. Some of the teachers were college graduates and the leading spirits of the community were men of learning. The general sentiment seems to have been in favor of popular education, but there were very naturally differences of opinion as to the best modes of securing it. Lucas Sullivan and Orris Parish were among the incorporators of the Worthington College. They with other prominent citizens had taken an active interest in securing efficient legislation for the maintenance of schools. Not only had schools been encouraged but the claims of moral instruction had not been disregarded. The church and school were planted side by side and fostered as cardinal interests. The schools were frequently conducted in church buildings and the New Testament was used as a textbook in reading. Rev. Dr. James Hoge, the founder of the first church and first Sunday school of the settlement, was a zealous friend of popular education, was identified with the efforts to promote its interests and greatly aided in molding the educational sentiment of the community.

In January, 1822, Governor Allen Trimble appointed a board of commissioners in which Caleb Atwater, Rev. James Hoge, and Rev. John Collins were the active men, to report a system of common schools for Ohio, and although the system agreed upon by these commissioners was not adopted "they are entitled to grateful remembrance for what they did in awakening an interest upon which more was accomplished than they deemed advisable to recommend." They prepared the way

for the enactment of the Guilford law of 1825, which was the first general law for the support of schools in the State.

On April 25, 1826, the Court of Common Pleas of this county appointed Rev. James Hoge, Rev. Henry Mathews and Doctor Charles H. Wetmore as the school examiners for the county. The examiners appointed by the court in 1828 were Rev. James Hoge, Doctor Peleg Sisson and Bela Latham; in 1829 Samuel Parsons, Mease Smith, P. B. Wilcox; in 1830 S. W. Ladd, R. Tute, R. W. Cawley and Doctor C. H. Wetmore; in 1832 Isaac N. Whiting, Rev. W. Preston and Isaac Hoge, Cyrus Parker being at the same time appointed examiner of female teachers; in 1834, John W. Ladd, Erastus Burr, Rev. James Hoge, Rev. William Preston, Rev. George Jeffries, William S. Sullivant, Jacob Grubb, Doctor A. Chapman, W. H. Richardson, Jacob Gander, Rev. Ebenezer Washburn and Timothy Lee; in 1835 J. C. Brodrick, W. T. Martin, Joseph Sullivant, Jacob Grubb and M. J. Gilbert; in 1836 David Swickard, James Williams, Joseph Moore, Henry Alden, J. R. Rodgers, Cyrus S. Hyde, David Smith, and Arnold Clapp.

Among the first teachers to receive certificates were Joseph P. Smith, W. P. Meacham, C. W. Lewis, Eli Wall, H. N. Hubbell, Nancy Squires, John Starr, Robert Ware, J. Waldo, George Black, Kate Reese, Margaret Livingston, Cyrus Parker, Lucas Ball and Ira Wilcox of Montgomery Township; Ezekiel Curtis, Caleb Davis, Phoebe Randall and William T. Denson of Franklin Township; Lucy Wilson, William Dunlevy, Priscilla Weaver, Isabella Green and F. J. Starr of Sharon; Grace Pinny, John Sterrett and Benjamin Bell of Mifflin; Flora Andrews, Emily Maynard and W. G. Harper of Clinton; Rachel Jameson, W. H. J. Miller, Pymela White, Hannah Calkins and S. Lucius of Blendon; John Scott and Daniel Wright of Plain; W. G. Graham, Mary Ross, Samuel Gould and David Graham of Truro; Orange Davis and Jacob Keller of Norwich; Peter Sharp, J. M. Cherry and T. J. Howard of Madison; Frederick Cole, Jinks Wail, O. Risby and Isaac Lewis of Pleasant; C. S. Sharp, Henrietta Christie, J. W. Maynard and D. Benton of Hamilton; John Juds of Jackson; J. K. Lewis, Jacob Feltner, T. Kilpatrick, Joseph Ferris and Jacob Kilbourne of Perry; Peter Mills and Willis Spencer of Jefferson. All of these taught in their respective townships prior to December 31, 1829, and for such service were paid by the County Treasurer.

Franklin Township was divided on May 10, 1826, by its trustees into five full districts, of which the second and third included the town of Franklinton, which contained at that time about sixtyfive houses and three hundred and fiftyseven inhabitants. The boundary of District Number Two was thus described: "Commencing at the Scioto River where the road leading from Newark to Springfield (West Broad Street) crosses it, then along said road to the west line of the township, thence northerly with the township line to the northwest corner of the township, thence down said river to the place of beginning." The householders of this district were Joseph Grate, Reuben Golleday, Nancy Park, Sarah Jameson, Lewis Risley, Joseph Davidson, Polly Perrin, Homer L. Thrall, William Barger, Nathan Cole, Samuel Flemming, Jacob Eby, Henry Saunders, Jacob Grubb, Mrs. Sterling, Elisha Grady, Horace Walcott, Earl Frazel, Joseph K. Young, Edward Green, William Ross, William Flemming, John Swisgood, J. B. Meneley, John

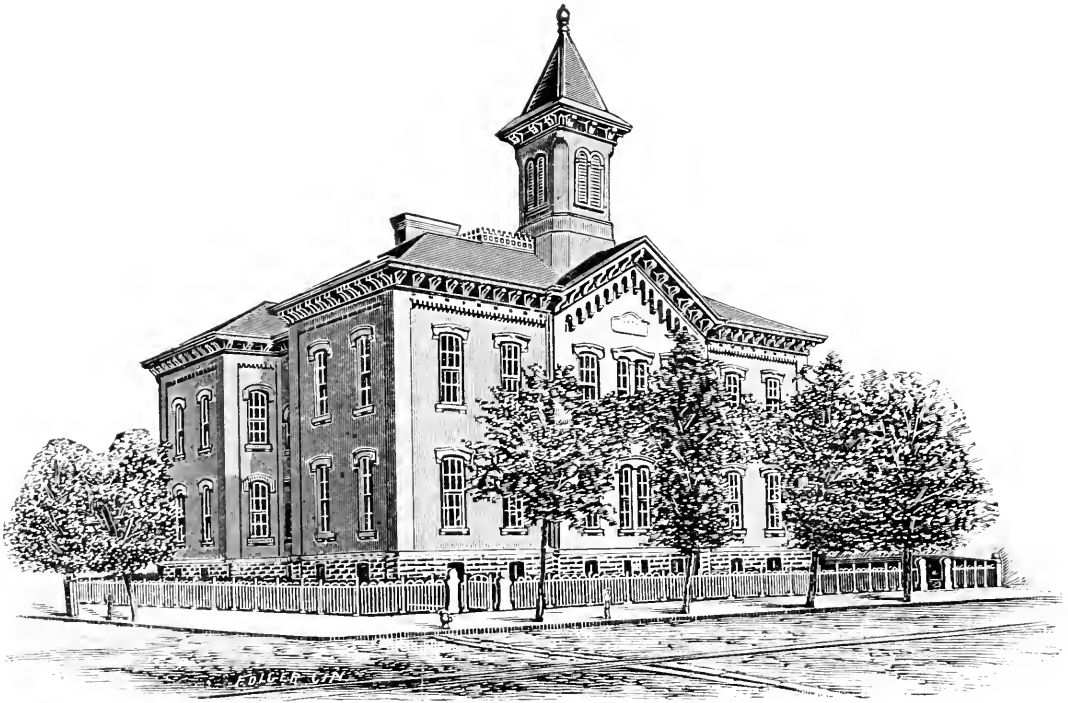
Fowler, Mrs. Hannah Mency, Mrs. Broderick, Jacob Keller, Esther Waldo, John Scott, Joseph Badger, Samuel Johnson, S. Wickson, William Scott, George Read, George Skidmore, Mrs. Marshall, A. Hopper, J. R. Godown and Jennie Robinson; forty in all.

District Number Three was thus bounded: "Beginning with District Number Two, thence down the Scioto River to the line dividing I. Miner's and Thomas Morehead's land, westwardly with said line until it intersects the Hillsborough Road, thence northeastwardly with said road until it intersects the road leading from Newark to Springfield, thence along with said road to the place of beginning." The householders in this district were Joseph Brackenrage, William Perrin, Samuel Deardorf, Jacob Armitage, William Lusk, A. Brotherlin, John Robinson, Ezekiel Pegg, Mr. Monroe, Samuel Scott, Jacob Runels, Mrs. Park, E. Curtis, William Domigan, Temperance Baccus, Mrs. Lord, Robert W. Riley, Mrs. Barr, Epkin Johnson, David Deardurff, Katharine Deardurff, Urias Perrin, Elias Pegg, Elizabeth Swan, William Wigdin, Lewis Williams, Thomas Reynolds, Arthur O'Harra, Isaac Miner, J. Ransburg, Andrew Jameson, John Mannering, Mrs. Rabourn, Cornelius Manning, Mrs. Bennett, Lewis Slaughter, Widow Fanny; total thirtyseven. This list is certified in behalf of the trustees by Ezekiel Curtis, Township Clerk. In the entire township there were one hundred and fortysix householders. The school directors were elected in the fall or winter of 1826. In the following year Caleb Davis and Ezekiel Curtis were employed as teachers in the second and fifth districts respectively. Winchester Risley, William Badger, Samuel Deardurff and Horace Wolcott were among the earliest directors in the Franklinton districts. The amount of school funds appropriated to the second and third districts respectively for the year 1826 was \$9.845 and \$9.107; for 1827 \$9.52 and \$8.29; for 1828 \$10.48 and \$11.53. From the levy of five mills for school purposes in 1826 Franklin Township received \$35.86, Montgomery Township \$162.31, Hamilton \$61.04, Truro \$17.75, Jefferson \$10.63, Plain \$9.68, Mifflin \$16.27, Clinton \$27.73, Perry \$22.80, Sharon \$42.62, Norwich \$15.18, Blendon \$22.96, Washington \$10.02, Prairie \$12.58, Pleasant \$17.43, Jackson, \$10.60.

On July 26, 1828, that part of District Number Two lying west of the "Cattail Prairie and a line extending northerly to the river near the stone quarry" was set apart as District Number Seven. The householders of the Second District still numbered forty. Many had moved out of the district, while the following new names appeared: Freedom Bennett, Ambrose Canfield, John Robinson, Nathan Cole, Ignatius Wheeler, Peter Lisk, Wesley Srieves, Samuel Scott, William S. Sullivan, William Mitchell, John Hickman, William St. Clair and Israel Gale. The following new names appeared in the third district in 1828; Michael L. Sullivan, Griffin Miner, Levi Taylor, Abram Mettles, William Riley, Henry Saunders, Winchester Risley, Enos Henry, Benson Sprague, Riley Thacker, and Jane Brown. The total number of householders in the district was fortythree.

Montgomery Township was divided by its trustees into school districts in the spring of 1826. According to William T. Martin the first school meeting for the district embracing the town plat of Columbus was held pursuant to the act of 1825 at the old Presbyterian Church on Front Street November 21, 1826. Orris Parish

was chosen chairman and William T. Martin secretary: and Doctor Peleg Sisson, Rev. Charles Hinkle and William T. Martin were elected school directors. Soon afterwards a Mr. Smith was employed as teacher and a public school which continued about three months was organized. This teacher was probably Joseph P. Smith, who a short time before had been engaged in teaching a private school in the Academy on Fourth Street, and who, as the records show, taught during the following year a public school in the fifth district. However, before the school funds for 1826 were distributed, the township had been divided into seven districts containing respectively 29, 59, 27, 36, 34, 59 and 24 householders. The total number



FRANKLINTON SCHOOL.

of householders in the township in 1826 was 268, about two hundred of whom resided in the town. The distribution of the school funds to the districts for 1826, as entered on the County Auditor's books, was as follows: First District \$17,416, second \$35,365, third \$18,170, fourth \$21,644, fifth \$20,505, sixth \$35,150, seventh \$14,063: total \$162,313. The following additional entries appear: "March 31, 1827. The Trustees of Montgomery Township met and new-districted the township for school purposes as follows, to wit:

First District to be composed of all that part of the town of Columbus and township of Montgomery lying north of Long Street in said town and as far eastward as the eastern extremity of the outlots of said town [line of East Public Lane]; householders, John Van-



voorst, John Brickell, Stephen Robinson, John Doherty, David Jones, Margaret Johnston, Benjamin Platt, H. Rochester, Abraham Jaycox, Samuel Cady, Jonathan Fuller, Thomas Dawson, John Hamm, John Jackson, John Jones, John Loutharos, James Dean, Joseph Gamble, Bela Latham, Thomas Tipton, Solomon Miller, Elizabeth Sparks, Thomas Robins, Gustavus Swan, G. Leightenaker, William Gimpson, Martin Baringer, Sarah Philips, Thomas Locket, Samuel Ayres, James Wood, Jane Lusk, John Thomas, Elizabeth Zinn. Total thirty-four. [The Clerk says this should be fifty-four. The estimated number of children in the district from five to fifteen years of age was sixty-one.]

Second District, to be composed of all that part of the town of Columbus lying between Long and State streets; householders, R. Pollock, D. Rathbone, Henry Brown, Charles Knoderer, G. B. Harvey, Cynthia Vance, Jarvis Pike, D. W. Deshler, Orris Parish, R. Osborn, R. Armstrong, Mary Kerr, Mary Justice, Jacob Elmore, E. Browning, Thomas Johnston, Thomas Martin, Edward Davis, John Young, John Marcy, R. M. McCoy, J. McLene, John Loughry, James Hoge, William Doherty, Mrs. Miller, William Latham, Joseph Ridgway, Samuel Crosby, John Jones, (tailor), Elizabeth Culbertson, David Lawson, James Coudson, Benjamin Henly, William Montgomery, Mary Peoples, Mrs. Adams, James Robinson (teacher), Robert Dawson, William Waite, Henry Hawkin, Hiram Plate, A. J. McDowell, John Cunning, M. Smith, E. Herrington, P. B. Wilcox, Theodore Nealy, Samuel Leonard, Ebenezer Butler; fifty-one. Estimated to contain sixty-nine children from five to fifteen.

Third District to be composed of all that part of the town of Columbus lying between State and Town streets, including the white house at the end of Town Street; householders, R. Rupill, P. M. Olmsted, James Robinson, R. Brotherton, F. Stewart, L. Reynolds, William Long, David Smith, Joseph Jameson, Henry Farnum, Joseph Leiby, C. Fay, L. Goodale, William Armstrong, J. Neereamer, J. M. Walcutt, Otis Crosby, R. Lalaker, George McCormick, Abraham Raney, Mrs. Lanford, Elijah Cooper, M. Northrup, Joel Buttles, Mrs. Tuney, Ed. Phenix, George Riardon, M. Gooden, Joseph P. Smith, John Wilson; thirty. Estimated to contain fifty-four children from five to fifteen.

Fourth District, to be composed of all that part of the town of Columbus lying between Town and Rich streets; householders, Alex. Patton, William K. Lawson, J. C. Brodriek, John Greenwood, Peter Putnam, John Kilbourn, Jeremiah Armstrong, William Madison, John Whitsel, Nathan Soals, David Brooks, A. Benfield, J. Vorys, A. Backus, Benjamin Sells, John M. Edmiston, Gibbs Greenham, Samuel Barr, C. Lofland, Margaret Wherry, William Altman, M. Matthews, Jacob Overdear, John Stearns, Thomas Wood, Henry Butler, James Bryden, Amos Jenkins, Samuel Parsons, James Harris, John Wise, Conrad Notestone, Mrs. Powers, Jennet Vanderburgh, James Uncles, John Boiland, Hamilton Robb; thirty-seven. Estimated to contain sixty-seven children from five to fifteen.

Fifth District, to be composed of all that part of the town of Columbus lying between Rich and Friend streets; householders, John McElvain, James Cherry, Peleg Sisson, John Kelly, Ira B. Henderson, Mary Nichols, William John, J. W. Flinniken, John Emmick, C. Heyl, John Warner, Conrad Heyl, Peter Sells, George Nashee, Dennis Faris, Amos Menely, Jacob Hare, Aaron Mathes, William St. Clair, John D. Hodgkins, John Robinson, Samuel Gelin, William T. Martin, Mrs. Wynkorp, John B. Compston, Moses Jewett, Thomas Piper, John John, William McElvain, Elizabeth Strain, H. S. High, Sarah Stahl, Moses R. Spingien, William Thrall, Mrs. Wright; thirty-five. Estimated to contain sixty-five children from five to fifteen.

Sixth District, to be composed of all that part of the town of Columbus and of the townships of Montgomery as lies south of Friend Street, and as far eastward as the eastern extremity of the outlots excepting, however, such territory and families as have been attached to Hamilton Township for the formation of a school district from a part of each township; householders, Matthias Kenney, David Gibson, Caleb Houston, John McLoughlin, Ebenezer Thomas, N. W. Smith, Jesse F. Nixon, Mrs. Booth, Joseph McElvain, Joseph O'Harra, Arthur O'Harra, Nathaniel McLean, Purdy McElvain, Christian Crum, Thomas Bryson,

Hiram Barret, Andrew Wood, James Pierce, John Scott, William Parker, Jacob Shier, James Parish, George Dolten, Philip Boreman, Peter Yarnel, Hugh McMaster, James Young, William Young, Thomas Webb, Jacob Goodhen, Adam Kerns, John Cutter, Richard Fluig, Samuel Price, Brinckley Daniels, Robert Williams, James Brown, George Eastwood, Mrs. Huster, Thomas Carpenter, Elijah Tolle, Alphan Tolle, Walter Vanhorne, Henry Jewett, Colbert Stewart, Mrs. Putnam, Jacob Robinson, John Miller, Thomas Jones, Nathaniel Turner, Anson Smith, George Jefferies, L. Sharp, Nathaniel Powers, Gilbert Jewett, Jacob Leaf, David Shead, John D. Rose, Elijah Glover, Gardiner Bowen, Jonathan Farrer, Edwin Burnley, Henry May, David Bowen, Charles Hinkle, Julius G. Godman; sixtysix. Estimated to contain eightyeight children from five to fifteen.

Seventh District, to be composed of the Alum Creek settlement including all that part of the township not already included in any of the foregoing districts; householders, Alexander Mooberry, Thomas Hamilton, Sarah Ross, George Turner, William Turner, Elizabeth Kooser, C. L. White, Daniel Boothe, William Shaw, David Nelson, Junior, John Lewis, John Barr, John Wallace, John White, Catharine Vining, George White, Frederick Ostott, Robert Barrett, Edward Livingston, William White, John Moobery, Isaac Taylor, Harvey Adams; twentyfour. Number of children not returned. A correct extract from the township record. W. T. Martin, Township Clerk.

According to this report the six districts embracing Columbus contained two hundred and seventythree householders and four hundred and five children from five to fifteen years of age.

On October 4, 1832, the first district, containing 180 school children, was divided, on petition of Augustus Platt, John Starr and others, into two districts, the part east of High Street and the new turnpike to remain district number one and the western part to be renumbered as district number eleven. At a called meeting the inhabitants of the sixth district petitioned the township trustees to divide their district, as it was "much too large for any common school," and on October 4, 1832, it was divided and renumbered so that the portion south of Friend Street and east of High should remain district number six; the portion west of High and north of South (Fulton) Street, extending west with the section line to the river, should be numbered twelve; and the portion lying south of South Street and west of High should be numbered thirteen. On October 23, 1833, the northern portion of the first and eleventh districts, the dividing line between which was the north corporation line, then Naghten Street, was designated as district number fourteen, the portion of these districts between Long Street and the corporation line remaining as district number one. On March 7, 1838, Columbus became by legislative enactment a separate school district, to which, by consent of the district, the township trustees, on October 13, 1838, attached all the territory within the following boundaries: Beginning at the Scioto River on the southwest corner of Henry Brown's land, half-section twentynine, and running east on Moler Road to the east line of said section, thence north to the south line of halfsection number thirty, thence east to the east line of said halfsection, thence north on a line of the said halfsection continued to a point half a mile north of North Public Lane to the Whetstone River, thence with the meanderings of the Whetstone and the Scioto to the place of beginning. This district, comprising the whole town plat and part of the township, and embracing five and twotenths square miles, was divided by the directors into subdistricts in

such a manner "as best to meet the needs of the inhabitants." The district was but slightly altered until February 5, 1845, when by a special act of the legislature, the corporate limits of the city became again its boundaries as they have since remained, except that certain territory within the city limits has occasionally been attached to the district for school purposes. In 1856 the school district extended south to Kossuth Street, east to East Public Lane (Parsons Avenue), north to North Public Lane and the Johnstown Plank Road, and on the west to the Columbus Feeder, the river and Pennsylvania Avenue.

In Franklinton the boundaries of the districts remained about as originally described for thirtythree years. To entitle the third district as well as the second to the use of the old Courthouse for school purposes, the dividing line was fixed on April 18, 1853, as follows: "Commencing at the centre of the National Road where the same crosses the Scioto River, westward to a stake directly south of the west side of the south door of the Old Courthouse, then embracing the entrance to, and upstairs, and all the upper story of said building and one-half of the courthouse lot, then from said stake westward to the line between the Rance and Stevenson survey, near the twomile stone. The southern boundary of the third district was the Columbus and Harrisburg Road. On September 19, 1858, subdistricts numbers two and three were united and designated subdistrict number two. On December 5, 1870, the corporation line was extended westward with the Scioto River to Darby Street, thence south along that street to the Harrisburg Pike, and thence eastward to the river, including most of the Franklinton District, while the remainder of it was attached to the city for school purposes.

Division of the history of the public schools of Columbus into periods may be made as follows: 1, From 1826 to March 7, 1838, twelve years, during which the schools were under township district management under the law of 1825; 2, from the end of the first period until February 5, 1845, seven years, during which time Columbus was a separate school district under the law of 1838; 3, from the end of the second period until May 1, 1873, twentyeight years, Columbus being during that time a city school district under the law of 1845 and subsequent local legislation; 4, from the end of the third period until the present time, eighteen years, during which the schools have been conducted under general laws, Columbus being a "city district of the first class." Franklinton was divided into two districts from 1826 to 1858, and was included in one district from that time until 1870, when its identity was lost in the capital city which had absorbed it. Prior to 1830 the school funds remained in the hands of the County Treasurer and were paid out only on the order of the Auditor; hence the records of these officials show the amount of school money raised, the dividends to the several districts and the names of the teachers employed up to that time. During the remainder of the first period the school money passed through the hands of district treasurers, and during the second period the Township Treasurer was custodian of the school fund.

In the spring of 1827 school directors were elected in several districts and schools were organized. Among the first directors chosen were William T. Martin, Doctor Peleg Sisson, David Smith, Otis Crosby, William Long, D. W. Deshler, Orris Parish, Andrew Backus, Rev. Charles Hinkle, Thomas Carpenter and Joseph

Hunter. The pioneer teachers of the public schools were Joseph P. Smith, W. P. Meacham, C. W. Lewis, Caleb Davis, Eli Wall and H. N. Hubbell. After the new districts had been formed the directors chosen in the fifth district, between Rich and Main streets, were Peleg Sisson, William T. Martin and James Cherry, two of whom had been directors in the previous year. They employed Joseph P. Smith as teacher. The time of his service is not given, but the following transcript from the Auditor's journal shows part of his salary: "June 7, 1827. Paid Joseph P. Smith in part for his services as school teacher in the fifth district of Montgomery Township as per voucher No. 520, \$19.625." This account was paid by the County Treasurer June 16, 1827. It is the first item of expenditure for school purposes found in the records of the County Auditor and Treasurer. The second teacher to draw a salary was W. P. Meacham, who taught in the district south of Friend, now Main Street, probably in the hewed log schoolhouse on Mound Street. The record runs: "June 30, 1827, paid W. P. Meacham as schoolteacher in district No. 6, of Montgomery Township, \$34.00." In the fourth district, between Town and Rich streets, Andrew Backus was one of the first directors and C. W. Lewis was employed as teacher. A record of payment to Mr. Lewis from the public funds reads: "July 4, 1827. Montgomery Township, To Paid C. W. Lewis as schoolteacher in district No. 4, \$21.644."

According to this record Caleb Davis was the first teacher to receive public money for his services in Franklinton, as appears by the following entry: "August the 12, 1827. Paid Caleb Davis as school teacher in district Number two, Franklin Township, \$9.845." Mr. Davis probably taught in the Sullivant log schoolhouse, as that was the only building in the village at that time exclusively devoted to the use of schools. The second district paid its first dividend of school money to Eli Wall. The record reads: "September the 8, 1827. Montgomery Township, To Paid Eli Wall as school teacher in district No. 2 \$35.365," which was a fair salary at that day for a service of three months as teacher.

The school directors of the third district—Otis Crosby, David Smith and William Long—who had bought the old academy on Fourth Street "for the sole use of the inhabitants of the said school district for the use and support of a school therein according to the statute passed January the 30, 1827, respecting common schools," employed Horatio N. Hubbell, afterward first superintendent of the Institution for the Deaf and Dumb, to teach a common school, concerning which service we find the following record: "October 11, 1827. Montgomery Township, To Paid H. N. Hubbell as school teacher in District No. 3 in said township in full of all money due said district as per voucher No. 198, \$18.17." The Mr. Smith who was employed in November, 1826, may have been paid out of school money which came into the hands of the Township Trustees for the School Directors as rents from the section of school lands, and would not therefore appear in the county records. Some of these first teachers are known to have been men of education and ability who distinguished themselves in later years. The names of the directors are a sufficient guaranty that the school funds were wisely used. As to the respectable character of the teachers employed and the liberal public

sentiment which prevailed with respect to education, we have the following testimonial in the *Ohio State Journal* of April 19, 1827:

This town has been laid off into school districts and teachers of respectability have been employed. Our citizens seem disposed to give the system a fair experiment, and if found deficient, endeavor to obtain such amendment as will remedy any defects that may at present exist in the laws upon the subject.

One of the first acts of the directors of the third district—the territory between State and Town streets—was to purchase the academy on Fourth Street for school purposes. This historic building, the first school property acquired by the town, or any part of it, was purchased nineteen days after the organization of the district. The instrument of conveyance of this property reads as follows:

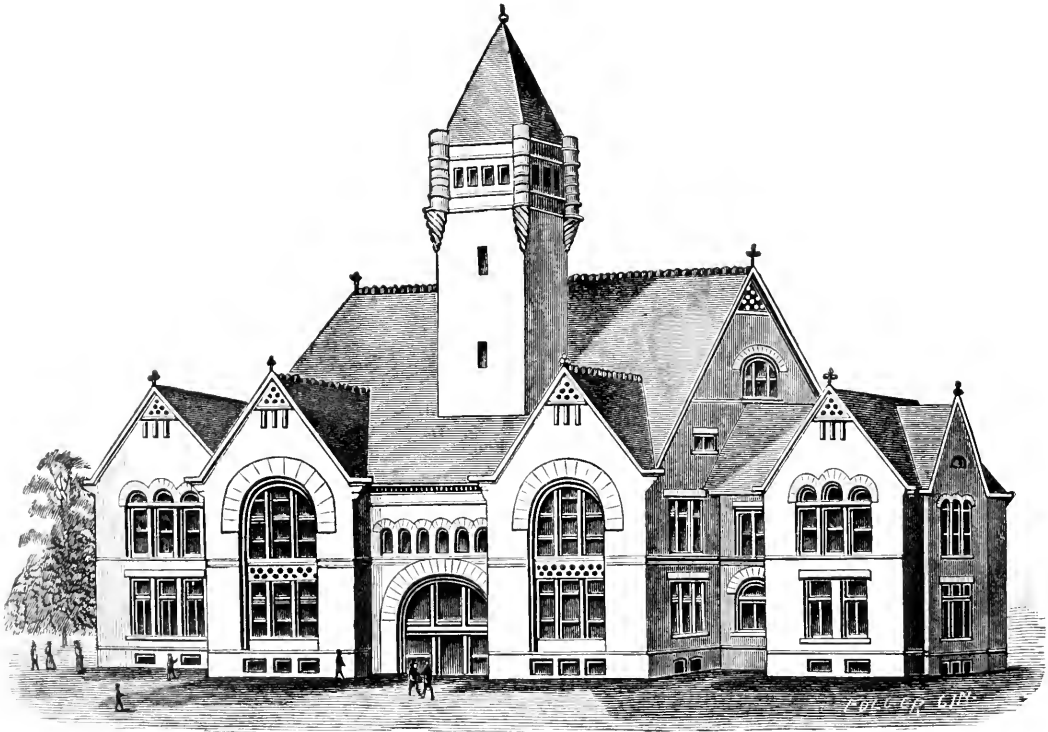
John Cuning to School Directors. This indenture made this nineteenth day of April, A. D 1827, between John Cuning of Franklin County State of Ohio of the one part, and Otis Crosby, David Smith and William Long as school directors of school district No. 3 in the township of Montgomery, and county aforesaid of the second part, witnesseth that the said John Cuning for and in consideration of the sum of thirty dollars to him in hand paid by said school directors hath and does hereby sell and convey in feoff unto the said school directors and their successors in office an inlot in the town of Columbus in the County of Franklin numbered on the town plat of said town six hundred and twenty to have and hold said inlot with the appurtenances unto said Otis Crosby, David Smith and William Long as school directors as aforesaid and unto their successors in said office for the sole use of the inhabitants of said school district for the use and support of a school therein ect, according to the statute passed January 30, 1827, respecting common schools. In witness whereof I have hereunto set my hand and seal the day and the year first above written. Executed in the presence of D. W. Deshler, Robert Brotherton, John Cuning, seal. Acknowledged and certified to by D. W. Deshler, Justice of the Peace.

The lot thus conveyed extended from Town Street to Sugar (Chapel) Alley on the west side of Fourth Street, and on its north end stood the "academy" facing eastward. The building was a two-room frame fortyeight feet long and thirtyone feet wide. Its furniture consisted at that time of a few writing shelves or desks which usually stood against the wall; board benches, a few of which had low straight backs while most of them were plain benches without backs, so arranged that the pupils on either side of the room usually sat facing those on the opposite side; a plain boxlike desk and a chair for the teacher; and a small blackboard. A large box stove in which wood was used as fuel stood in the center of the room.

The Fourth Street Academy, purchased as just narrated, was erected in 1820. This temple of education, the pride of the infant capital, was distinguished by a respectable belfry and a bell much superior in tone to "the common tavern bell" and second only to the Statehouse bell. A public school was conducted for an annual term of three months or more in one room of this building for a number of years. On January 12, 1836, the school directors—John L. Gill, Ichabod G. Jones and Jonathan Neecremer sold the lot upon which the academy stood to Orris Parish, reserving the building for school purposes. Sometime afterward it was converted into a blacksmith shop, and then into a feedstore. In 1870, it was removed.

Within the year in which the first public money for schools was received, five teachers were employed in the Columbus District and an aggregate of \$128.80 was

paid for instruction. In these five districts there were in 1827 three hundred and fortythree children from five to fifteen years of age. Part of these teachers taught free public schools for all who attended, and no doubt then, as later, the public money was in some instances used to pay the tuition of children whose parents or guardians were unable to pay the tuition fee; but as the newspaper files show, there was from the first a strong opposition to this misapplication of the school fund. In either case, however, the fund was used to provide free instruction to school youth. Assuming that the wages of male teachers was at that time fifteen dollars per month, and the average attendance in these schools fifty, this amount of money



TWENTYTHIRD STREET SCHOOL.

would have provided one quarter's schooling to one hundred and fortyone children; or, if simply used to pay the usual tuition fee of \$2.50 per quarter, it would have provided free instruction to fiftyone school youth, or more than oneseventh of all the children of the districts between the ages of five and fifteen. The school money collected and apportioned to the districts of Montgomery Township under the levy of 1826 amounted to sixty cents and five mills to each householder, or about fortyone cents for each child between the ages of five and fifteen years. The dividends apportioned to the same district for the year 1827 amounted to fiftyone cents and three mills for each householder. The dividends for 1828 were \$31.06,

\$16.56, \$16.85, \$19.32, \$19.31, \$35.76; for 1829, \$47.03, \$46.30, \$27.24, \$33.60, \$31.78, \$59.93. In 1830 the first district received \$63.00, the second \$81.23, the third \$48.93, the fourth \$45.50, the fifth \$72.73, the sixth \$119.87, there being 370 householders at that time in the six districts.

The first public school in the first district was taught by John Starr in the winter of 1827-28. The Auditor's record is as follows: "February 13, 1828. Paid John Starr as school teacher in district number one, Montgomery township, \$46.30." In the following winter he taught in the same district, and on March 23, 1829, received for his services \$31.06. Charles L. Webster, a teacher from Clinton Township, and J. S. Martin taught a few years later in "Jonesburg," the neighborhood near the corner of Third and Spring streets. The following treasurers of the district drew from the county treasury the amounts following their names, respectively, for school purposes: Joseph Hunter, March 20, 1831, \$63.00; David Smith, February 17, 1832, \$58.25; same, April 14, 1833, \$41.00; John Ream, May 22, 1834, \$68.27; John Smith, April 11, 1835, \$74.187; J. McPherson, April 16, 1836, \$59.85; same, May 15, 1837, \$83.76; T. Mason, April 6, 1838, \$156.24. Hugh Maxwell, who usually taught private schools, was employed to teach a few terms of public school in the hewed log house on the corner of Spring and High streets.

From 1833 to 1838 the first district was bounded on the west by High Street and on the north by Naghten. The second district was extended from Long Street to State. D. W. Deshler was a school director and the treasurer of this district from 1829 to 1838, during which time he drew from the county treasury and expended for school purposes \$1,621.22. On February 13, 1828, Robert Ware received \$27.28 for teaching in this district. In 1835 Miss Kate Reese taught a district school in a frame building on Third Street near Long. Miss Penelope Lazelle and Eli Wall taught in this district. During this same period Hugh Maxwell taught private and occasionally public schools in this district, in the small brick building on Pearl and Gay, and in the small frame on Lynn and Lazelle streets. The number of white unmarried youth between the ages of four and twentyone in this district during the ten years ended with 1838, was respectively, 59, 85, 117, 150, 237, 324, 337, 351, 356, and 361.

The third district, between State and Town streets, received for these ten years, respectively, \$27.24, \$48.93, \$76.17, \$72.32, \$99.56, \$67.75, \$55.00, \$113.00, \$105.62, \$271.67. In 1830, the school tax for this district amounted to \$35.00, and the interest on the proceeds of the section of school land was \$13.93; there being fifty householders, this amounted to seventy cents of the former and twentyseven cents and eight mills of the latter fund to each family. The successive treasurers of this district were H. Delano, G. W. McCormick and J. Wilson. After J. P. Smith and H. N. Hubbell, the next teacher in this district was the severe disciplinarian, Cyrus Parker, who is best remembered as an instructor in private schools. He was in 1832 one of the township examiners under the law of 1825. The Auditor's journal shows that on June 30, 1829, Cyrus Parker was paid as teacher in district number three \$32.97. In 1832, J. M. Smith was district clerk. The directors in 1836 were John L. Gill, Ichabod G. Jones and Jonathan Nee-

reamer. The following report of the clerk of the district to the County Auditor for the year 1837, is very instructive :

Number of public schools in the district, one ; number of private schools, two ; number of months that public schools have been kept during the year, four ; *idem* for private schools, fourteen [two schools seven months each] ; number of scholars in usual attendance in public schools about forty ; *idem* for private schools, about forty ; one teacher, male ; amount paid teacher, one hundred and twelve dollars ; schoolhouse, frame ; value of schoolhouse, two hundred dollars ; amount paid this year for repairing schoolhouse, \$19.27. The teacher has a good moral character and is well qualified to instruct. Books are such as are generally used in schools, selected by parents and guardians. This district cannot keep up a school longer than four months, as the amount of school funds is not sufficient to continue longer, and also not enough to get qualified teachers for all branches of education. The officers of the present year are William Armstrong, Jonathan Neecremer and I. G. Jones, directors ; John Wilson, Treasurer, and J. D. Osborn, Clerk.

Of the fourth district Andrew Backus was treasurer from 1830 to 1838. His withdrawals of school funds from the county treasury for the district were as follows : 1831, \$110.00 ; 1833, \$160.00 ; 1836, \$250.00 ; 1837, \$91.31 ; 1838, \$586.75. The families of this district numbered during the five years beginning with 1826, respectively, 36, 37, 37, 41, and 45. The children of school age in the district during the eight years ended 1838 numbered, respectively, 125, 166, 159, 172, 175, 186, 234, and 235. The Hazeltine schoolhouse was situated in this district, as was also the Presbyterian Church on Front Street in which the first meeting was held for the organization of the public schools. J. M. C. Hazeltine was first employed as a teacher in 1832. He taught a public school for about one quarter in each year, and at other times taught a private school in his own building. On September 25, 1835, he announced a night school which was free except that the "scholars must furnish their own lights." About the year 1838 Mr. Hazeltine was accidentally drowned in the river at the foot of Rich Street. He was a popular teacher. In 1837 Mathew Mathews was one of the directors and clerk of the district. The following report was forwarded by him through the office of the County Auditor to Samuel Lewis, State Superintendent of Common Schools on official blanks prepared for the purpose :

Columbus, November 1, 1837. School District No. 4. Number of white males 121, of white females 113, between four and twentyone years of age. No public school this year. Three private schools. Number of months private schools have been kept during the year, twelve. Eightyfive scholars in usual attendance in private schools. Two male and two female teachers employed in private schools. No officers elected for the year. Character and qualifications of teachers good. Books in general use, Smith's Grammar, Cobb's Arithmetic, Olney's Geography. There is no uniformity of practice in the use of books among the different teachers. They use such books as they have been accustomed to either in their own education, or in their business of instruction heretofore ; and oftentimes those books which the pupils bring with them — books which they have used in other schools. It is much to be desired that a thorough examination of books should be made with a view to the selection of a set which should be recommended to the teachers and school officers of each district in the county for adoption in their respective schools. An association of teachers would alone be likely to institute an examination of this kind, and use the means necessary for conducting it properly and thoroughly. Such an association is much needed among us on various accounts. It is ardently hoped and confidently anticipated that one will be estab-



lished within the space of a few months, at least for the city if not for the country, as all the teachers of this city who have been spoken to on the subject have expressed their decided approbation of it and their desire to support the measure, having personally felt the want of an institution of the kind. A prominent defect of the system [of public schools] is a want of a uniform method of instruction. A heterogeneous mass of lessonbooks in every branch encumbers almost every school.— M. Mathews, Clerk.

In the fifth district, lying between Rich and Main streets, Charles Hinkle, James Cherry and W. T. Martin were directors. The Auditor's ledger shows the following entry: "Paid, in 1830, James Cherry, treasurer of school district number 5, Montgomery Township, \$72.73; in 1833, \$104.37; in 1836, \$267.46; in 1837, \$187.00; in 1838, \$259.54." The number of families each year from 1826 to 1830 was respectively 34, 35, 42, 49, and the number of children of school age for the same years respectively was 128, 128, 139, 149, and 154. The school directors in this district in 1830 were John Warner, Christian Heyl and William St. Clair. In the following year William McElvain, Horton Howard and Nathaniel McLean were chosen directors. This district deserves credit for having taken steps to grade the schools at a very early date. "In 1836, at a public school meeting, it was resolved that the directors should cause two schools to be opened at the same time, one to be taught by a male teacher for the instruction of advanced scholars, and the other by a female for the instruction of young children." The number of school children between four and twentyone in the district in 1836 was 238, and the amount of school money drawn by the district treasurer that year was \$267.46. One of the city papers of July 24, 1837, remarked: "In district number five, lying between Rich and Friend streets, a public school was opened this morning for the children of that district under the directions of a female teacher: schoolroom on Front Street." William T. Martin was clerk of the district from 1832 to 1837, and George Slocum was director in 1837 and 1838. The teacher, J. O. Masterson, lived in the district.

Of the sixth district Lucius Ball succeeded W. P. Meacham as teacher; Daniel Nelson, George Jeffries, T. Carpenter, T. Peters and David Spade served successively as treasurer; an aggregate of \$701.75 of school money was drawn from 1830 to 1838; and George Jeffries, Moses J. Spurgeon and James Stevens successively served as clerk. The clerk reports in 1837 that the teachers are generally of good moral character, "their qualifications ordinary." The school fund was not sufficient to support school six months out of twelve. Hulda Buil, James Riggs and Steven Berryhill taught public school in the southern part of the district. From portions of this district the twelfth and thirteenth districts were created in 1833. The twelfth received from 1834 to 1838, \$493.87. Its successive treasurers were J. Kelley, J. Whetzell, William Thomas and John Osttott, the latter drawing \$223.74 school money in 1838. The directors in 1837 and 1838 were Robert Cloud, Elijah Glover and John Osttott, of whom the latter is still living and occupies the same dwelling now as then. In 1837 there were 48 boys and 63 girls of school age in the district; the sum of \$104.42 was paid for teaching its private schools and \$43.54 for teaching scholars outside of its boundaries. The number of scholars usually taught in private schools whose tuition was paid

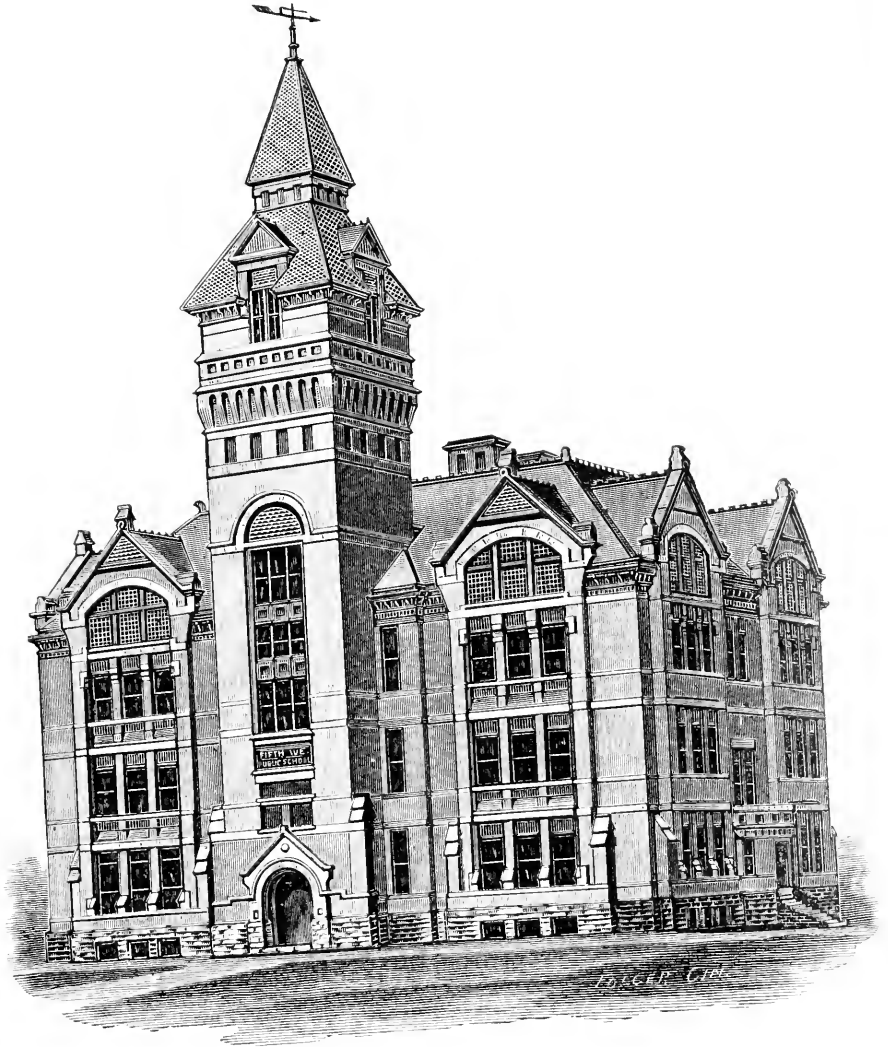
with the public money of the district was 17. Nine months private school but no public school was held in the district that year. One female and three male teachers were employed. The books used were Webster's and Cobb's spelling-book, Smith's Grammar, Smith's and Adams's arithmetics, and geographies by different authors. Some of the teachers were good, some indifferent; generally they failed in good government. "The greatest defect in our district is the want of a good schoolhouse, and under the present law we cannot build one; the greatest part of the real estate is owned out of the district, consequently the sum which we can legally raise in a year is so small that we cannot purchase lot and build a suitable house. As we had no house and the directors would not hire a suitable room, we thought it best to pay the money to a private teacher to take the scholars by the quarter, as there was no one in the district who had a room. — Rufus Bixby, Clerk." The directors in the winter of 1837-38 employed Elizabeth Williams, who taught in the small brick building which constituted the old Baptist Church, still standing on the southeast corner of Court and Front streets.

The thirteenth district contained 44 schoolage children in 1837. P. C. Whitehead was its treasurer and one of its directors. The fourteenth district, lying west of High Street and north of West Naghten, contained 44 school children during the years 1835 and 1837. Robert Neil, John A. Lazelle and John M. Starr resided in this district. The sum of \$38.37 was paid a male teacher for three months services in 1837. The schoolhouse was built of logs, and was valued at twenty dollars. The usual public school attendance was fifteen. The successive treasurers of the district were James Holmes, J. Shasborn and John M. Starr. Andrew Williams taught a public school in the district.

The number of public schools in Columbus, beginning with one in 1826, increased to ten in 1837. Five different teachers drew pay in 1827 for teaching in the town districts. The *Ohio Gazetteer* for 1829 states the population of the town at 2,014, and the number of schoolage children at 560, and says "there are not over eight or ten schools actually taught in the town." This included the public and private school. In 1836 and 1837 the schools were graded and an effort was made to secure uniformity of textbooks and methods of instruction. Rented school buildings were mostly used.

The two Franklinton districts contained in 1826 seventyseven, and in 1830 seventy-nine families; in 1831, one hundred seventy-eight, and in 1835 one hundred eighty-four schoolage children; in 1837, ninety-seven male and 94 female schoolage children; in 1840 one hundred eighty, in 1846 one hundred eighty-two, in 1850 two hundred five, in 1854 two hundred fifty-three and in 1858 two hundred twenty-three schoolage children. In 1829 the second district of Franklin Township received \$73.87 of the Virginia Military school fund, this being \$1.71 to each householder. Winchester Risley was the district treasurer, and on April 19, 1830, drew the sum of \$33.93 for school purposes. His successors drew as follows: Horace Walcott, October 1, 1831, \$37.37; same, April 4, 1832, \$16.10; R. Golliday, July 1, 1833, \$49.25; William Perrin, April 5, 1835, \$87.00; William Domigan, June 21, 1836, \$63.85; same, May 8, 1837, \$51.00; same, March 27, 1838, \$144.52;

Jacob Grubb as township treasurer, January, 1839, \$103.77. Similar dividends were at the same time disbursed to the third district. William Badger was district treasurer in 1830, and Samuel Deardurff from 1831 to 1839. It is worthy of note that while the State school fund was reduced \$50,000 during the financial



FIFTH AVENUE SCHOOL.

depression of 1840, and the county commissioners were authorized to reduce the school levy; the levy for these districts was maintained and their schools were generally supported. The school money for the third district for that year was \$103.72, or \$1.16 for each scholar. The annual receipts of the Franklinton district

during the ensuing seven years averaged \$181.90. Caleb Davis, Ezekiel Curtis and William Lusk were the first teachers in the public schools of Franklinton, the earlier schools of which were probably held in the log schoolhouse already described, as it was still used for such purposes in the thirties.

In 1837 William Caldwell and J. D. Perrin were directors, and A. Cole clerk of the second district. The clerk's report for that year shows as follows: Male children of school age, fifty; female, fortyeight; public schools, one; private, two; public school kept two months; private schools twelve; forty public and thirty-five private school scholars; forty-six male and forty-four female scholars in attendance more than two months; paid public school teacher \$78; paid private school teachers \$150.00; amount of school tax, \$37.30. The studies pursued were reading, writing, arithmetic, spelling, geography and grammar. John Perrin, William H. Stevenson and Elias K. Deardurff were the directors and J. Caldwell the clerk of the third district in 1837. No public school was kept in the district during that year, but the sum of \$302.88 was paid to the teachers of two subscription schools. A male and a female teacher were employed. The number of scholars in usual attendance was seventytwo. The textbooks were usually selected by the teachers. The amount of school tax was \$31.13; studies, reading, writing, arithmetic.

Since 1840 the school funds have been sufficient to provide schools to all who apply for admission. For many years the old Courthouse was used for public schools, the second district occupying the lower story and the third the upper one. The following persons served as school directors in Franklinton: Arnold Clapp, 1853, two years; Michael L. Sullivant, 1853, six years; A. Hall, 1855, five years; P. N. White, 1855, two years; T. J. Kerr, 1857, two years; J. D. Conden, 1858, two years; A. O'Harra, 1860, two years; F. Mull, 1863, six years; M. S. Hunter, 1864, four years; H. B. Deardurff, 1867, three years. In 1853 the schools of Franklinton were maintained seven months, and \$315.00 was levied in the second district to repair the old Courthouse for school purposes. This building stood on one of the lots originally donated by Lucas Sullivant for public purposes. The property was leased for several years to the school directors, and on April 6, 1865, it was conveyed to the Board of Education of Franklin Township for the sum of one dollar by Michael L. Sullivant, Charles L. Eaton and Joseph Robinson. Subsequently it was transferred to the City of Columbus. Among the teachers who taught in Franklinton after 1850 were Miss J. Mull, R. Crain, Miss D. Mix, M. Harvey, Mary Hurd, James Goldrick, Mary Fannersmith, Miss L. Crain, A. McCampbell, J. Meyer and W. R. Postle. For the fifteen years beginning with 1855 the average number of schoolage children in Franklinton was 245.

*Columbus as a Separate School District: March 7, 1838, to 1845* — During the brief period of twelve years after the organization of the first school under the law of 1825, there had been a great change of public sentiment not only in Columbus but throughout the State. On June 22, 1826, an observer wrote: "It is surprising to see the indifference of the people of Ohio to the education of their children. Hardly a cabin can be passed by the traveller in some parts of the State without seeing rushing from it a drove of little whiteheaded urchins (who, by the way, generally have nothing to cover their nakedness but dirt and a short piece of dirty linen)

reared like stock on a farm." Within the same year a resident of the city recorded his observations thus: "There are amongst our old citizens, permit me to say, as much order, temperance and morality as can be found amongst the same population anywhere. We have abroad the reputation of being a plodding, industrious, sober, hospitable and going-to-meeting people; but there are many children growing up amongst us whose parents entirely neglect their education. They are wholly illiterate and enjoy at home neither the benefit of precept or example which ought to be imitated. Youth nightly infest our streets with riot and din, accompanied with the most shocking profanity. What few schools we have are for the most part left to themselves and their teachers to manage their pupils in their own way. Teachers see to the morals of the little ones entrusted to them no further than the hours of exercise, and even then sometimes suffer a state of insubordination wholly inconsistent with improvement." On returning from a tour through the State in 1838, the Superintendent of Schools remarked: "The spirit of the people in favor of schools amounts almost to enthusiasm. 'May Heaven speed the cause of common schools,' has been the prayer of many hundreds as they bid me farewell. Heaven has heard and is answering the prayer."

The drift of sentiment, however, was still in favor of private schools. The interest in "seminaries" and "institutes" far exceeded that in the common schools. The advanced studies of these independent institutions, their high sounding names, their respectable buildings and their chartered privileges gave them a decided advantage over the public schools which professed to teach only the common branches. A spirit of exclusiveness also tended to foster the private and retard the progress of the free schools, while the selfish motives of private instructors very naturally led them to oppose a system of free education. The critics of the public schools further sought to bring them into disrepute by calling them pauper schools. Nevertheless, with the low school levy from 1826 to 1838, the results achieved in Columbus compare favorably with those of any other town in the State. The chief cause of the unpopularity of the common schools was the insufficiency of funds to make them in all respects good. Schools maintained only three months a year, in wretchedly inadequate apartments, overcrowded by children who had no other educational advantages, would naturally be disliked by people who were able to patronize the private institutions. There seems to have been no opposition in Columbus to the principle of taxation for school purposes. Within two months after the enactment of the law of 1838, which increased the levy for school purposes fourfold, the leading citizens of the town held public meetings to devise the best means of "securing uniformity of action and the greatest possible benefits under its provisions." This indicated a wholesome sentiment in favor of the free school system.

Columbus deserves credit for the impulse that was given to the cause of popular education in 1837, and also for assistance rendered in securing the wise school legislation of 1838. Alfred Kelley, Representative of Franklin County in the General Assembly, who was from the first a warm friend of the public school system, in January, 1837, introduced a resolution in the House instructing the standing Committee on Schools to inquire into the expediency of creating the office of State

Superintendent of Common Schools. As a result of this movement, on March 30, 1837, Samuel Lewis became the first incumbent of that office. By his efficiency and general interest and activity in the cause of education, Mr. Lewis awakened popular interest in that cause and secured legislation for its benefit. His travels over the State within the first year after his appointment amounted to over twelve hundred miles, and were chiefly made on horseback, the streams which he encountered being often crossed by swimming or rafting. He visited forty towns and three hundred schools, urging upon school officers "augmented interest, upon parents more liberal and more active cooperation and upon teachers a higher standard of morals and qualification." In his report to the legislature he represented that the spirit of the people from the humblest cabin to the most splendid mansion was in favor of schools, mothers and fathers especially speaking of the education of their children with the utmost zeal; that where the schools were free to rich and poor alike they flourish best. He recommended the creation of a State school fund, the establishment of school libraries, the publication of a school journal and proper care of the school lands. He desired that school officers should make reports and was authorized to call upon county auditors for information.

The General Assembly to which the Superintendent addressed himself was distinguished for its ability. In the Senate were Benjamin F. Wade, David A. Starkweather and Leicester King; in the House, Seabury Ford, William Medill, Alfred Kelley, William B. Thrall, William Trevitt, John A. Foote, Otway Curry, Nelson Barrere and James J. Farn. The clerks of the Columbus and Franklinton districts made the reports called for to the County Auditor, in whose office they are still on file. Some of these reports have been quoted in this history, but it would seem that that they did not reach the State Superintendent, as he does not mention Franklin County as one of those which responded to his call for information. The Superintendent was seconded in his efforts to secure improved school legislation by some of the leading public men of Columbus, notably by James Hoge, Alfred Kelley, Mathew Mathews, P. B. Wilcox and Smithson E. Wright. Meetings were held to arouse public interest and to carry out the provisions of the new school law. At one of these school meetings held April 27, 1838 — Joel Buttles, Chairman, and Smithson E. Wright, Secretary — a committee consisting of David W. Deshler, Mathew Mathews, John McElvain, William Hance, Joseph Ridgway, Junior, R. Bixby and P. B. Wilcox were appointed a committee to examine the new school law and inquire what steps were necessary to be taken under it to secure uniformity of action and the greatest possible benefit. This committee was instructed to report to an adjourned meeting the result of its inquiries and such suggestions as it might deem appropriate and useful.

*School Examiners, 1838 to 1845.*—The school examiners during this period were: Warren Jenkins, 1839, one year; Noah H. Swayne, 1839, two years; William Smith, 1839; Mathew J. Gilbert, Lewis Heyl, Doctor A. Curtis, Rev. F. Cressy and Abiel Foster, Junior, 1840; Samuel T. Mills and Rev. H. L. Hitchcock, 1842; James K. Sinsie, 1843; Charles Jücksch and Smithson E. Wright, 1845.

The passage of the law of March 7, 1838, marked a new era in the history of the schools. Columbus became, as an incorporated town, a separate school district over which the township trustees had no authority. This gave it enlarged powers. Elected for three years, the directors were authorized not only to divide the district into subdistricts, but were authorized *to establish schools of different grades*, and were directed to estimate the amount of money required additional to the distributable funds "to provide at least six months good schooling to all the white unmarried youth in the district during the year ensuing." The separate school district, as created by law, comprised the incorporated territory of the town. Seven months later contiguous territory was attached for school purposes. The management of the schools by a board of directors was under the general supervision of the corporate authority of the town, the town clerk being clerk of the school board. In 1838 twelve schools were maintained in the Columbus district, the amount of school funds being more than \$3,000. Although power was given in 1839 to county commissioners to reduce the school levy, the amount of school taxes, as shown by the Auditor's books, indicates that a fair assessment was maintained in Franklin County during that time. The receipts for school purposes during seven years beginning with 1838-9, were, by years, respectively: \$3,502.10; \$3,182.00; \$2,128.91; \$2,081.79; \$1,946.86; \$2,212.82; \$2,174.80; and the average annual enumeration during this time being 1,645, and the average tax being one dollar and fifty cents per annum for each youth of school age.

From 1838 to 1840 Columbus was the battlefield upon which a great victory was won for the cause of popular education. The persuasive eloquence of Superintendent Lewis was heard in the legislature and frequently in public meetings in behalf of education. Doctor W. H. McGuffey and Professor C. E. Stowe spoke on the same subject in the churches of the city. Rev. McGuffey preached on education in the Methodist Church on Sunday, August 26, 1838. At the Ohio Educational Convention which met in Columbus on December 18, 1838, its Chairman, Rev. James Hoge, and its Secretary, Rev. F. R. Cressey, both of Columbus, took an active part in the deliberations, and Professors Smith and H. A. Moore, also of Columbus, read papers. The newspapers of that day made frequent allusion to the cause of education, and did much to popularize the free school system. The increased interest in educational affairs bore evidence to the active spirit of the new school law, which had stirred up the "whole commonwealth upon the subject of popular education."

On August 28, 1838, one of the Columbus papers said editorially:

The people are becoming deeply interested in the subject. They see plainly that the system of free common schools is, more than all other state legislation, calculated to secure to all equal privileges; and since the people have taken this matter into their hands we may depend on its ultimate triumph.

At an adjourned meeting of citizens held at the courtroom on September 3, 1838, with P. B. Wilcox as Chairman and J. C. Brodrick as Secretary, a committee was appointed to ascertain the probable cost of a suitable lot and house and to recommend measures relative to the common schools for consideration at a subsequent meeting. Joseph Ridgway was chairman of this committee. Another

committee was appointed to "recommend three suitable persons as candidates for the office of school director of the city of Columbus" at the "approaching annual school election to be holden on the twentyfirst instant." Colonel Noble, of this committee, reported the names of P. B. Wilcox, First Ward; M. Mathews, Second Ward; and Warren Jenkins, Third Ward. Consideration of this report was postponed to an adjourned meeting in the Presbyterian Church September 11, at which Alfred Kelley presided and Superintendent Lewis was present. At this meeting Joseph Ridgway, Junior, in behalf of the committee on lots and schoolhouses, made an elaborate report which was accepted and in its main features endorsed at the annual school meeting. The committee expressed the belief that it would be necessary to make arrangements for accommodating during the current and coming year about eight hundred scholars, and suggested that the buildings should be large and commodious, having some pretension to architectural taste, "since the recollection of that house would be among the most familiar things in memory." The report continued:

Our halls for the administration of justice, our temples dedicated to the worship of the Almighty, are generally intended to display a taste and beauty in their designs and execution to which we can refer with a proper feeling of pride and satisfaction. Should we not then feel as much solicitude to render the buildings which are intended for the education of our children worthy of a place amongst the public edifices toward which we might point with some little feeling of pride? Is not this a matter of more deep and vital interest than any other which can possibly command our attention? Does not the earthly prosperity as well as the eternal welfare of our children depend wholly upon their education? It is important, then, to elevate the standard of morals for the rising generation; to instil into their minds a love of the chaste and beautiful. Let us, then, begin by cultivating a taste for such things in early youth. Give them the planting of trees, and the cultivation of shrubs, of flowers, in a schoolhouse yard. Set before them forms of classical beauty.

The committee recommended that a tax should be assessed, at the ensuing election for directors, sufficient to purchase a lot and build one schoolhouse. "The location of such a house," says the committee, "is a matter of little importance to any of our citizens, as the erection of the requisite number to accommodate all of our children must necessarily follow in the course of another year." The report proceeds to say:

The committee recommend the erection of but one house the present season in consequence of the great tax which would be entailed upon us were we to build the required number at this time. It is probable also that our legislature, in the course of their next session, will provide a fund in some way to loan to corporate towns for the purpose of education, but should this scheme fail and direct taxation be resorted to to raise the whole amount required the committee believe that when the houses are built and the schools in successful operation, the enhanced value which will thus be given to all the property in this city will be tenfold greater than the tax to be raised. The committee would propose a building which should contain four rooms for small and two rooms for large scholars, all above the basement story: the building should present a neat, chaste front, in strict architectural proportion and should be surmounted by an appropriate cupola. One such building would accommodate from 250 to 280 scholars and we should consequently require about three such houses for our present population provided all the children can be sent to these schools. The committee consider it important that the business to be transacted at the meeting on Tuesday, the twentyfirst instant, should be fairly understood beforehand as it will be almost



impossible to discuss any subject satisfactorily on that day. After the directors are elected the business in its details must necessarily devolve on them. It is important therefore that this selection be judiciously made.

The following resolution recommended by the committee, after having been amended on motion of Colonel Noble by insertion of the words in brackets, was adopted:

*Resolved*, That this meeting recommend that the district meeting to be holden on the twentyfirst instant authorize the levying of a tax of five thousand dollars for the purpose of purchasing a lot of ground (in the middle ward) and erecting a schoolhouse thereon, and that it be payable on or before the first day of January next.

The meeting thereupon adjourned to reassemble September 21, at the council chamber, for the purpose of electing three school directors and of levying a tax for the purchase of ground and erection of schoolhouses. At the meeting held in pursuance of this adjournment, Doctor Peleg Sisson, Adam Brotherlin and George W. Slocum were elected school directors, and a tax of \$3,500 was authorized. The school directors were at the same meeting authorized to purchase one schoolhouse site on Long and Third streets in the First Ward; one on Third near Rich Street in the Second Ward, and one on the corner of Mound and Third streets in the Third Ward. On January 8, 1839, the school directors purchased of Lyne Starling for the sum of five hundred dollars inlot No. 531, on the southeast corner of Long and Third streets. On April 4, of the same year, they completed the purchase from E. W. Sehan of inlot No. 563, on the northeast corner of Mound and Third streets, now the site of the Mound Street School building. For this lot the sum of \$525 was paid. On April 8, 1839, "for the sum of \$1,200 in hand paid," Adam and Elizabeth Brotherlin deeded to the School Directors inlot No. 563, with schoolhouse and appurtenances thereon, being the same as was deeded to Brotherlin by M. Mathews, administrator of J. M. C. Hazeltine's estate. This was the middle lot on the east side of Third Street between Walnut and Rich — the north half of the present Rich Street schoolhouse site. The building erected by the teacher J. M. C. Hazeltine in 1833, was a respectable oneroom frame which was used for school purposes until 1846, when it was sold and removed to the corner of Sixth and Main streets where, in a fair state of preservation, it is still standing.

During this period public schools were generally conducted in rented rooms. Prior to 1845 the only buildings owned by the Board of Directors were the Academy on Fourth Street and the Hazeltine schoolhouse on Third Street. In an old log house still standing, on New Street, a school was kept which must have been of a very rough character, since the boys, it is said, practised such tricks as that of climbing on top of the house and covering the chimney with boards to smoke out the teacher and the school. Among the other buildings used for schools were the Jeffries hewed log house on Mound Street; the Baptist Church, a small brick building still standing, on Front Street; an old frame and an old log schoolhouse, both south of Town; a frame on the east side of Third Street near Long; and an old frame on Front and Randolph streets. From 1837 to 1839 C. H. Wetmore taught a district school in a hewed log schoolhouse on the northwest corner of Bull's Ravine and the Worthington Road, north of town.

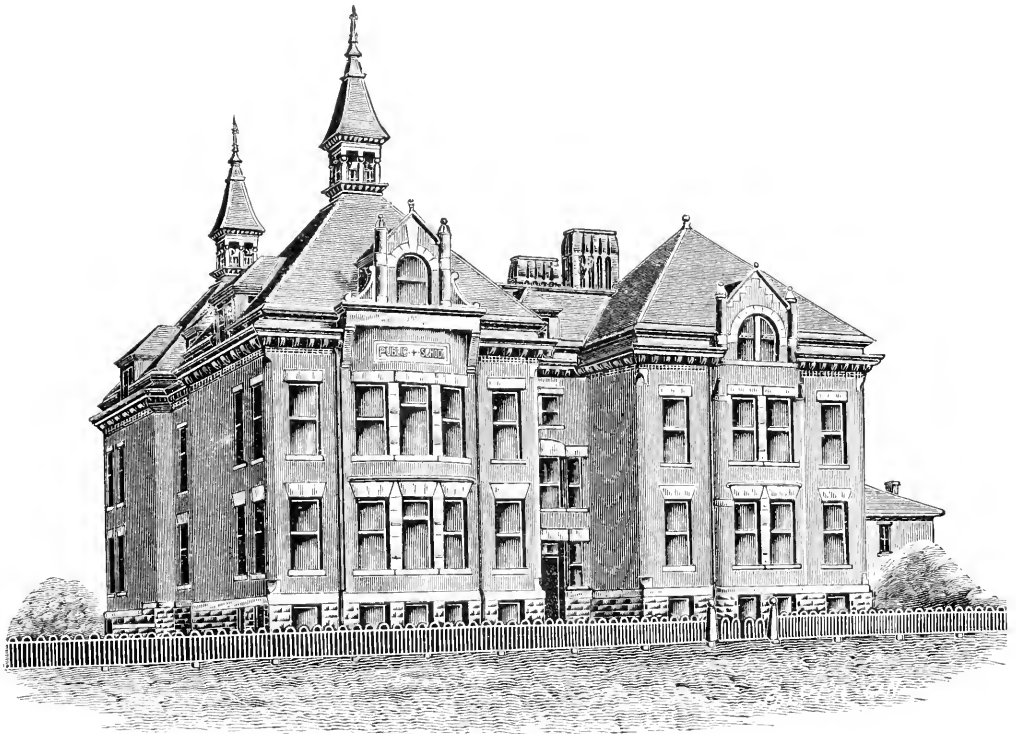
The following letter, which appeared in one of the city papers March 22, 1839, illustrates the educational spirit of the community :

It is not generally known in other parts of this State that there are now twelve teachers employed in the common schools of this city, and that the schools are free and conducted as nearly upon the plan of the Cincinnati schools as they can be until we have our schoolhouses built, the schools being taught now in rented rooms and, of course, subject to great inconvenience. There are now in daily attendance in these schools more than four hundred scholars, many of whom but for these institutions would not have the means of instruction, while children of the most intelligent and worthy citizens of the place are found in the same room and in the same classes ; and the progress of the pupils generally would do credit to any town in the State. I speak advisedly when I say that some of the common schools of Columbus, both male and female, are as good for the branches taught as the best private or select schools ; and the whole number will bear a fair comparison with any other equal number of schools of the same grade. These things are stated as facts, and they reflect no small share of credit on the members of the present Board of Directors, who have had the chief labor and direction in introducing so much order and advancing the schools so far in the short time since the work was begun. It is said that the public funds are now sufficient, without increasing the school tax, to keep a free school for all the children the year round, if it were not for the expense of renting school rooms which has hitherto been necessarily paid out of the tuition fund. The city has, by a vote of the people, purchased three handsome schoolhouse lots and levied a tax of \$3,500 to pay for the same. Shall these lots remain unimproved and at the same time the city be taxed \$600 per year for room rent for the miserable accommodations now furnished in the rented rooms, or shall the people borrow money enough to build at once the three schoolhouses that are required to accommodate the children ? The interest on the loan will not exceed the amount now paid for rent ; the expense must be borne by the city and will be the same either way. Will not the parents of four hundred youth now in these schools, as well as all others who have the prosperity of the city at heart, take hold of this subject and secure convenient accommodations for their offspring ? Will they suffer the children to contract disease and death by confinement to unhealthy rooms and seats when they have the right and power to secure good rooms and seats ? While the State is expending millions here for the accommodations of her legislature and other public bodies shall there be no attention paid to the people's colleges ? Where are the patriotic females that sustained a charity school when there was no other sufficient provision to include the poor ? It will take less effort on their part to procure the erection of three good common school houses with four rooms each than it took them to sustain the charity schools for a few. Is the whole of less importance than a part, or are you unwilling to have the poor sit with the rich ? The very suggestion, if made in earnest, you would consider an insult. Let us all then take hold of this work, and by taking the only step now required, place Columbus on the most elevated ground in reference to common school advantages.

It is not improbable that the author of this letter, who signs himself " M.," was Rev. Mathew Mathews from whom we have elsewhere quoted, but whether it was from this warm friend of the common schools or not it is evidently the testimony of an intelligent and public spirited citizen.

In November, 1840, the Directors made arrangements to open an evening school in the Eight Buildings for the benefit of such white male youth as could not attend a day school. Arithmetic, bookkeeping, geography and other useful branches were taught ; the school was under the care of Messrs. Soyer and Covert. Each pupil furnished his own light ; in other respects the instruction was free. The Directors also maintained a night school in the middle ward.

In September, 1841, James Cherry, P. B. Wilcox and Peleg Sisson were chosen School Directors for the term of three years. The annual report of the directors of the common schools of Columbus for the year 1842 shows the following facts: Since last previous report, dated September 17, 1841, thirteen common schools were kept until the funds were exhausted; one of these was German; five were taught by male and eight by female teachers; spelling, reading, writing, arithmetic, geography and other English branches were taught, according to the capacity of the children; the number of scholars varied from 600 to 750; pay of male teachers eighty and of female teachers fifty dollars per quarter; money



SIEBERT STREET SCHOOL.

drawn since last report \$2,677.38, viz.: For pay of male teachers \$946.90, for pay of female teachers \$1,144.47, for rent \$409.00, for wood \$45.37, for stoves and putting them up \$50.50, for cutting wood and sundry expenses \$81.14. These disbursements included a portion of the expenses for the preceding year; amount still due on schoolhouse lots purchased \$500.00; no school money likely to be in the treasury until the following spring. According to this report, which was submitted in behalf of the Directors by P. B. Wilcox and addressed to "the Clerk of School District in Columbus," five schools taught by male teachers were kept in operation seven months, and those taught by female teachers eight and a half

months of that school year. There being 1,598 children of school age in the district, fortyeight per cent. of them were enrolled in the public schools. On December 28, 1842, a meeting of teachers and the friends of education was held at the Covert Institute on Town Street and a teachers' association for improvement of the schools and elevation of the profession of teaching was organized. The teachers who signed the call for this meeting were William Chapin, M. J. Gilbert, A. W. Penneman, W. H. Churchman, H. N. Hubbell, J. S. Brown, J. Covert and H. S. Gilbert. The association was maintained for many years. On April 1, 1843, fourteen schools were opened and in the course of the year an additional one was organized. Of the fifteen teachers employed three were males (one a German) and ten were females. The Directory of Columbus, published in 1843, states that "the schools and seminaries of learning" comprised fifteen district or free schools with over seven hundred scholars; a respectable academy for both sexes conducted by Rev. John Covert; a German Theological Seminary, and "some half dozen small subscription common schools." The first annual report of the Board of Education made pursuant to the law of 1845 and signed by Smithson E. Wright, Secretary, states that when the Board entered upon the discharge of its duties on April 7, 1845, there were in operation thirteen public schools, of which five were taught by male and eight by female teachers.

Thus it appears that throughout the period from 1838 to 1845, which was one of financial depression and slow municipal growth, from twelve to fifteen common schools were maintained for twentyfour to thirtyone weeks per annum, and that the aggregate amount expended for school purposes during the period was \$17,229.18. From 1836 the schools were graded into at least two departments, one for the primary and one for the advanced scholars. The primary schools were usually taught by female teachers, those for the larger and more advanced pupils by males. The number of teachers increased during the period from twelve to fifteen in 1843 and thirteen in 1845. Of 1,231 youth of school age in the district in 1838-9, six hundred, or fortyeight per cent., were enrolled in the public schools. In 1845 the enrollment comprised only fortythree per cent. of the school enumeration. While the attendance in the public schools had not kept pace with the growth of the population, this was chiefly due to the lack of school accommodations. The schools were even at that time regarded as "established facts and not as experiments." Their defects were beginning to be regarded as results of mistaken management rather than of the principles of the system.

That the common school system possessed superior advantages as a plan for securing general education had become evident, and the conviction had been deeply rooted in the public mind that it was the duty of every community to educate all its youth. Hence all publicspirited citizens anxiously anticipated such legislation as would secure practical improvements in the management of the schools. In the autumn of 1844 public meetings were held for the purpose of awakening public interest in education for securing such legislation as would insure better regulation of the schools and for raising money to erect school buildings. This movement took shape in an effort to secure "union graded schools." Its leading spirits were Joseph Ridgway, Alfred Kelley, P. B. Wilcox, James

Cherry, Mathew Mathews and J. B. Thompson. On December 4, 1844, Hon. Joseph Ridgway, Junior, Representative of Franklin County in the General Assembly, introduced in the House a bill to provide for the better regulation and support of the common schools of Columbus. This bill was endorsed by Hon. Alfred Kelley, then a member of the Senate, and became a law February 3, 1845. This statute, understood to have emanated from the pen of Joseph Ridgway, Junior, laid the foundation of our present public school system and marked an important era in the educational progress of the city.

*Organization of the Schools under the Act of 1845.*—April 15, 1845 to May 14, 1847.—At the annual election of city officers which took place April 7, 1845, William Long, P. B. Wilcox, James Cherry, H. F. Huntington, J. B. Thompson and Smithson E. Wright were elected common school directors. This was done in pursuance of the act of February 3, 1845. On April 18, they organized by appointing William Long President, S. E. Wright Secretary and H. F. Huntington Treasurer. These directors and their successors in office constituted a body politic and corporate in law by the name of the Board of Education of the Town of Columbus. It was decided by lot that the first two of the directors above named should serve for three years, the next two for two years and the last two for one year. At the same election a vote was taken, as required by law, on the question of levying a tax for erecting schoolhouses, and resulted in 404 votes in favor of the tax, 211 against it and 501 blanks. This unfortunate result indicated apathy rather than enmity in the public mind with reference to the needs of the public schools. The previous Board of Directors, loyal to the interests of the schools, served until their successors were qualified and then turned over to them thirteen schools then in session, five of which were taught by male and eight by female teachers. These schools had enrolled 750 scholars. For the year 1844-5 the receipts for school purposes from all sources amounted to \$2,174.81, of which sum \$1,277.95 was expended by the previous board; of the remainder, \$494.50 was disbursed prior to the first of April of that year. The number of schoolage youth enumerated in the fall of 1845 was 2,430; the school funds for 1845-6 aggregated \$3,377.34. The city owned but one school-house, and that was the frame one already described on Third Street near Rich, which was becoming unfit for school purposes. The Board therefore rented rooms, as had previously been done, in different parts of the town. These rooms were generally inconvenient, badly lighted, warmed and ventilated, and so situated that any accurate classification or gradation was impracticable. The teachers, remote from each other, had few opportunities for personal intercourse, comparison or mutual improvement. In 1845 thirteen schools were sustained for three months and sixteen for an average of five months each, all being suspended from the third until the twentyfirst of July. The amount paid for teachers' salaries was \$1,499.34. The whole number of pupils enrolled was about one thousand, the average attendance about five hundred. The expense for the tuition of each scholar was about \$1.50, and the cost of the tuition of each scholar in actual attendance during the year, \$3.00.

At the spring election of 1846 J. B. Thompson and S. E. Wright were re-elected directors, and the question of a tax for building schoolhouses was carried by a

vote of 776 to 323. At a meeting on February 25, 1846, the Board ordered that the schools should resume their sessions on the first Monday of April of that year; that five male and eight female teachers should be employed, at fifty dollars for the first, and thirty dollars for the last named, per quarter; and that J. B. Thompson be authorized to provide the schools with fuel. James Cherry was delegated to furnish the schoolrooms with stoves for heating. The Board appointed P. B. Wilcox and James Cherry to report plans and estimates for new schoolhouses. They recommended that three onestory buildings, modeled after some "Lancastrian" schoolhouses in the East should be built. This recommendation being approved, the City Council levied a tax of \$7,500 for the proposed buildings, three of which were located on the sites purchased in 1839. One of these three, called the South Building, was located on the northeast corner of Mound and Third streets; the Middle Building on Third Street near Rich; and the North Building on the Southeast corner of Long and Third. These buildings were completed in June, 1847. They were each 187½ feet long and twentyfour feet wide. Each contained six rooms fourteen feet in depth. The end and two middle rooms were each about twentytwo by twenty-nine feet; the remaining two were each about eighteen by thirtytwo feet, in lateral dimensions. The two entrance doors each led into a hall extending along the side of the middle rooms of each half of the building, with doors opening from it into three schoolrooms. The windows were suspended by weights: the ceilings were provided with ventilators and the rooms were heated by stoves. The middle room of each half of the building was designed for the large pupils, or grammar grade, and the others for the primary and secondary schools. The primary school rooms were furnished with single seats fastened to the floor and receptacles for books and slates between each two pupils. The secondary and grammar school rooms were furnished with seats and desks accommodating two scholars each; they were made of poplar lumber stained and varnished, and were comfortable, firm and "altogether respectable" in appearance. The amount invested by the city in these sites, buildings and furnishings was about \$14,000. The new buildings provided a home for and gave an air of respectability to the public school system. The effect of this was favorable to the cause of popular education both here and elsewhere. While the buildings did not conform to the suggestions of the Ridgway committee of 1838 as to "strict architectural proportion" and the cupola, they did present "a neat, chaste front" and interior forms possessing some degree of "classic beauty."

In June, 1846, the Board took measures to secure uniformity in the textbooks used. They decided to continue the use of Webster's Elementary Speller, Mitchell's Geographies, Ray's Arithmetics and Smith's Grammar, and adopted the Eclectic Readers. The primary schools were, as a rule, conducted by female and the more advanced ones by male teachers. The number of scholars enumerated in 1846 was 2,129. In their second annual report, dated April, 1847, the Board states that fourteen teachers have been employed for four quarters. The greatest number enumerated in any quarter was 912, and the largest average attendance 528. They paid for salaries for teachers \$1,992.52; for rent, \$40.25; for taking enumeration, \$10.00; other incidental expenses, \$11.05; total expenditures, \$2,053.82.

The enrollment was more than one thousand, the cost of tuition less than two dollars each. "The expense was a little less than four dollars for each scholar in daily attendance during the year."

To Columbus belongs the distinction of having employed the first Superintendent of Public Schools in the State. Having found it impossible to give "the necessary amount of personal attention to the schools and to the management of

the details of a school system for the city," the Board of Education cast about for the best means of securing supervision. After consultation with Hon. Henry Barnard, of Rhode Island, Hon. Samuel Galloway, Secretary of State, and other distinguished friends of education, the Board decided to create the office of Superintendent, and in January, 1847, largely upon the recommendation of Mr. Barnard, elected Asa D. Lord, M. D., late Principal of the Western Reserve Teachers' Seminary in Lake County, to the position. Mr. Lord assumed the duties of his office May 15, 1847. About this time, upon solicitation of Ohio educators, Hon. Henry Barnard visited the State to aid in promoting the cause of popular education therein, and spent two weeks at the capital as the guest of Hon. John W. Andrews.



ASA D. LORD.

Doctor Asa D. Lord, the first Superintendent of Public Schools of Columbus, was born in Madrid, St. Lawrence County, New York, June 17, 1816. He taught his first school at the age of sixteen, and in 1839 accepted the position of Principal of the Western Reserve Seminary, at Kirtland, Ohio, which was one of the first, if not the very first, of the normal schools of the United States. In 1843 he organized the first teachers' institute in Ohio at Kirtland, from whence he was called to Columbus. Here he inaugurated the first graded schools in the State. He served as editor of the *Ohio School Journal*, the *School Friend*, the *Public School Advocate* and the *Ohio Journal of Education*. While at Kirtland he took his degree in medicine. In 1863, having completed a course in theology, he was licensed to preach by the Presbytery of Franklin. He was styled "one of the pioneers and masterbuilders in the educational enterprises of Ohio." He made the Ohio Institution for the Blind, of which he was for several years the Superintendent, "an honor and a blessing to the State." In 1868 he was called to the superintendency of a similar institution in Batavia, New York, which position he held until his death in 1874. His memory is inseparably connected with the school history of Columbus.

During Doctor Lord's incumbency as Superintendent, from May 15, 1847, to February 25, 1854, the board entrusted to the Superintendent a general oversight of the schools, the examination of applicants for employment as teachers, the arrangement of the course of study and instruction, and the supervision, as Principal, of the High School. For his first year's services he received \$600,

of which sum \$100 was paid by a publicspirited citizen. The first official act of the Superintendent was that of assisting in the examination of candidates for the position of teacher. The Board of Examiners, of which the Superintendent was chairman, adopted from the first the plan of using printed questions and requiring written answers in connection with an oral examination. At the beginning of the school year 1847 the following teachers were employed: North Building, D. C. Pearson, Principal, Misses Larina Lazelle, Roxana Stevens and A. N. Stoddart; Middle Building, Charles J. Webster, Principal, Miss Catherine Lumney, Miss Roda Sinnel, Doctor and Mrs. A. D. Lord, Miss E. Fally; South Building, Orlando Wilson, Principal, S. S. Rickly (German teacher), Emily J. Ricketts. To this list four more teachers were added during the first year. The principals were paid \$400 per annum, the other male teachers less; the female teachers received \$140 per annum. Before the commencement of the schools the teachers-elect were assembled as a class and instructed as to the proper mode of organizing, classifying and governing schools, together with the best method of teaching and illustrating the studies. The new schoolhouses were first opened July 21, 1847, and primary, secondary and grammar grades were organized in each building. At the beginning of the term fourteen teachers were employed, during the second quarter sixteen and during the last quarter seventeen, besides the Superintendent. The average cost of tuition and supervision for each of the 1750 scholars enrolled was \$2.07, and for the 798 in daily attendance during the year \$4.53 each.

The popularity and growth of the schools surpassed expectation. The need of a High School for years to come had not been anticipated. So long had the people been accustomed to rely on private schools for instruction in all the higher branches, and so few who were able to patronize such schools had ever made a practice of sending their children to free schools, that it was assumed that there would be no immediate demand for such a department. However, soon after the new buildings were occupied, applications began to be made for the admission of scholars already too far advanced to be profited by the grammar schools, and it was perceived that unless instruction could be furnished to such it would be impossible to secure in behalf of the system the favor and coöperation of many citizens and taxpayers. On September 22, 1847, announcement was made in one of the daily papers that the High School department of the public schools would be opened in the west room of the Middle Building on that date, and that in this apartment instruction would be given in the higher English branches, mathematics and the Latin and Greek languages. The advanced pupils had evidently not been turned away but had been organized into classes and instructed in the branches mentioned. These classes constituted, in substance, a High School, but this department was not officially organized until two months later. Soon after the commencement of the second quarter the west room in the Middle Building was appropriated by the Board for the instruction of advanced scholars under the immediate charge of the Superintendent for half of each day, while Mrs. Lord, who was an invaluable coworker with her husband, taught the school during the remainder of the time. Thus in November, 1847, the High School was formally established.



For some time the propriety of making the High School an integral part of the school system was carefully deliberated by the Board. The conclusions reached were: 1. That such a department was necessary in order to give the course of instruction its requisite completeness, system and efficiency and to enable it to meet public expectation: 2, that the difference in the average cost of tuition inclusive or exclusive of a High School was very trifling compared with the influence and efficiency imparted to the whole system by such a department: 3, that without such a school the advanced scholars could not be properly instructed without neglecting the majority of the school; 4, that there was not a city in the Union with flourishing schools, which did not possess or contemplate such a department; and 5, that while more than a hundred towns and cities had established such a department, not one had abandoned it after trying the experiment. Such are some of the considerations which induced the Board of Education to make the High School a permanent part of the system, by which step a more influential patronage was obtained.

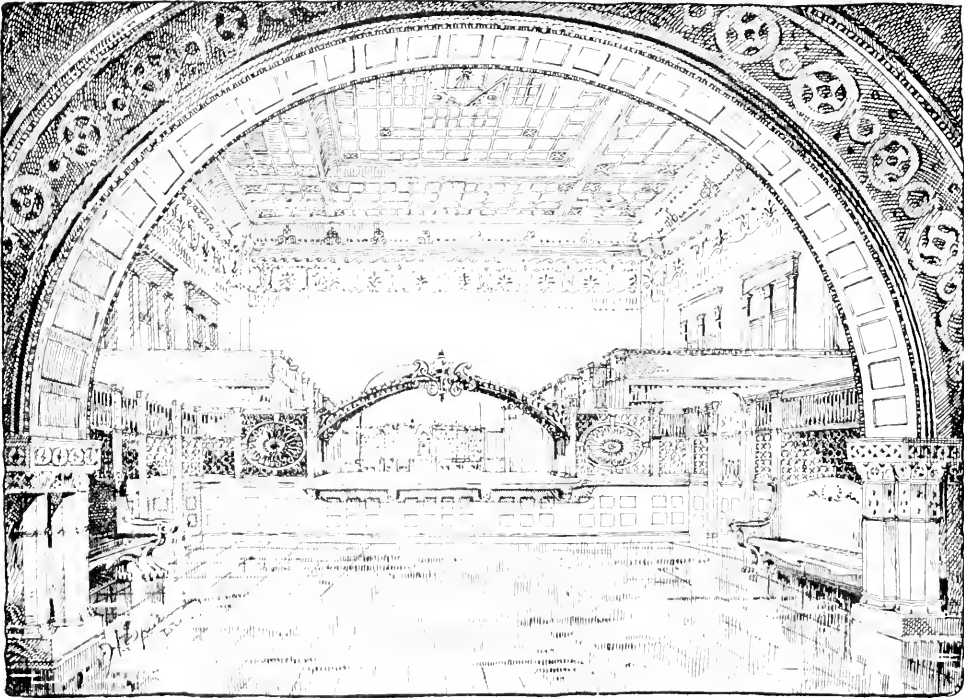
A systematic and consecutive course of study was prescribed. The required time for completing the course of study in the lower grades was from two to three years and in the High School four years. Pupils from five to seven years of age were assigned to the primary department; from seven to ten, to the secondary grade; those over ten to the grammar grades, and those over twelve, who were prepared for it, to the High School, in which, during the year 1848, an English and classical course was arranged. The studies of the lower grades comprised exercises in elementary language sounds, spelling, reading, writing, arithmetic—mental and written—geography with globe and outline maps, and English grammar. In all the schools instruction was given in the meaning and use of words, the elements of geometry and in vocal music.

The English course in the High School included the sciences and was fully equal to that of the best academies. The classical course was more extensive than was then required for the preparation of college students. During its second term this school became so large that the Covert building, now Mrs. J. J. Ferson's residence on Town Street, was rented for it, and the school was opened in that building on Wednesday, April 19, 1848. S. S. Rieckly began service as an assistant teacher June 5, 1848. He taught about one year, and on April 3, 1849, was succeeded by E. D. Kingsley. From May, 1849, until some time in the following winter the High School occupied the basement of the Reformed Church on Town Street at the present site of the Hayes Carriage Works. From thence it returned to the Covert Building, where it remained until the completion of the State Street building in 1853, in which it found a home for nine years. Twenty-five pupils attended the High School during the first quarter, thirty-three the second and fifty the third.

For some time the Superintendent visited the schools several times per week, and after the organization of the High School at least once a week, for the purpose of aiding the scholars, establishing proper order and discipline and inciting due diligence. For the purpose of awakening deeper interest in the schools a series of juvenile concerts was given during the fall and winter of 1847 in the largest churches of the city.

One school for partly colored children had been sustained since the passage of the act of 1839, and was still maintained with about fifty scholars who were instructed at an expense of about three dollars each. Two such schools were sustained in 1853.

From the organization which took place under the law of 1838 to 1845 one and perhaps more German schools had been maintained as a part of the public system. In 1845 there were two German-English schools, and at the beginning of Doctor Lord's administration three, occupying the South Building and a rented



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room. In 1850 the three schools of this character had an enrollment of 207 scholars.

From the first, teachers were required to attend at the room of the Superintendent three hours every Saturday morning for review of all the studies taught and for instruction as to tuition, government and discipline. In addition to this the teachers formed a society for mutual improvement which met biweekly. The visitation of teachers by one another during schooltime for profit by mutual suggestion and observation was requested by the Board. Besides these means of improvement the teachers attended county institutes which were held in April.

At the close of the first year of Doctor Lord's superintendency, the Board spoke with pleasure of the great change that had taken place in public sentiment in regard to the schools, and of the faithful services of the Superintendent and teachers, the schools having "succeeded beyond their highest expectations." The following official statement of Samuel Galloway, Secretary of State, *ex officio* State Superintendent of Common Schools, is of interest as coming from a man who, with favorable opportunities, closely watched the indications of school progress:

As evidence of the improvement which may, by appropriate exertions, be realized, and as deservedly complimentary to those who have conducted and sustained the laudable enterprise, it may be stated that an intelligent citizen of this State who recently visited the public schools of this city remarked that their organization, mode of instruction and advantages were superior to those which he had seen or in which he had been educated in his native New England state.

The Superintendent's salary was increased to \$800 in 1848 and to \$1,000 in 1849. In 1848-9 the average cost of tuition in all the schools for each of the 1,800 instructed was \$2.80; for those in actual daily attendance, \$5.37. The cost of tuition in the High School was \$18.60; in the grammar schools, \$7.80; in the secondary, \$4.15; and in the primary, \$2.87. The price of tuition in private schools varied from ten to forty dollars per year. In December, 1850, evening schools were opened in each of the districts under the instruction of teachers of the grammar schools, and were attended by one hundred and fiftythree scholars, varying in age from twelve to thirtytwo.

The High School teachers and their salaries in 1850-1 were as follows: Asa D. Lord, \$1,000; Almon Samson, \$700; Anna C. Mather, \$400. The grammar school teachers were, D. C. Pearson, \$500; William Mitchell, \$500; John Ogden, \$500. Secondary teachers, Misses M. L. Wheeler, \$225.50; J. E. Welles, \$225.47; S. J. Hull, \$225.45; M. E. Robertson, \$225.52; H. S. Gregory, \$225.49, and H. S. Carter, \$225.49. Primary teachers, Mrs. W. F. Westervelt, \$225.63; Misses M. Bunker, \$225.60; C. E. Wilcox, \$225.47; S. S. Miner, \$225.48; Amelia Byner, \$225.55; P. H. Brooks, \$225.46, and Mary Sawhill, \$225.56; Mrs. M. J. Ogden, \$225.54. German-English teacher, Peter Johnson, \$400.60; Gustavus Schmeltz, \$300.51 and Christian Pape, \$300.96.

In 1851, N. Doolittle, Secretary of the Board of Examiners, reported that the schools had been constantly rising in public favor and confidence. The Superintendent had guarded them, he said, with a parent's care and his judicious management and unwearied vigilance had eminently contributed to their prosperity.

The enrollment in all the schools for the eight years from 1847 to 1855 was, respectively, 1,750, 1,800, 2,000, 2,000, 1,691, 2,400, 2,483, 2,800; the average enrollment for these years being seventyfour per cent. of the average enumeration. The number of teachers increased from seventeen to twentyseven and the annual expenditure from about \$5,000 to \$23,000. Prior to 1850 the annual school tax, exclusive of the sum paid to the State fund, was less than one mill per dollar on the taxable valuation. In January, 1851, the German-English schools, four in num-

ber, had an enrollment of 316 and an average daily attendance of fifty each. Their classification was improved.

On November 7, 1851, the Board purchased a lot on Fourth and Court streets, 93 x 120 feet, valued at \$2,000, and erected thereon in 1852 a frame onestory building, 32 by 70 feet, at a cost of \$3,000. The German-English schools were removed to this building during the winter of 1852-3.

The present site of the Sullivant School building was purchased in 1852, and upon it a plain brick building, 60 by 70 feet, three stories and basement, was erected. Its estimated cost was fifteen thousand dollars. To this building the High School, which had been previously taught in the Academy on Town Street, was removed in 1853. These two buildings accommodated seven hundred scholars. In 1854-5 the instruction at the High School embraced a full English course, a business course and an academic course.

The twentythree schools taught during the last year of this administration were, one High School, three grammar schools, seven secondary, seven primary, three German English, and two colored. In the course of the year two additional schools — one secondary and one colored — were opened. Besides the Superintendent, there were employed thirtytwo teachers, eight of whom were males and twentyfour females. In January, 1854, the Superintendent's salary was increased from one thousand to twelve hundred dollars. Salaries of other teachers were raised in proportion. The total expense of each pupil during the year 1853-4 was as follows: High School, \$17; grammar school, \$13; secondary, \$7; primary, \$6; grammar, \$7; colored, \$8. The rules adopted for school government were admirable, as the following extracts will show:

It shall be the constant aim of the teachers to secure the greatest possible amount of thoroughness and accuracy in scholarship on the part of each pupil; to this end they shall be careful not to propose leading questions, or employ in their questions the language to be used in answering them, and not to question classes regularly in the same order; they shall adopt as far as possible, the plan of reciting by topics, and of preparing written abstracts of the lessons; they shall constantly aim at cultivating in their pupils the habit of selfreliance, of looking for the meaning of everything studied, of comprehending ideas rather than memorizing words, and of expressing their ideas clearly, correctly and elegantly; and should never allow them to think they understand a subject till they can explain it clearly and intelligently to others.

The teachers will be expected to improve favorable opportunities for communicating prudential and moral instruction, to pay special attention to the physical, social and moral as well as the intellectual habits of their pupils, to exert over them an elevating and refining influence, and to inculcate both by precept and example the importance of purity, integrity and veracity, and of habits of industry, order, cleanliness and propriety of deportment.

The High School graduated its first class in December, 1851, and by the authority of the Board issued diplomas to the graduates and honorary certificates to scholars who had completed a course of two or three years. The graduating exercises were held in the Reformed Church on Town Street. They elicited the following newspaper comments:

A large number of our citizens have this week had an opportunity of attending the examination and exercises of our public schools under the superintendence of Doctor Lord,

and we but report the general voice when we say it has been with high gratification and admiration of the zeal and ability of the teachers and the progress of the scholars. . . . On Tuesday evening we attended the exhibition of the schools connected with the High School at the Reformed Church on Town Street. The capacious building was completely and densely filled. The exercises were of an interesting character and well calculated to gratify the teachers, the

Board of Education and the friends of the scholars that took part in these exercises. We cannot close this article without commending the arduous labors of our city Board of Education in their efforts to make our public schools what they are. The citizens of Columbus owe them a debt of gratitude that they can never pay. Among the number let us designate one, the Hon. James L. Bates. His address to the graduating class on Tuesday evening was one of the happiest and most impressive things we have ever listened to in that line; and his remarks in favor of the public schools of the city to the audience at the close were excellent. We wish every parent in the city could have listened to him.



D. P. MAYHEW.

In accepting Dr. Lord's resignation as Superintendent of Public Instruction on February 24, 1854, the Board of Education adopted resolutions highly eulogistic of the efficiency and usefulness of his services.

David P. Mayhew, second Superintendent of the Columbus schools, was a native of New York State, and graduated in 1838, from Union College. From 1839 to 1852, he was Principal of Lowville Academy. His services with the schools of Columbus began February 25, 1854, and ended with his resignation July 10, 1855. During the next ten years he filled the chair of Chemistry and Physics in the Michigan State Normal School at Ypsilanti, of which institution he was President from 1866 to 1871. His death took place in 1887. Under his administration the schools were opened August 21, 1854, and closed for the school year on June 30, 1855. They included three grammar, eight secondary, nine primary, three German and three colored schools and the High School. Night schools under the direction of the Board of Education were also maintained. Rev. Daniel Worley was appointed Doctor Lord's successor as Principal of the High School, but resigned November 13, 1855. J. Suffern was appointed as a special teacher of music and Mr. Folsom of penmanship. These were the first special instructors in those departments. Superintendent Mayhew gave much attention to the improvement of the primary and secondary departments, particularly as to methods of promotion, classification and conduct of recitations. On May 30, 1855, the Board ordered that Webster's Dictionary be adopted as the standard. After the four colored schools had been organized much zeal was shown by the colored people in the education of their children, of whom 336 were enumerated and 312 in attendance. These schools, of which two were on Gay Street, one on High and one on Town, were taught by C. H. Langston, J. A. Thompson, T. N. Stewart and A. E. Fuller. In the High School 150 pupils were enrolled and the average attendance during the year was 100.

During the school year 1855-6, twentyseven schools were taught. At the close of the term in December, Rev. D. Worley severed his connection with the High School and John G. Stetson succeeded him as Principal. The enrollment was as follows: High School, 159; grammar, 486; secondary, 606; primary, 1,262; German, 539; colored, 300. The Principals were: North Building, D. C. Pearson; State Street, E. L. Traver; South Building, George C. Smith; Mound Street, H. N. Bolander; Middle Building, Miss E. Robertson. During the summer of 1856, the school houses on Mound and Long streets were enlarged by the addition of a twostory wing to each and by putting another story on the middle portion. On July 18, 1856, an additional lot was purchased for the Mound Street school.



E. D. KINGSLEY.

On July 10, 1855, Doctor Asa D. Lord, who had resigned the year before to accept the position of agent for the State Teachers' Association, was reelected Superintendent. During his second administration more than the usual amount of time was spent in the examination of classes for promotion and special improvement was made in reading, spelling and penmanship. The schools for colored children were classified into two grades. Teachers' meetings, which had been mostly omitted for some time, were resumed. On the subject of moral instruction, the Superintendent thus expressed himself:

Religious culture should not be entirely ignored in the schoolroom. Whatever increases our reverence for the Supreme Being and our regard for His word, whatever heightens our sense of obligation to Him and cherishes the desire to avoid His disapprobation and secure His favor, whatever inclines us to do right because it is right, to do this in the dark as in the light, may be regarded as connected with religious culture. The practice of reading the Scriptures, of singing appropriate hymns and engaging in prayer, which has been pursued by a majority of the teachers has had a most excellent influence upon our schools and perhaps done more than any other thing to secure order and obviate the necessity of a resort to discipline.

Having accepted a call to the superintendency of the State Institution for the Blind, Doctor Lord retired from the superintendency of the Columbus schools. He was indeed a masterbuilder in the educational enterprises of the city.

Erasmus D. Kingsley, A. M., third Superintendent of the Columbus schools, was a native of Whitehall, New York, and was for one year Principal of the Aurora Academy. In 1848 he graduated at the New York State Normal School at Albany. In 1848-9 he was one of the teachers in the Columbus High School. From the termination of that engagement until his return to Columbus he was Superintendent of Public Schools at Marietta, Ohio. In 1854 he received the degree of Master of Arts from Marietta College. His election to the superintendency of the public schools of Columbus took place July 11, 1856. He filled the position for nine years.

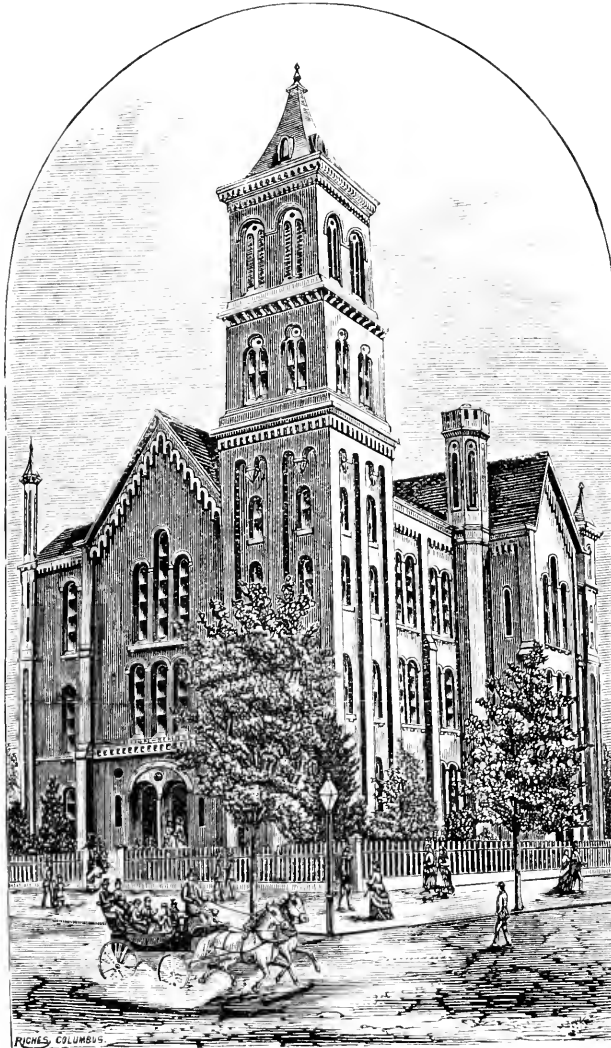
In 1850 the five-story brick building, formerly the site of the school-house on State Street, the north wing of the old school-house on Fourth and Court streets, and the brick school-house on Fourth and Court streets, were razed to the ground, making the whole number of school-houses five,  $58 \times 100$  feet. In 1856 an additional lot best by that of the city, the triangular space between Fourth Street and Strawberry Alley, was purchased for \$490.00. February 25, 1857, the Board purchased a lot adjoining that occupied by the South Building and now forming part of the present Ross Street site. A lot between Meary's School's lot, now forming the site of the Douglas School, was bought at the same time. On March 20, 1858, the Board purchased a lot  $45 \times 100$  feet between of Long and Fourth streets, then valued at \$2,500. The school-houses were at that time estimated to be worth \$33,700, and the school fundings \$42,000. In 1859 the Middle Building was declared unfit for use and a two-story brick structure of seven rooms was erected in its stead at a cost of \$15,000. This was the third generation of school-buildings of that site and represents the prevailing style of architecture at that period. At the suggestion of Superintendent Kingsley it was provided with a clock-tower. This building served as a model for those afterwards erected in Third and Spruance streets, on Spring Street, on Second Avenue, on Park Street, and on Fulton Street.

In 1859 the Board of Education purchased lot Trinity Church for \$8,820 a lot  $99 \times 200$  on the southeast corner of Broad and Sixth streets, inclusive of a stone foundation which had been built on the premises in 1856. On this foundation, originally intended as the sub-structure of a church, the Board erected the main part of the present High School building in 1860-1. This building, opened for use at the ensuing autumn term, was at the time considered an architectural ornament to the city. From the northwest corner of its main part,  $60 \times 200$ , rose a tower one hundred and fifty feet in height. The first floor comprised the Superintendent's room, in the tower, three large school-rooms, a laboratory and an apparatus room. On the second floor were three school-rooms, a library and a reading room. On the third floor a large room for chapel exercises and an audience room were arranged. The building cost \$23,400, and accommodated about three hundred pupils. A few years later some contiguous ground was purchased and two additions to the building were made.

During Mr. Kingsley's administration the number of buildings belonging to the Board increased to twelve; the number of school-rooms from thirty-six to fifty-seven, and the number of teachers from twenty-seven to sixty-three, the number of school-age youth from 4,300 to 7,750, and the enrollment from 2,881 to 4,148 in 1864. Notwithstanding the distractions of the Civil War, the average daily attendance increased from fifty-one per cent. in 1856-7 to seventy-five per cent. in 1864-5, and fifty-one per cent. a year later.

In 1856-7 the Board had under its supervision twenty-two English, four German and three colored schools. Of the forty teachers, twenty-eight were males. Special teachers were engaged for classes in German, French, penmanship and music. The German language was taught in the High School by C. E. Boyle, and music in all the schools by S. B. Phipps. The teacher of writing was

Mr. Rittenberg; of French, Adolph Mott. In 1859 the Principals were: High School, Horace Norton; grammar, State Street Building, A. W. Train; North Building, Osmer W. Fay; Middle Building, J. B. Peck; South Building, G. W. Hampson; German schools, H. N. Bolander; colored schools, J. A.



CENTRAL HIGH SCHOOL.

Thompson. The buildings were at that time crowded to their utmost capacity. The total attendance numbered 2,000 children, of whom 388 were in the German schools and 120 in the colored. During Mr. Kingsley's administration the rules governing the schools were made more ample and explicit and the courses of



study were revised. The classification was changed from four to five departments, designated primary, secondary, intermediate, grammar and high. The grounds appurtenant to the buildings were enlarged and so divided as to provide separate playgrounds for the sexes, which were also separated in the High School. Programmes designating the hours of study and the daily exercises were prepared for the use of teachers, and special pains were taken to secure uniformity in the studies of each grade. Natural methods of instruction were adopted and special attention was given to the elementary branches, particularly reading and spelling. The office of principal of the schools of the district, or building, was created. In 1856 Mr. Kingsley introduced the word method of instruction in reading. This method he thus defined :

Instead of commencing with the alphabet, the child is taught at once a few easy and significant words from cards or blackboard; these words are then combined into short and simple sentences. The scholars are required to reproduce each lesson on their slates as an exercise in spelling, and to impress the words more firmly on their minds. The parts that compose the words are frequently dwelt upon and by such means the child learns the force of letters better than in any other way. The names of the letters can soon be taught by occasionally calling the attention of the scholars to them as they occur in words. It has been the universal testimony of teachers that by the word method in a single term children can be taught to read fluently in easy reading. The only practical use of spelling is the proper arrangement of the letters that enter into the construction of words in written composition. The old routine mode of teaching by pronouncing columns of words to be spelled orally failed to secure the desired end. There is no certainty that scholars who have been taught to spell orally, correctly, can write the same words without making mistakes, but it is certain that those who spell correctly in writing will be prepared, if necessary, to spell audibly; hence, written exercises should be mainly relied upon in teaching. Oral spelling is simply a tax of the memory; written exercises in spelling are mental and mechanical, and correspond with practice in after life.

Pupils entering the primary grades were required to furnish themselves with slates and pencils. From the organization of the schools under Doctor Lord, it had been the custom to invite committees of citizens to visit them, assist in the examinations and make reports to the Board. The course in music was by order of the Board confined to the grammar, intermediate and secondary schools, and the music instructor, Mr. Phipps, was provided with a room at each of the buildings where he had the same control of his pupils as that exercised by other teachers. The average age of the pupils in 1857, was thus stated: Primary, seven and one-fifth years; Secondary, eight and five-ninths years; Intermediate, eleven and one-fourth years; Grammar, thirteen and one-half years; High School, sixteen years; average in all the departments, eleven years.

In 1858, Mr. Joseph Sullivant, a devoted and useful promoter of the educational interests of the city, procured for the High School, at great personal sacrifice of time and effort, a well-selected collection of apparatus to illustrate the principles of natural science, including Oberhauser's achromatic compound microscope, a solar and oxyhydrogen microscope, Atwood's machine illustrating laws of gravitation, working models of the electric telegraph, an extensive set of electrical apparatus, a powerful magic lantern, and various other interesting articles.

Night schools and teachers' meetings were maintained throughout this administration, which was a period of steady growth and prosperity, signalized by increased patronage and improved equipments. In 1861, George H. Twiss succeeded T. H. Little as Principal of the Third District.



WILLIAM MITCHELL.

Until 1864, the members of the Board were elected on a general ticket by the whole city, but in that year a special act, drawn by J. J. Jamney, was passed changing the time of election and authorizing each ward to choose a member of the Board. The first election by wards in pursuance of this law took place April 11, 1864, and the Board thus chosen organized in the ensuing May by electing Frederick Fieser as its President and H. T. Chittenden as its Secretary. E. D. Kingsley was at the same time re-elected Superintendent and Jonas Hutchinson was chosen as Principal of the High School. Hon. Thomas W. Harvey, then of Massillon, was elected Superintendent of the Columbus schools on July 10, 1865, but declined the appointment.

William Mitchell, A. M., fourth Superintendent of the Columbus Public Schools, elected September 11, 1865, was educated at the Ashland (Ohio) Academy, under Lorin Andrews, and received the degree of Master of Arts from Kenyon College. Prior to his teaching service here he had been Superintendent of Schools at Fredericktown, Norwalk and Mt. Vernon. In 1862 he entered the National Volunteer Army at the head of a company. In the position of Superintendent of the Columbus schools he served six years. Subsequently he practised law in Cleveland and removed from thence to North Dakota, where he was elected State Superintendent of Public Instruction and died in March, 1890.

Until 1867 one of the members of the Board of Education served as its Treasurer, but in that year a special act was passed by virtue of which the Treasurer of the County became *ex officio* Treasurer of the School District.

Under Captain Mitchell's administration, as had been the case before, the school buildings were overcrowded; accordingly, additional grounds were purchased. These acquisitions in 1866 comprised three lots on the northwest corner of Park and Vine streets, and one on the corner of Third and Sycamore. On each of these tracts a brick building costing about \$15,700 was erected. In 1867 six lots on the northeast corner of Spring and Neil streets and five on East Fulton Street were purchased at a cost, in each case, of about five thousand dollars. In 1868 a building was completed on each of these tracts, the whole cost being \$34,000. These four buildings were all patterned after that on Rich Street. They were of two stories, plain, and contained besides an office and a recitation room, three school rooms each.

In 1870 the old State Street building was condemned and in 1871 the Sullivant building, so named in honor of Joseph Sullivant, who had done so much for the cause of education in the city, was erected at a cost of \$68,992.27. It is an imposing structure and was the beginning of another era in local school architecture

although not, except in size, subsequently patterned after in other buildings. It contained originally nineteen rooms including one for reception and an office. Two playrooms were provided in the basement. The furnishings, which were very complete, included an electrical clock and a system of signals from the principal office to the other rooms — a contrivance constructed under the direction of Professor T. C. Mendenhall, who was at that time teaching in the High School. The Central German building, corner of Fulton and Fourth, was completed the same year: cost, \$17,981.14. Thus, within the six years of Captain Mitchell's administration, six buildings with an aggregate seating capacity of about three thousand, were erected: aggregate cost, \$174,530.27. This increased the number of buildings from ten to nineteen and more than doubled the rooms available.

The school enumeration in 1865 was 8,216; in 1871 it was 10,117. The average daily attendance increased meanwhile from 2,773 to 3,765. From \$79,786.78 in 1866, the annual expenditures increased to \$140,229.95 six years later. This shows that the educational progress of the city kept abreast with its material growth. In 1865-6 the number of children instructed was 4,087; in 1870-1 it was 5,683 — in each case over fifty per cent. of the enumeration. The number of teachers increased during this time from sixtyfive to ninetyfive. In 1869 the city was divided into nine school districts. The schools were still classified into five grades, with a grammar department, when practicable, in each subdistrict. The school year, beginning on the first Monday in September, comprised three terms aggregating forty weeks. The rules and regulations were revised and in large part remained unchanged for several years. The course of study was rearranged, but still covered a period of nine years — excepting the High School course. These nine grades were designated as Lower and Higher Primary, Lower and Higher Secondary, Lower and Higher Intermediate, and C, B and A grammar. The High School course of four years comprised the Freshman, Sophomore, Junior and Senior Departments. The textbooks then in use were Webb's Word Method, McGuffey's Readers, DeWolt's Speller, Guyot's Geography, Stoddard's Arithmetics, Quackenbos's English Grammar and Rhetoric, Schnabel's *Erstes Deutsches Sprachbuch*, Berthlet's and Adler's German Readers, Goodrich's United States History, Worcester's General History, Youman's Chemistry, Gray's Botany, Ray's Algebra, Geometry and Trigonometry, Spalding's English Literature, Woodbury's German Grammar and various textbooks in the languages. The methods of instruction were those most approved by the leading educators of the time. Children under six years of age were not received, although the legal school age was not raised from five to six years until four years later. Special attention was given to school discipline and government. Contemptuous language, passionate reproof and the imposition of additional tasks as a penalty were held to be improper modes of punishment, and teachers were admonished that their fitness would be judged in great measure by their ability to maintain good discipline by mild measures and gentle influences. Success in government took rank before length of service or variety of scientific acquirements.

Guided by such enlightened sentiments, the teachers sought opportunity for professional improvement, regularly attended the teachers' meetings, collected libra-

ries and coöperated zealously and harmoniously with the Superintendent and the Board. Corporal punishment averaged one case in a school of fifty every twenty-five days; tardiness averaged one case to one hundred and twenty days of attendance; the truancy record showed one case to every thirteen pupils enrolled. Only sixty-four scholars were reported to the Superintendent for infractions of the rules. "Compared with former years," says the Superintendent, "these items, though quite too large, show a satisfactory falling off." The final examinations of each year were as far as possible written. Advances from class to class and from grade to grade were made on the ground of scholarship simply, but honorable promotion could take place at any time on the ground of good conduct united with good scholarship. The names of all pupils found worthy of honorable promotion were inscribed on a Table of Honor. Pupils whose general standing reached ninety per cent. or over were exempt from examination. A general standing of at least ninety per cent. was a necessary condition to honorable promotion. Pupils whose general standing was below sixty per cent. were classified without examination in the next lower grade except that when such low standing was due to protracted illness the scholar could be examined and passed with his class on condition. Pupils whose general standing was between sixty and ninety per cent. were examined and obliged to make an average of seventy per cent. or be set back to the next grade below.

Frederick Fieser, President of the Board in 1869, called attention to the fact that the school attendance was proportionately larger in Columbus than in any other city of the State, and in his annual report of the same year the Superintendent said: "There is no city in the State nearly equal in size to Columbus which has in its High School an enrollment and attendance as large in proportion to the enrollment and attendance in the other grades."

Superintendent Mitchell resigned August 25, 1868, and S. J. Kirkwood was elected to succeed him, but Professor Kirkwood declined and thereupon Mr. Mitchell was re-elected at a largely increased salary.

Prior to 1871 the buildings in which the colored schools were conducted were unsuitable both in character and in situation, but the active efforts of a few leading colored citizens, among whom were W. Ewing, W. H. Roney, James Poindexter, Butler Taylor, J. T. Williams, James Hall, J. Freeland, J. Ward and T. J. Washington, brought the subject prominently before the public, and on May 23, 1871, the Board of Education decided to reconstruct the school building on the corner of Long and Third streets and assign it to the colored schools. At the suggestion of Mr. Andrews it was designated as the Loving School, in honor of Doctor Starling Loving, the member of the Board who had been the prime mover in its establishment.

In the fifth and sixth districts, comprising the southern part of the city, the children were taught to read German and afterwards English; subsequently the reading exercises comprised both languages. The schools of the eighth district were exclusively for colored children, whose thoroughness and rate of progress, said the Superintendent, compared favorably with the achievements in the other schools. Male principals were employed in each district which contained a large building, and

were charged with enforcement of the regulations of the Board. It was made the duty of each principal to visit all the rooms under his charge at least three times a week and announce "by the ringing of the bell the hour of beginning and closing school, recesses and recitations." During this administration the average attendance varied from fortyeight to fiftyseven per cent., and the average daily attendance from sixtyfour to seventyfour per cent. of the enrollment.



R. W. STEVENSON.

Robert W. Stevenson, A. M., the fifth Superintendent of the Columbus schools, was a native of Zanesville, Ohio. His election to that position took place July 13, 1871. He had previously performed similar service at Dresden and Norwalk, in this State. As subsidiary to his professional duties he took an active part in educational societies and movements, and was a frequent contributor to the current educational literature of the day. In 1889, he was appointed Superintendent of Public Schools at Wichita, Kansas, a position which he, at the present time, continues to occupy. During his long administration of the schools of this city, their development in extent and usefulness was steady and gratifying. Prior to 1875, one of the members of the Board of Education acted as its Secretary.

From 1875 to 1885, Granville A. Frambes, who was Assistant Superintendent, served also as Clerk of the Board, beginning with a salary of \$1,200, which was increased to \$2,200. In 1885, O. E. D. Barron was elected Clerk at a salary of \$1,200, and now holds the position at a salary of \$2,100.

By the extension of the corporate limits of the city in 1872, the following school property came into the possession of the Board: Franklinton Building — the Old Courthouse — total value \$1,890; Mount Airy Schoolhouse; Friend Street Schoolhouse; Mount Pleasant Schoolhouse; North Columbus Schoolhouse, total value, \$3,620; South German Schoolhouse; North High Street Schoolhouse; Johnstown Road Schoolhouse; East Broad Street Schoolhouse; all of which except the Franklinton Building were suburban. In 1873, the Fieser school building and a two-story, fourroom building on East Main Street and Miller Avenue were erected. In 1875, a fourroom addition to the Fieser school was built. The Douglas school, fifteen rooms, was erected in 1876, and in the same year a sixroom addition was made to the High School. Most of the large buildings were heated by steam and supplied with water by the Holly system.

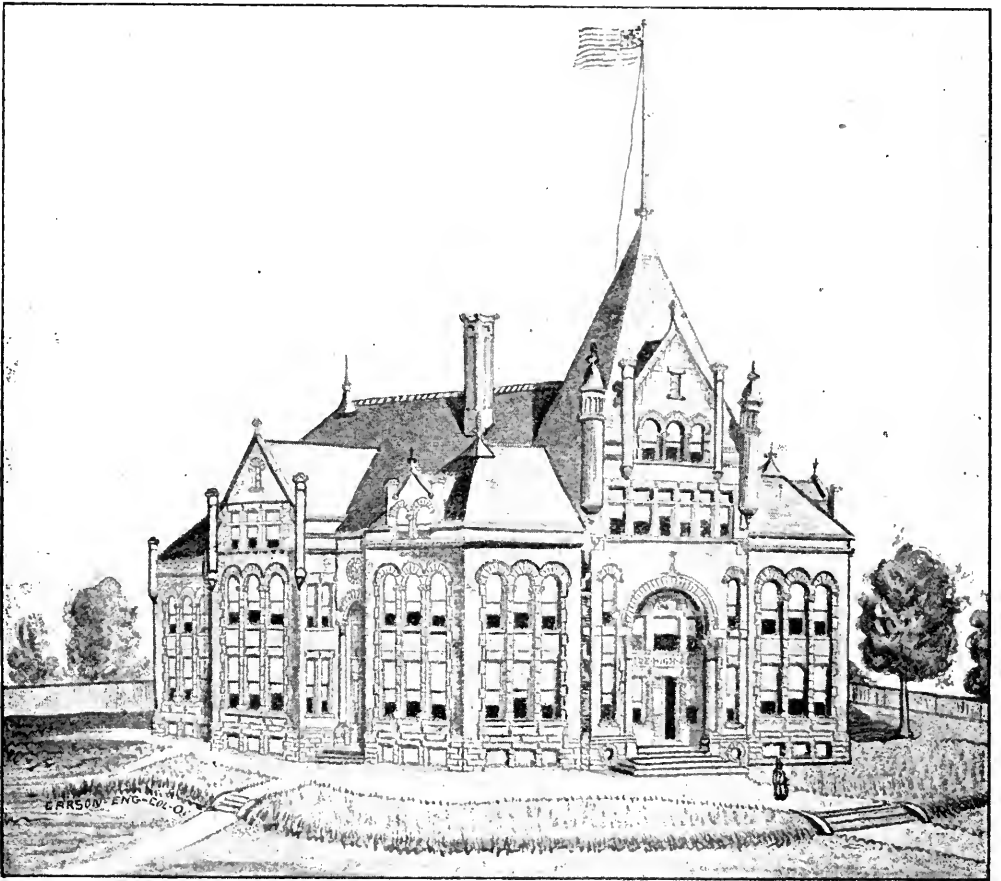
In August, 1879, the corner stones were laid of a twelveroom building on the corner of Third and Mound streets, of a fourroom building on the site of the Old Courthouse in Franklinton and of another fourroom structure on Northwood Avenue and High Street. In 1882, the Loving School building was abandoned and sold. The Garfield School building, on the southeast corner of Garfield and Mount Vernon avenues, was built in 1881-2. In 1882, nearly all the schools were provided with slate blackboards, and during the same year a tract of ground  $187\frac{1}{2}$

feet square on the northeast corner of Front and Long streets was purchased at a cost of \$41,977.16. On the ground thus acquired a three-story building which cost \$51,783 was erected in 1885. A tract measuring 145 x 262½ feet on the corner of Fifth Avenue and Highland Street was purchased June 3, 1884, and two years later a three-story building of fifteen rooms was erected thereon at a cost of \$46,676.48. This was the last of the three-story schoolhouses, the building committee of the Board having made it plain that buildings of two stories were more convenient, economical and conducive to health. The average cost per schoolroom of eighteen of the principal school buildings of the city at that time was \$3,200, while the average cost per room of the three-story buildings was \$3,560, and of the two-story buildings \$3,141. The entire school property controlled by the Board in 1886 had an estimated value of \$700,000. The Ruttan-Smead system of warming and ventilating was about this time introduced in several of the buildings; most of them have since been equipped with it.

On June 14, 1887, six lots extending from Reinhard Avenue to Siebert Street, east of the City Park, were purchased for \$3,600, and on the same date a site on the southeast corner of Twentieth Street and Mount Vernon Avenue, 200 x 150 feet, was purchased for \$5,500. On June 28, 1887, the Board purchased a site on the corner of Eighth and Wesley avenues for \$7,500, and in the following year a two-story, ten-room building was erected on the Siebert Street ground and a two-story, fifteen-room building on Twentythird Street. In 1884 the Board of Education created the office of Superintendent of Buildings, at a salary of \$1,200, and Henry Lott was elected to that position. The office was abolished three years later, but was again established in 1888, at which time it was conferred upon Frederick Schwan at a salary of \$1,800. In 1890 Schwan was succeeded by Frederick Krumm.

During the eighteen years of Mr. Stevenson's administration the extent and value of the school property of the city were largely increased and many improvements were made in the equipments of the schools. The few old-fashioned double desks which remained in the buildings in 1871 were soon displaced by single desks. The amount expended for slate blackboards alone was, in 1882, \$1,751.75. Much attention to the ventilation, lighting and sanitation of the buildings was given. Radical changes in the organization were made. On July 12, 1871, a plan reported from the Committee on Salaries was adopted by which the city was divided into three school departments or districts, each to be composed of subdistricts, and a male principal for each department and a female one for each subdistrict were provided for. E. P. Vaile, Alfred Humphreys and C. Forney were elected supervising principals of the three departments, among which the schools were divided as follows: 1, Park and Spring Street schools and the suburban ones in the northern part of the city; 2, the Sullivant school, the Middle Building and the schools of Franklinton and "Middletown" (Fieser); 3, The South Building, the German-English schools and the suburban ones in the eastern and southern portions of the city. A female superintendent was placed in charge of each large building, and the A-Grammar classes which had been distributed among six buildings were united in three classes, of which two were assigned to the Sullivant and one to the Central Ger-

man-English school. The duties of Mr. Vaile were divided, upon his resignation, which soon took place, between the two remaining supervising principals. The course of study was thoroughly revised and its length reduced from thirteen years to twelve. The grades were designated as A, B, C and D Primary and A, B, C and D Grammar. The elements of zoology, botany and physics were introduced, and in the grammar grades one hour per week was devoted to oral instruction in



NORTH SIDE HIGH SCHOOL BUILDING, 1892.

these sciences. To secure full and accurate statistics of the work performed new blanks for teachers' reports were prepared. In lieu of the practice of marking daily recitations, periodical examinations were adopted. On the basis of these examinations many promotions from lower to higher grades took place; the standing shown by the examinations was considered in the promotions made at the end of the year. Meetings of teachers for discussion and comparison were fre-

quent. The salary of the Superintendent was raised to \$3,000; of the assistants to \$1,500 each; of the Principal of the High School to \$2,000; of the principals of the Grammar and Primary departments from \$800 to \$1,000; of the other teachers the salaries varied from \$400 to \$700, according to efficiency and experience. T. C. Mendenhall, then teaching in the High School, gave, outside of school hours, a course of triweekly lectures on physics for the benefit of the teachers. Visiting committees whose duty it was to inspect the various grades to which they were assigned at least once a month, and to attend and report upon the public examinations, were appointed by the Board. The standard of proficiency required in the High School was fixed at sixty per cent. as the minimum in any one study and at seventy per cent. as a general average. The requirement for promotion from the A-Grammar grade to the High School was fortyfive per cent. minimum and sixty per cent. as the general average; in the B, C and D Grammar and the Primary grades forty per cent. was the minimum and sixty the general average. As the years passed, this standard was raised.

At the end of the school year 1872-3 Professor T. C. Mendenhall retired from the High School to assume the duties of Professor of Physics in the Ohio Agricultural and Mechanical College. Albert G. Farr, who had for several years been associated with Professor Mendenhall in the High School, was elected teacher of physics. Soon after the beginning of the school year 1873, C. F. Kimmel resigned from the duties of Assistant Superintendent, which were thereupon assumed by the Superintendent and his remaining assistants. Drawing and music were made prominent features of the course of instruction, which was revised from time to time according to the suggestions of experience. In accordance with suggestions from the Board, additional time was given to English literature and composition, and courses denominated English, German-English, Latin-English and Classical were provided for. The English course was one of three years; the others contained English literature in their first and last years. In 1877 the three-year and the classical courses were abandoned and the other two were combined with elective studies and English through most of the curriculum. In 1884 Greek was dropped from the High School and in 1885 a "business course" was adopted.

The German-English schools have always formed an integral part of the Columbus system, of which they have constituted a proportion varying from one-eighth to one-fourth. Generously sustained, they have also been wisely directed and have been patronized by many native American families on account of their superior advantages for language study. They send up to the High and Normal schools pupils of unusual thoroughness in scholarship. In 1872 they were attended by over fifteen hundred, and in 1886 by more than three thousand scholars. They were mostly located in the southern part of the city. The study of German was permitted only on the request of parents and was found to be no hindrance but rather an advantage in the completion of the English course. Institutes for the teachers of the city began to be held in 1874 and were frequently visited by distinguished educators from abroad. A City Teachers' Association, organized in October, 1880, was maintained for several years afterwards. In 1875 the super-



vising force was reduced by adding the duties of the Clerk of the Board of Education to those of the Assistant Superintendent.

At the request of the National Bureau of Education at Washington the Board prepared an exhibit to represent the schools of Columbus at the Vienna Exposition in 1878. For this purpose the manuscripts of the scholars in the monthly examination of January, 1872, were bound in eleven volumes, each containing about one thousand pages. For these papers and accompanying reports a diploma of merit was awarded. At the Centennial Exposition held at Philadelphia in 1876 the Columbus schools were represented by an educational exhibit consisting of twenty volumes, eighteen of which were wholly the work of the pupils. Each volume contained about eight hundred pages. By invitation, an exhibit of drawing from our schools was made at the New Orleans Exposition of 1884. Premiums for the art work of pupils of the Columbus schools have frequently been awarded at the Ohio State Fair; the number of such premiums conferred at the Fair of 1883 was twentyfour. During the same year specimens of art work from our schools, in such number as to cover over one thousand square feet of wall space, were exhibited at an educational exposition held at Madison, Wisconsin, and elicited high commendation.

In 1874 a class of colored pupils applied for admission to the High School, and all of the applicants who passed the examination were received. The next step in the solution of this problem was to admit colored pupils to the schools for white children, which was done without difficulty and with only one protest. The third step was the distribution of the two higher Grammar grades of the separate colored school to the buildings occupied by white children. By resolution of the Board the Superintendent was instructed in 1881 to place all pupils in buildings in the districts where they dwelt, and at the opening of the schools on Monday, September 5, of that year, the colored people availed themselves of this privilege. The principal of the Loving School had only four pupils in his room; one or two other teachers had only a few. The final step in this movement was taken February 21, 1882, by the sale of the building which had been used exclusively for colored children. This resulted in the distribution of all the colored youth of school age to the other buildings.

In 1883, in order to relieve the crowded condition of the High School, a branch of that institution was established in the Second Avenue building with C. D. Everett as Principal and Miss Rosa Hesse as assistant.

During this administration the number of schools increased from 100 to 198; the number of pupils in the High School from 211 to 652; the number in the grammar grades from 1,714 to 3,617; in the Primary, from 4,129 to 7,227; and the number of teachers from 110 to 229. In 1881 Mr. A. G. Farr severed his connection with the High School, of which he was an alumnus, after a service of eleven years. Mr. Abram Brown was reelected as Principal of the School, the general progress of which, particularly in the department of physics, probably surpassed that of any similar institution in the State.

Jacob A. Shawan, A. M., sixth Superintendent of the Columbus schools, elected on June 11, 1889, is a native of Wapakoneta, Ohio, and a graduate

of Oberlin College. At the time of his call to Columbus he was at the head of the public schools of Mount Vernon. His activity in educational associations and movements has been marked. During his administration numerous improvements to the school property of the city have been made, among which may be mentioned the Eighth Avenue building and an addition to that on East Friend Street, both erected in 1889; the Fair Avenue building and three additions erected in 1890, and four other buildings and additions now in course of construction. In conjunction with this enlargement of material facilities the rules and regulations and the courses of study have been carefully revised. More time has been given to reading, arithmetic, geography and history, and less to music and drawing. The series of textbooks entitled "Classics for Children" has been adopted for supplementary reading in the grammar grades. The course in United States History has been extended from one to two years, and a special course preparatory to the Ohio State University has been introduced in the High School, the other courses of which have been so arranged as to afford time for careful review of the common branches during the last half of the senior year by candidates for the profession of teaching. Enforcement of the compulsory school law and supervision of the night schools have been added to the other duties of the Superintendent. In pursuance of the compulsory law, David O. Mull was elected truant officer, but a conservative course has been pursued in the sentence of delinquents to the Reform Farm, and the law has been so administered as to commend it to popular favor while increasing the school attendance. Mr. Mull having died, John E. Jones was elected his successor. For the benefit of children affected by the compulsory law, who were unable to attend day school, night schools have been conducted about two months during the winter season and were attended in 1890 by 434 persons; in 1891 by 796.

During the first year of Mr. Shawan's service the following plan of promotions was announced: 1. The teachers to make an occasional estimate of the daily work of each pupil in each study, to constitute the grade in recitations; 2. Three regular written examinations to be held during the year, the third covering the work of the entire year including that graded; 3. An estimate in habits of study to be made once or more per year as a test of the degree of application; 4. Pupils sustaining an average grade of eightyfive or more in any study, taking the three foregoing elements into account, to be excused from final examination provided the standing in deportment is eightyfive or more; 5. Seventy to be the passing grade in each branch of study. This plan has proved satisfactory and has been applied, in substance, to the High School. In the lowest primary grades instruction in reading is begun with the sentence method, "as children comprehend a simple thought expressed in words more readily than they do an idea as expressed by a single word." Further on, a combined method is used embracing the good points of the word and phonic methods. On January 1, 1892, C. W. Slocum was appointed special teacher of penmanship, and recently the Board has engaged Anton Leibold as a special instructor in physical culture. The classification of the schools has remained substantially unchanged; in buildings of less than twelve rooms the principals are held responsible for the government of the entire

building: in buildings containing twelve or more rooms the principals teach certain classes regularly, give model lessons for inexperienced teachers and take personal charge of the backward pupils: the principal of the High School teaches from one to two classes regularly.

When women were first employed as principals, it was done as a matter of economy and with many misgivings as to the success that would attend this innovation: but experience has justified the step to such an extent that the Board has adopted the equitable rule that salaries in school work should be based on the character of the service performed without regard to sex, and in accordance with this enlightened view, the Board of Education, on June 17, 1890, placed the female teachers in the High School on the same basis as to compensation as the male teachers, which is to say, they were to receive \$1,000 for the first year's service and an increase of \$100 per year until the maximum of \$1,500 should be reached. As early as 1846 Samuel Galloway recommended the substitution of female for male teachers, but not merely as a measure of economy nor from the weightier consideration that the schools could be maintained for a longer period; but from the "conviction that more eminent moral and intellectual advantages would result to the country." "Woman," said he, "appears to be Heaven-anointed for ministering in the sacred temple of education."

"I am glad to be able," says Superintendent Shawan, "to testify to the professional spirit of our teachers." The Columbus Educational Association has a large membership, and the various reading circles organized under the direction of the Ohio Teachers' Reading Circle have an aggregate membership of 181, Columbus having a larger membership than any other city in the State. The enrollment in the High School now exceeds one thousand; in 1889 it was 652.

Instruction in music, introduced in 1854, has ever since been included in the course of study. Its early teachers were Messrs. Dunbar, Phipps, VanMeter, Carl L. Spohr, Carl Schoppelrei and Hermann Eckhardt. Professor Eckhardt resigned in 1873 and was succeeded by J. A. Scarritt. Mason's Natural Music Course, known as the Boston System, was adopted. In 1880, Miss Mary H. Wirth, a teacher of ability, was placed in charge of the department of music in the High School. On June 29, 1886, Professor Scarritt resigned. His successor was W. H. Lott, by whom the course of musical instruction was revised and the National Music Course was adopted. In 1888 he was directed by the Board to give special instruction to all the teachers who were unable to teach music satisfactorily. His salary was raised during the same year to two thousand dollars. On the occasion of the reception of General Grant in 1878 a chorus composed of two thousand school children under the direction of Professor Scarritt rendered the song of welcome written for the occasion. "The singers were massed in the Rotunda of the Statehouse and made its arches ring with earnest, joyous welcome." One of the memorable features of the opening day of the Ohio Centennial in 1888 was the rendering, under direction of Professor Lott, of the Centennial song by a children's chorus of one thousand voices. Recently the Board of Education has adopted a rule that every teacher shall be qualified to give instruction in music.

In 1872 instruction in drawing was given by the teacher of penmanship. At a later date Walter Smith's system of industrial drawing was introduced and Professor William Briggs, of Boston, was engaged to instruct the teachers and mark out a graded course in this branch. Before the opening of the schools in the fall of 1874, Professor Walter S. Goodnough was elected Superintendent of Art Education at a salary of \$1,500. A graded course of Art instruction was introduced, drawing classes were organized, and on November 18, 1875, a free evening art school was opened which continued for some time with an average attendance of from forty to fifty pupils. A room was specially fitted up for drawing purposes in the High School and was supplied with a generous collection of examples and models. Miss N. Neale Stewart, who had for some time been special teacher of drawing in the High School, resigned in 1879 and was succeeded by Miss Helen Fraser. The salary of Professor Goodnough was raised in 1882 to \$1,800.

Under his supervision the course in drawing developed into a system of manual training. In December, 1890, Professor Goodnough resigned to take charge of a similar department in the schools of Brooklyn, New York, and Miss Helen Fraser was elected as his successor. Miss Jane D. Patterson was promoted to the position of teacher of drawing in the High School, and Miss Lizzie Cook was elected an assistant teacher in the same branch.

In his first annual report Superintendent Stevenson suggested to the Board of Education the propriety of establishing in the High School a class for instruction in teaching, and in the following year the Board of City Examiners expressed the opinion that a training school for the preparation of teachers should be established. On September 25, 1875, a school for normal instruction, to be held each Saturday forenoon, was opened under direction of the Principal of the High School, who was assisted by such members of the corps of teachers as he might select. The teachers chosen for this service performed it without extra compensation. The course of instruction embraced the theory and practice of teaching, reading, writing, arithmetic, grammar, geography, physics and German, and was limited to two years. Upon its completion a certificate of recommendation to the City Board of Examiners was granted after a satisfactory test of proficiency. High School pupils who had reached the age of sixteen were entitled to the privileges of the normal class. The number of scholars enrolled in this school varied from sixty to one hundred and twentyfour. It soon became evident that the class could not supply thoroughly qualified teachers; nevertheless it was an initiatory step toward the establishment of a normal department. In August, 1883, the Board of Education authorized the organization of a normal school to be placed under the charge of Miss L. Hughes as Principal, and Miss N. T. Wolverton as training teacher. The school was opened in the Sullivant building during the following September and consisted of two departments, one of theory and one of training. The training departments comprised three and sometimes four primary schools, usually of different grades. Pupils were admitted after having completed the High School course, or its equivalent, and having been tested in the fundamental branches by the City Board of Examiners. In 1889 the school was reorganized in pursuance of

a plan reported by the normal school committee of the Board of Education adopted July 10. Thenceforward the normal course comprised a department of theory and two departments of practice, one of the latter consisting of eight model schools located in pairs in separate buildings and including the primary and grammar grades; the other department of practice included the eightroom buildings and such others as the Superintendent might select. On July 16, 1889, Miss Margaret W. Sutherland was elected Principal of the Normal School and Miss Alma Simpson, Miss Mary Gordon and Miss Pauline Mees were elected as training teachers. In 1890 Miss Anna M. Osgood and Miss Augusta Becker were also elected training teachers, the latter in lieu of Miss Simpson, who resigned. Under the supervision of Miss Sutherland, who is widely known as assistant editor of the *Ohio Educational Monthly*, the normal school has taken rank among the best of its kind in the State. Its course includes psychology and moral science, school management and the history of education, and a review of the common branches with reference to methods of teaching. The kind of school government inculcated "is that which aims at character culture as its result." The department of theory and two of the model schools under the training teachers are located in the Sullivant building; two of the model schools are in the Garfield, two in the Central German and two in the Fifth Avenue building. In the department of observation and practice the pupil-teachers assist the principals to whom they have been assigned and in this way obtain an insight into the general working of the schools of the city.

Before the Normal School was organized about two-thirds of the teachers annually employed by the Board had been educated in the public schools of the city. Most of them had graduated from the High School, but a few had passed through the grammar grades only. Since the Normal School has been established the standard of teaching qualifications has been raised and few untrained teachers have been employed. Of the 297 teachers now employed in the schools of the city, 205 are graduates of the High School and 115 are graduates of the Normal School.

Ever since the gradation of the schools in 1847 the school library has been cherished as an important educational agency. Early in Doctor Lord's administration a library of books on the subject of education and the theory and practice of teaching was formed. In 1853 the High School library contained 649 volumes; the libraries of the grammar departments 1,635 volumes; total 2,284. In 1872 the number of books in the High School library had increased to about thirteen hundred. At the opening of the City Library on March 1, 1873, the Board of Education placed therein 385 volumes. Further deposits from the same source were made as follows: August 21, 1874, one hundred volumes; September 28, 1875, two hundred and nineteen volumes. These later deposits chiefly consisted of juvenile books transferred from the High School. On July 19, 1875, an arrangement was made between the Board of Education and the Trustees of the City Library whereby the two libraries were temporarily united, that of the city being controlled by a Board of Trustees consisting of the Mayor, the President of the City Council, the President of the Board of Education and four members elected by the Council. Rev. J. L. Grover was the Librarian. To this board was entrusted the keeping and management of the school library, the Board of Educa-

tion bearing about half of the expense. Since 1876 the Board of Education has received the benefit of a tax levy of one-tenth of a mill per dollar for library purposes, and the City Council has had for the same purpose a levy of one-twentieth of a mill per dollar. In 1890, 16,796 of the 28,000 volumes in the combined libraries belonged to that of the schools. The veteran librarian, Rev. J. L. Grover, has had for his assistants John J. Pugh and Evan J. Williams, who still have charge of the Public Library.

But the combined collections of books outgrew their accommodations in the City Hall, and an obvious duty devolved upon the Board of Education of providing for the school collection separate apartments where it would be under the exclusive management of the Board. Accordingly, after careful consideration of the prices and availability of various sites and properties, the committee on Public School Library recommended that the Town Street Methodist Episcopal Church should be purchased for \$35,000, and that it should be reconstructed and furnished for the uses of the library and the official meetings of the Board. This recommendation was unanimously adopted; on June 3, 1890, the purchase was consummated; and in 1891 the reconstruction of the building was completed. The building is centrally located, architecturally handsome, and, in addition to its principal library room, 52 x 59 feet, provides assembly rooms for teachers and principals, rooms for the Board of Education and offices for the superintendents and clerks. On March 24, 1891, J. H. Spielman was elected Librarian; on April 20 of the same year Miss Hattie Toler was elected first, and Mrs. Charles Taft second assistant librarian. At a later date Mrs. J. L. Eastman was engaged as clerk. On April 7, 1892, the building was formally opened, and thus, on the spot where seventysix years ago a primitive school was conducted in a little log church on the outskirts of a pioneer settlement, has been established the library of the schools of a great and prosperous city. The Public Library is still maintained in the City Hall and continues to grow in extent and usefulness. Both it and the school collection are alike open to the general public as well as to teachers and scholars.

#### BOARD OF EDUCATION.

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 1827. W. T. Martin, James Cherry, Charles Hinkle, Daniel Smith, Otis Crosby, William Long.  
 1828. David Smith, Otis Crosby, William Long, C. Hinkle, W. T. Martin, James Cherry.  
 1830. John Warner, William St. Clair, Christian Heyl, George Jeffries, James Cherry.  
 1831. William McElvain, Horton Howard, Nathaniel McLean, David Nelson, A. Backus.  
 1832. John L. Gill, I. G. Jones, J. Neecremer, George Jeffries, George Delano, Andrew Backus.  
 1833. John L. Gill, I. G. Jones, J. Neecremer, David Smith, D. W. Deshler, Andrew Backus.  
 1834. John Ream, D. W. Deshler, H. Delano, Andrew Backus, James Cherry, T. Peters.  
 1836. John L. Gill, I. G. Jones, J. Neecremer, I. Wilson, D. W. Deshler, James Cherry.

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- 1846-7. J. B. Thompson, S. E. Wright, P. B. Wilcox, James Cherry, William Long.
- The first three names of each list denote those of the President, Secretary and Treasurer, respectively.
- 1847-8. William Long, S. E. Wright, H. F. Huntington, P. B. Wilcox, J. R. Thompson, James Cherry.
- 1848-9. William Long, S. E. Wright, H. F. Huntington, J. R. Thompson, P. B. Wilcox, A. F. Perry.
- 1849-50. William Long, J. L. Bates, H. F. Huntington, J. R. Thompson, S. E. Wright, J. W. Baldwin.
- 1850-1. J. B. Thompson, J. L. Bates, H. F. Huntington, William Long, S. E. Wright, J. W. Baldwin.
- 1851-2. J. B. Thompson, J. L. Bates, H. F. Huntington, William Long, S. E. Wright, Joseph Sullivant.
- 1852-3. J. B. Thompson, J. L. Bates, H. F. Huntington, S. E. Wright, Joseph Sullivant, Thomas Sparrow.
- 1853-4. Joseph Sullivant, S. E. Wright, Thomas Sparrow, H. F. Huntington, J. K. Linnel, James L. Bates.
- 1854-5. Joseph Sullivant, S. E. Wright, Thomas Sparrow, J. K. Linnel, J. J. Janney, J. L. Bates.
- 1855-6. Joseph Sullivant, S. E. Wright, J. J. Janney, J. K. Linnel, A. B. Buttles, A. S. Decker.
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- 1857-8. Joseph Sullivant, A. B. Buttles, S. E. Wright, A. G. Thurman, J. G. Miller, A. S. Decker.
- 1858-9. Joseph Sullivant, A. G. Thurman, Thomas Sparrow, J. G. Miller, William Trevitt, George Gere.
- 1859-60. Joseph Sullivant, Francis Collins, Thomas Sparrow, A. G. Thurman, Doctor Eels, J. H. Smith.
- 1860-1. Joseph Sullivant, John Greiner, Thomas Sparrow, A. G. Thurman, J. H. Smith, George Gere.
- 1861-2. Joseph Sullivant, Otto Dresel, Thomas Sparrow, George Gere, J. H. Smith, Starling Loving.
- 1862-3. William Trevitt, Otto Dresel, Thomas Sparrow, George Gere, Starling Loving, E. Walkup.
- 1863-4. William Trevitt, Otto Dresel, E. Walkup, Starling Loving, E. F. Bingham, S. S. Rickly.
- 1864-5. Frederick Fieser, H. T. Chittenden, E. F. Bingham, T. Lough, C. P. L. Butler, K. Mees, H. Kneydel, S. W. Andrews, J. H. Coulter.
- 1865-6. Joseph Sullivant, S. W. Andrews, Frederick Fieser, E. F. Bingham, H. Kneydel, J. H. Coulter, K. Mees, T. Lough, H. T. Chittenden.
- 1866-7. Joseph Sullivant, Peter Johnson, Frederick Fieser, E. F. Bingham, K. Mees, Isaac Aston, Starling Loving, S. W. Andrews, T. Lough.
- 1867-8. Joseph Sullivant, Peter Johnson, Frederick Fieser, K. Mees, E. F. Bingham, Isaac Aston, Starling Loving, S. W. Andrews, T. Lough.
- 1868-9. Frederick Fieser, Peter Johnson, Joseph Sullivant, Otto Dresel, T. Lough, Starling Loving, K. Mees, S. W. Andrews, C. P. L. Butler.

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1870-1. Frederick Fieser, R. C. Hull, C. P. L. Butler, Starling Loving, C. T. Clark, Daniel Carmichael, K. Mees, R. M. Denig, Louis Hoster.

1871-2. Frederick Fieser, R. M. Denig, Starling Loving, C. T. Clark, K. Mees, S. W. Andrews, Louis Hoster, C. P. L. Butler, T. C. Mann.

1872-3. Frederick Fieser, R. M. Denig, Starling Loving, K. Mees, E. F. Bingham, S. W. Andrews, Alexander Neil, Louis Hoster, V. Pausch, L. J. Critchfield, L. D. Myers.

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1874-5. C. C. Walcutt, S. W. Andrews, L. D. Myers, L. J. Critchfield, Horace Wilson, J. B. Schüller, Philip Corzilius, Louis Siebert, J. W. Hamilton, Alexander Neil, Rudolph Wirth.

1875-6. C. C. Walcutt, J. E. Huff, L. J. Critchfield, Horace Wilson, J. B. Schüller, C. Engeroff, Philip Corzilius, Louis Siebert, J. W. Hamilton, J. H. Neil, Alexander Neil.

1876-7. C. C. Walcutt, Charles J. Hardy, J. E. Huff, Horace Wilson, John B. Schüller, Henry Olnhansen, Louis Siebert, Starling Loving, J. H. Neil, Alexander Neil, Christian Engeroff.

1877-8. Starling Loving, J. E. Huff, Charles J. Hardy, C. C. Walcutt, Horace Wilson, George Beck, Henry Olnhansen, Louis Siebert, J. S. Andrews, A. Neil, Christian Engeroff.

1878-9. Starling Loving, J. E. Huff, Charles J. Hardy, C. C. Walcutt, Charles E. Palmer, George Beck, Henry Olnhansen, Louis Siebert, J. L. Andrews, Alexander Neil, Christian Engeroff.

1879-80. Henry Olnhansen, J. E. Huff, C. J. Hardy, C. C. Walcutt, C. F. Palmer, George Beck, Louis Siebert, Starling Loving, J. L. Andrews, Alexander Neil, Christian Engeroff.

1880-1. C. C. Walcutt, Louis Siebert, Christian Engeroff, George Beck, P. H. Bruck, J. E. Huff, C. T. Clark, J. L. Andrews, P. W. Corzilius, L. D. Myers, G. H. Stewart, T. P. Gordon, Alexander Neil.

1881-2. C. C. Walcutt, J. B. Schüller, P. W. Corzilius, R. Z. Dawson, G. D. Jones, G. H. Stewart, S. H. Steward, P. H. Bruck, Starling Loving, T. P. Gordon, G. H. Twiss, E. Pagels, C. T. Clark, Alexander Neil.

1882-3. C. C. Walcutt, R. Z. Dawson, P. W. Corzilius, J. B. Schüller, G. D. Jones, B. N. Spahr, S. H. Steward, W. H. Slade, Starling Loving, F. C. Sessions, G. H. Twiss, E. Pagels, C. T. Clark, Alexander Neil.

1883-4. Edward Pagels, J. B. Schüller, P. W. Corzilius, C. A. Miller, C. C. Walcutt, W. R. Kinnear, B. N. Spahr, J. Z. Landes, W. S. Huff, Starling Loving, George H. Twiss, F. C. Sessions, F. Schwan, Alexander Neil.

1884-5. Edward Pagels, J. B. Schüller, P. W. Corzilius, B. N. Spahr, J. J. Stoddart, C. C. Walcutt, W. R. Kinnear, J. Z. Landes, W. S. Huff, James Poindexter, G. H. Twiss, Edward Pryce, F. Schwan, Alexander Neil.

1885-6. B. N. Spahr, W. R. Kinnear, C. C. Walcutt, Frederick Krumm, P. W. Corzilius, J. B. Schüller, J. N. Bennett, W. S. Huff, James Poindexter, J. E. Sater, Edward Pryce, W. H. Albery, F. Schwan, Alexander Neil.

1886-7. B. N. Spahr, W. R. Kinnear, C. C. Walcutt, Frederick Krumm, John Heimmiller, J. B. Schüller, J. N. Bennett, W. S. Huff, James Poindexter, E. J. Wilson, W. H. Albery, Alexander Neil, J. E. Sater, F. Schwan.

1887-8. B. N. Spahr, W. R. Kinnear, C. C. Walcutt, Frederick Krumm, John Heimmiller, Frederick J. Heer, J. N. Bennett, W. S. Huff, James Poindexter, E. J. Wilson, J. A. Hedges, Alexander Neil, D. P. Adams, F. Schwan, J. E. Sater.

1888-9. J. E. Sater, F. J. Heer, John Heimmiller, F. Krumm, C. C. Walcutt, W. R. Kinnear, E. O. Randall, J. N. Bennett, W. S. Huff, James Poindexter, E. J. Wilson, J. A. Hedges, W. A. McDonald, D. P. Adams, B. H. DeBruin.



1889-90. J. E. Sater, B. H. DeBruin, J. H. Bennett, J. A. Hedges, J. U. Barnhill, James Poindexter, E. J. Wilson, E. O. Randall, F. Krumm, F. J. Heer, John Heinmiller, W. S. Huff, W. A. McDonald, D. P. Adams, C. C. Walcutt.

1890-1. J. A. Hedges, J. U. Barnhill, F. J. Heer, John Heinmiller, J. J. Stoddart, C. C. Walcutt, T. H. Ricketts, J. N. Bennett, F. Gunsaulus, James Poindexter, E. J. Wilson, W. A. McDonald, D. P. Adams, William A. Inskip, Albert Cooper.

1891-2. E. J. Wilson, James Poindexter, F. Gunsaulus, J. N. Bennett, Thomas H. Ricketts, Thomas C. Hoover, C. C. Walcutt, John J. Stoddart, Henry Olmhausen, F. J. Heer, G. W. Early, W. A. McDonald, E. R. Vincent, W. A. Inskip, Lewis C. Lipps.

1892-3. J. J. Stoddart, F. J. Heer, T. C. Hoover, J. N. Bennett, James Poindexter, G. W. Early, E. R. Vincent, L. C. Lipps, H. Olmhausen, Junior, C. C. Walcutt, Z. L. White, F. Gunsaulus, T. A. Morgan, W. A. McDonald, R. S. Albrittain.

## SCHOOL EXAMINERS.

1826-1892.

- 1826. James Hoge, C. H. Wetmore, Henry Mathews.
- 1828. Peleg Sisson, Bela Latham, Samuel Parsons.
- 1829. Mease Smith, P. B. Wilcox.
- 1832. Isaac N. Whiting, William Preston.
- 1834. John M. Ladd, Erastus Burr, George Jeffries, W. S. Sullivant.
- 1835. W. T. Martin, Joseph Sullivant, Mathew J. Gilbert.
- 1836. Joseph Williams.
- 1837. Cyrus S. Hyde, Arnold Clapp, Henry Alden, J. R. Rogers.
- 1839. W. Smith, Warren Jenkins, Noah H. Swayne.
- 1840. Mathew J. Gilbert, Lewis Heyl, A. Curtis, T. Cressey, Abiel Foster, Junior.
- 1842. Henry S. Hitchcock, S. T. Mills.
- 1843. James K. Simse.
- 1845. Charles Jüeksch, Samuel T. Mills, Smithson E. Wright, John P. Bruck.
- 1846. Samuel C. Andrews, A. P. Fries.<sup>1</sup>
- 1847. A. D. Lord, N. Doolittle, A. F. Perry.
- 1856. S. C. Andrews, James H. Smith, F. J. Mathews.
- 1860. E. D. Kingsley, F. J. Mathews, S. C. Andrews.
- 1872. W. F. Schatz, Abram Brown, Charles E. Burr, Junior.
- 1873. E. E. White, Charles E. Burr, W. F. Schatz.
- 1876. Frederick Fieser, T. C. Mendenhall, R. W. Stevenson.
- 1878. Frederick Fieser, R. W. Stevenson, J. J. Stoddart.
- 1889. J. A. Shawan, J. J. Stoddart, J. J. Lentz.

## HISTORY OF THE CITY OF COLUMBUS.

## SCHOOL BUILDINGS AND SITES.

1827-1892.

When erect- ed.	NAME.	Cost of Building and Site.	No. of Rooms.	No. of Seats.	LOCATION.
1827	Academy	30 00		100	Sugar Alley and Fourth.
1839	Rich Street	600 00	1	60	Third near Rich.
1845	Middle Building		6	60	Third near Rich.
1845	North Building		6	60	Long and Third.
1845	South Building		6	60	Mound and Third.
1852	German-English				Fourth near Fulton.
1853	Addition North Building				
1853	Addition South Building				
1853	Central Fourth Street	15,490 00	8	386	Fourth and Fulton.
1853	Old State Street				East State near Fifth.
1860	Rich Street	37,500 00	9	404	Third and Rich.
1861	High School	39,070 00	8	266	Sixth and Broad.
1866	Park Street	29,546 00	13	610	Park and Vine.
1866	Third Street	17,056 00	9	415	Third and Sycamore.
1868	Spring Street	38,900 00	9	493	Spring and Neil.
1868	Fulton Street	39,550 00	13	564	Fulton and Washington Avenue.
1871	Central Fulton	20,781 00	4	176	Fourth and Fulton.
1871	Loving School	16,000 00	6	246	Long and Third.
1871	Sullivant	73,497 00	19	699	East State near Fifth.
1872	Franklinton		2	130	West Broad and Sandusky.
1873	Second Avenue	22,371 00	14	610	East Second Avenue.
1873	New Street	24,574 00	9	490	New and Steward Streets.
1873	First Avenue	19,734 00	4	630	First Avenue and John Street.
1873	Fieser	12,100 60	14	600	State and Starling Streets.
1873	North High				
1873	North Columbus	3,500 00	1	20	
1873	Mount Airy	1,100 00	1	35	
1873	Johnstown Road	1,030 00	1	18	
1873	East Broad	1,000 00	1	9	
1873	South High	2,300 00	1	75	
1873	Franklinton	10,500 00	10	400	West Broad and Sandusky.
1873	Friend Street	1,000 00	2	19	East Main and Miller Avenue.
1873	Mount Pleasant	1,350 00	3	19	
1875	Addition to Fieser	9,345 00	4		State and Starling.
1875	East Friend Street	12,710 00		400	East Main and Miller Avenue.
1876	Douglas	40,848 00	15	738	Douglas near Oak.
1876	Addition to High School	16,361 00	6		Sixth and Broad.
1879	Northwood	22,217 00	10	410	North High and Northwood Ave.
1879	Mound Street	51,430 00	17	680	Third and Mound.
1880	Franklinton	14,551 00			West Broad and Sandusky.
1880	Addition to First Avenue	7,944 00			First Avenue and John Street.
1881	Addition to Park Street	15,406 00			Park and Vine.
1881	Garfield School	58,783 00	17	784	Garfield and Mount Vernon Ave.
1881	Addition to Fulton Street	16,269 00			Fulton near Washington Avenue.
1881	Addition to Second Avenue	15,406 00			East Second Avenue.
1884	Beek Street	13,900 00	7	180	Beek and Briggs.
1885	Front Street	96,500 00	18	600	Front and Long.
1886	Fifth Avenue	52,582 00	15	645	Fifth Avenue and Highland.
1887	Addition to Franklinton	11,140 00	4	200	Broad and Sandusky.
1888	Siebert	35,400 00	10	385	Siebert Street and Reinhard Ave.
1888	Twentythird Street	43,500 00	15	541	Twentythird and Mount Vernon.
1888	Addition to Northwood	10,500 00	4		North High and Northwood.
1889	Eighth Avenue	66,000 00	12	600	Eighth Avenue and Wesley Street.
1889	Addition to East Friend	13,193 00	4		East Friend and Miller Avenue.
1890	Addition to First Avenue	13,203 00	4		First Avenue and Harrison Ave.
1890	Addition to High School	5,500 00	7		Sixth and Broad.
1890	Addition to Fieser	13,601 00	4		State and Starling.
1890	Fair Avenue	38,692 00	8		Fair Avenue near Latta.
1891	Library	45,000 00	18		East Town near High.
1892	Avondale		14		Town and Avondale.
1892	North Side High School	14,000 00	14		Dennison and Fourth Avenues.
1892	Medary		14		Medary and Tompkins.
1892	Addition to New Street		4		

## ENUMERATION, ATTENDANCE AND EXPENDITURE.

1826-1892.

Year.	Enum-eration.	Av. Daily At'nd.	Num-ber of Teach's	Expenditures.	Year.	Enum-eration.	Av. Daily At'nd.	Num-ber of Teach's	Expenditures.
1826-	244	-----	1	\$148 25	1859-60	5,634	1,828	41	\$28,111 06
1826-27	273	-----	5	152 77	1860-61	5,962	1,766	40	38,315 18
1827-28	256	-----	6	139 87	1861-62	6,553	1,919	39	37,889 72
1828-29	311	-----	6	245 88	1862-63	7,491	2,390	48	29,763 48
1829-30	366	-----	6	430 26	1863-64	7,241	2,558	56	41,176 36
1830-31	796	-----	6	510 65	1864-65	7,759	2,638	63	52,239 02
1831-32	886	-----	6	541 01	1865-66	8,216	2,773	68	68,968 76
1832-33	1,015	-----	7	709 90	1866-67	8,598	3,088	70	90,373 42
1833-34	1,208	-----	7	764 78	1867-68	8,619	3,515	84	88,353 91
1834-35	1,295	-----	8	829 12	1868-69	9,373	3,600	88	98,769 82
1835-36	1,381	-----	9	1,161 55	1869-70	9,518	3,652	91	112,488 18
1836-37	1,506	-----	9	1,172 39	1870-71	10,117	3,765	91	137,581 65
1837-38	1,557	-----	9	1,507 56	1871-72	10,514	3,713	107	148,846 28
1838-39	1,231	400	12	3,502 10	1872-73	11,346	4,402	104	137,270 51
1839-40	1,236	400	12	3,182 00	1873-74	11,751	4,710	116	150,627 11
1840-41	1,431	420	12	2,128 91	1874-75	12,198	4,952	124	170,224 11
1841-42	1,598	480	13	2,677 38	1875-76	12,686	5,082	128	175,434 50
1842-43	1,598	430	13	1,946 86	1876-77	14,209	5,403	133	162,260 70
1843-44	1,612	465	15	2,212 82	1877-78	14,246	5,559	144	182,005 12
1844-45	1,612	420	13	2,174 80	1878-79	14,178	5,707	137	164,709 36
1845-46	2,430	500	15	3,377 34	1879-80	14,662	5,953	137	135,857 16
1846-47	2,129	528	14	2,053 82	1880-81	15,889	6,103	157	183,775 95
1847-48	2,419	798	17	17,776 16	1881-82	16,531	6,542	166	266,538 17
1848-49	2,520	940	18	5,122 00	1882-83	16,858	6,854	178	237,238 99
1849-50	2,825	1,075	20	6,643 52	1883-84	17,498	7,438	190	202,795 44
1850-51	2,785	1,107	22	7,992 75	1884-85	17,498	7,723	201	209,058 64
1851-52	2,790	1,100	22	13,009 63	1885-86	19,682	8,003	207	243,811 09
1852-53	3,710	1,224	24	19,145 33	1886-87	22,404	8,460	217	227,546 87
1853-54	4,323	1,343	24	33,249 92	1887-88	23,451	8,940	219	264,745 79
1854-55	5,005	1,575	38	23,605 33	1888-89	25,648	9,181	229	347,087 40
1855-56	4,320	1,533	37	18,497 51	1889-90	26,164	9,576	255	364,826 58
1856-57	4,366	1,442	30	29,656 28	1890-91	26,001	10,404	279	459,166 79
1857-58	4,503	1,550	37	30,547 88	1891-92	27,000	11,000	297	433,000 00
1858-59	5,234	1,787	38	24,833 40					

## GRADUATES OF THE HIGH SCHOOL.

1851. Henry T. Chittenden, Isabella Poole, Maria E. Duntou, Maria Cutler, Melane Earl, Sterne Chittenden, Mary E. Cool, Jane Fitch, Mary M. Dyer, Elizabeth D. Morgan, Amelia N. Darling, Lucy M. Wilcox, Isabella Brown.

1852. Abel W. Hall, Eugenia Gray, Elizabeth C. Thompson, Mary C. McClelland, Melissa H. Webster, Virginia A. Sampson.

1853. Cornelia Johnson, Elizabeth E. Thatcher, Eleanor Morgan, Francis E. Scarritt, Henry Butler, Henry V. Hitchcock, Mary E. Finley, Mary E. Armstrong, Montgomery H. Lewis, Mary E. Gooding, Martha Thompson, Sarah J. Laughlin.

1854. Frances V. Washington, Frank Higgins, Jane Shepherd, Kate Gardiner, Mary A. Thursten, Pamela B. Neil, William H. Hubbell.

1855. Anna C. Foos, Eliza K. Ball, Edward C. Stone, Howard Fay, John N. Champion, John Z. Hall, John F. Hitchcock, Lizzie B. Gardiner, Lucy H. Peters, Mary E. Barnhart, Margaret Richards, Mary W. Campbell, Melinda S. Holmes, Mary S. Whitney, Theodore S. Greiner.

1856. Clarissa Cram, Charlotte Herd, Euphemia Duncan, Charles W. Remington, Mary E. Cutler, Josiah H. Jenkins, William J. P. Morrison, George P. Roberts.

1857. C. Sullivant, Edward Bates, James Kilbourne, John M. Wheaton, Jennie Stump, Kate Dunning, Lizzie Christian, Louisa Stafford, Lucy Weaver, Minnie Awl, Mary Jones, Mattie Thompson, Mary Howle, Martin Wright, Mary Hirsh, Nettie Johnson, Sarah Siebert, Tillie Hayden, William H. Rice.

1858. A. Wright, A. S. Field, Linda Clarkson, Lizzie Cooke, C. W. Breyfogle, Emma Humphreys, Ed. Rudisill, Gus. M. Bascom, H. J. Page, H. Raynor Wood, Jennie Hurd, Lizzie F. Merrick, Marion E. Gault, M. B. Gilbert, Mary Tuther, L. Babbitt, R. G. Alexander, Wood Awl, W. H. Day, W. W. Olds.

1859. Anna Hall, Annie Washington, Charles H. Hall, Emma McClelland, Georgiana Williams, Hannah Willer, Henry O'Kane, Hiram McArthur, Irene Barnhart, John A. Ball, Julia A. Pryce, Laura Truax, Lizzie Denig, Lou. Brownell, Mattie Riley, Minnie Lowe, Mattie Simonton, William P. Brown, Thomas J. Janney.

1860. Amanda McDonald, Amelia Sanderson, D. H. Zigler, Ermine Case, G. W. Shields, John S. Roberts, L. S. Sullivant, Martha Powell, Mary E. Wetherby, Mary E. Dunbar, Mary H. Wirth, W. H. Smith, W. B. Headley.

1861. C. E. Baker, C. L. Osborn, Carrie Strong, C. G. Platt, B. F. Stage, Emma Black, P. H. Bruck, F. W. Merrick, Minnie Neal, Mary S. Bates, Nellie S. Walker, Selina R. Whitsel, R. J. Nelson, Mary L. Taylor.

1862. Antonie E. Mees, Gertrude Green, Louisa F. Boyle, Mary E. Edwards, Pauline S. Mees.

1863. Annie E. Marshall, C. Clay Corner, Emma J. Brown, Fannie B. Scarritt, George W. Ball, Jennie Howell, Julia A. Felton, Julia A. Freeman, J. M. Bennett, Kate Stone, Louise C. Christie, Sarah E. Ogan.

1864. Clara C. Wetmore, Florence S. Williams, Hattie L. Cutler, Isabella Frost, Jennie Proctor, Jay A. Coatesworth, John P. Bruck, Mary Douthart, Morris S. Booth, Mary E. Denny, Nettie R. Curtis, Lillie Nelson, Lucy A. Booth, S. F. Aspinwall.

1865. Annie E. Peters, Arthur Mees, Ellen A. Hartford, Grace E. Reed, Helen M. Hayden, Helen Millay, Isadora Runnels, Minerva S. Louder, Martha H. Pilcher, Theodore M. K. Mees.

1866. Anna B. Kilbourne, Ada Shewry, Carrie R. Thacker, Delia Roberts, Eugenia G. Pearce, George Kenhlen, Josie E. Romans, Jennie Hall, Lucy Benton, Lydia J. Milne, Elwood Williams, Emma C. Willard, Emily A. Jennings, F. D. Albery, W. H. Albery, Maggie A. Lewis, R. H. Hurd, Sarah D. Crozier, W. C. Stewart.

1867. Albert A. Hall, Alice M. Denning, Belle Clark, Clara A. Pamar, Ella M. Stage, Ella Harrison, Frank B. Fassig, George S. Knapp, George C. Hall, Julia A. Young, Josiah R.

Smith, Mattie M. Jenkins, Maggie B. Eldridge, Marion Neil, Lelie S. Drury, Mary A. Ruggles, Robert A. McGowan, W. P. Little.

1868. Alexander W. Krumm, Anna M. Janney, Arthur M. Gray, Anna E. Riordan, Emma Armstrong, Ellen A. Ruchlen, Francis J. Reed, James L. Harrington, Julia A. Powell, Josephine Klippart, Kate R. Millay, Linda E. Work, Linnie S. Wood, Maria L. Shield, Mary E. Gale, R. R. Rickly, Rush S. Denig, Libby L. Tarbox, W. L. Jamison, Z. F. Westervelt.

1869. Augusta Pfeiffer, Arthur H. Smythe, Alice Williard, Alexander Fraser, Clara G. Brown, Cornie Lonnis, Carl L. Mees, Lizzie Briggs, Laura A. Ritzel, Lizzie White, Laura Attleck, Lucinda B. Weaver, Mary S. Case, Mary M. Harrington, Frank Merion, Frank B. Everett, Frank H. Eldridge, Frank C. Burt, George S. Innis, Hattie J. Comstock, John S. Galloway, John N. Eldridge, Susie A. Mendenhall, Mary H. Fowler, Mary Graves, M. Alice Shaw, Maggie E. Dennis, Nannie S. Wise, Anna E. Sims, Rosa D. Weaver, Sallie M. Harker, William H. Silver.

1870. Annie E. Spencer, Annie Palmer, A. G. Fare, Ella E. Palmer, Emma Frankenberg, Flora A. Brooks, Helen M. Wheeler, Jessie A. Neate, Jennie Miner, Jennie M. Tracy, Katie C. Ellis, Kate L. Phelps, Laura V. Schilling, Mary G. Overdier, Mary L. Fisher, R. Grace Denig.

1871. Alexander L. Smith, C. P. L. Butler, Clara M. McColm, Ella Fraser, Grace M. Dungan, Isaac M. Bortle, Isabella C. Innis, Julia L. Lott, Kate B. Foos, Kate B. Ritson, Lucy B. Stone, Percy R. Wilson, Retta M. Cox, Ralph O. Smith, Belle Williams, Sallie M. Dering, Frances G. Janney.

1872. Anna A. Monypenny, Alice Hayden, Carrie L. Olds, David W. Pugh, Edward T. Williams, George W. Stockton, George B. Stewart, John C. L. Pugh, Virginia S. Clark, Louise Knoderer, Lida Postle, Mary M. Denig, Samuel Bevilheimer.

1873. Delia Bingham, Jessie F. Wood, Hattie L. Brocklehurst, Emma F. Harris, Ella Jones, Laura B. Ware, George M. Halm, Curtis C. Howard, Lilla Southard, Frank P. Ross, Emma B. Thompson, Frank D. Jamison, Eva J. Jones, Wilbur B. Marple, Edward C. Moore, Annie M. Osgood, Annie M. Perley, Sarah F. Perry, Eva M. Preston, Addie L. Palmer, Alice L. Duval, Ira H. Wilson.

1874. William Wallace, Allie L. Cherry, Nettie H. Martin, Laura Belle Matthews, Ida M. Evans, George W. Lattimer, Lillie E. Eastman, Ada A. Bell, Ada S. McDowell, John Field, Rosella A. Moore, Jennie Ethelyn Lewis, Minnie Hammond, L. Anna Cornell, George T. Spahr, Sadie A. Henderson, Dida Phillips, Wade Converse, M. Laura Cornell, Belle M. Coit, Jane D. Sullivant, Anna M. Spencer, G. Stanton Coit, Edward Pfeiffer.

1875. Ella M. Earhart, Flora E. Shedd, Julia E. Ware, Clara E. Platt, Jessie Creighton, Jennie S. B. Cashatt, Julia T. Hyer, Mary J. Rowland, Annie E. Hull, Olive M. Beebe, Minnie M. Bohanan, Mary Mullay, John H. Williams, Lillie M. Davies, Almeda E. Loomis, Libbie M. Cherry, Osman C. Hooper, Clara L. Remy.

1876. Mary D. Anderson, Harry Bareus, George A. Backus, Kate K. Tower, Janie M. Earhart, Charles D. Everett, John F. Evans, B. Gard Ewing, Caddie M. Field, Harry M. Galloway, Annie Houck, Fannie D. Clark, Jenny Kelley, Anna Lofland, Hattie Adair, Sarah Murray, Christina Robertson, Cora B. Runyan, Noble L. Roekey, Ada Stephens, F. Belle Swickard, Charles B. Spahr, Ida Strickler, F. Josie Tippet, Edward R. Vincent, Nettie A. Wasson.

1877. Kate T. Ayers, Harriet E. Akin, Emma Bancroft, Jennie Bailey, Ida M. Stitts, Kate Deterly, Wilbur T. Eldridge, Bertha V. Farr, Edith Fales, Fred W. Flowers, Nellie S. Gill, Kittie Tablant, Emma M. Howald, Mary P. Jones, Lily Jamison, Fannie J. Kinsell, Rebecca L. Kelly, Emily J. Ogier, Mary L. Miller, Ida E. Marshall, Annie R. Jenkins, Esther A. Reynolds, Mary E. Rose, Mary H. Ritson, Anna B. Smith, M. Ella Stimpson, Thomas G. Spencer, Cora Breggs, Kate E. Smith, Fannie B. McCune, Ida B. Rankin, Lizzie Wallace, Charles A. Woodward, E. J. Warning, Mary Hall.

1878. Emma Pegg, Caroline Beatty, Edith C. Bingham, Callie M. Breyfogle, Flora S. Barnett, Laura Monett, Harriet G. Bortle, Emily S. Butler, Mary L. Case, Lettie H. Clark, Lizzie F. Curtiss, John W. Champion, Mary E. Cunningham, Helen M. Day, Phena Nesbitt, Martha L. Day, Thomas M. Earl, Mary H. Evans, M. Ada Evans, Lolla J. Foos, Neoma Fankhouse, M. Miller, Lelia J. Griffin, Sada J. Harbargar, Flora Hesse, Sylvester W. Hoffman, Ida B. Huffman, Joseph C. Hull, Adelia M. Haulen, Louise Harpham, Rosa Hesse, M. Leonora Horlocker, Minnie B. Hughes, Mary E. Knight, Jane E. Kershaw, Eva S. Knopf, Emma E. Lesquereux, Margaret C. Livingston, Kate M. Haller, Orville McAninch, Frank B. Miller, Thomas A. Morgan, Kate A. Mullay, Fred C. Marvin, Mary P. McVay, Henry A. Morgan, Sarah J. Morris, Sarah J. Mullay, Lizzie B. Nagle, Ella C. Nevin, Mary H. Neil, Mary Osborn, Clara G. Orton, Emma M. Newburg, Minnie P. Pickles, Mary E. Poste, Rosa A. Reed, Mary A. Ross, Cora M. Ross, A. Mary Runyan, Charles L. Schwenker, Frank R. Shinn, Mortimer C. Smith, Lucy T. Sells, Carrie O. Shoemaker, Louisa D. Stelzer, Harriet E. Thompson, Clara Tippet, George A. Weaver, Charles R. Wheeler, Hattie M. Taylor, Kate Williams.

1879. Allie E. Bancroft, M. Abbie Booth, Sarah D. Broadis, Edward B. Champion, Oliver J. Gaver, Nettie C. Claypoole, Minnie S. Davis, Carrie A. Durant, Edwin Eberly, Mary K. Esper, Olive Flowers, Belle Gardiner, Annie E. Griffiths, Henry F. Guerin, Emma J. Hall, Hugh Hardy, Mamie E. Johnson, Fannie Kahn, Louisa A. Krumm, Julia Loomis, Minnie Loy, Ella G. McCoy, Cora A. Miner, George W. Mitchell, Thomas H. Mullay, Anna Pfeiffer, Lewis L. Rankin, James L. Rodgers, Edwin Fay, Ernestine O. Schreyer, Florence M. Snell, Carrie B. Staley, Mary Stokes, Flora Stump, Gertrude Swickard, Lizzie Thomas, Edward O. Trent, Eliza S. Huffman, Ellery W. Wilkinson, Riley F. Williams.

1880. Harry E. Armbruster, Charles Bauer, Harry C. Cook, William G. Benham, Eagleton F. Dunn, Milton H. Fassig, Warren W. Gifford, Henry Gumble, Edward O. Horn, Frederick W. Hughes, Ewing Jones, David Tod Logan, Charles E. McDonald, James D. Osborn, Frank C. Smith, J. Macy Walcutt, Alice B. Barnett, Emma C. Elliott, Helen L. Bortle, Helen M. Capron, Lizzie L. Crook, Lizzie S. Denig, Emma Deterly, Louise Dunning, Fannie F. Elliott, Ella J. Evans, Leonor Fankhouse, Fannie M. Farringer, Dora Frankenberg, Jessie Fraser, Lizzie C. Ginder, Fannie S. Glenn, Belle Goodel, Ella M. Graham, Louta A. Hamilton, Mary Handen, Carrie Hegner, Ida B. Henry, Florence M. Holton, Julia Horton, Emma F. Irwin, Anna D. Jenny, Katie B. Evans, Lizzie Jones, Louise W. Kammacker, Maggie H. Kammacker, Clara E. Kemmerle, Emma Kienzle, Madie E. Knepper, Emma Litchford, Lida R. McCabe, Cora A. McCleery, Maggie L. McEivain, Stella M. Nelson, Cornelia C. Olmhausen, Frankie C. Park, Nellie J. Perley, Adah A. Phelps, Kate B. Porter, Louise Reither, Maggie B. Remy, Rae F. Sanders, Xenia L. Schaefer, Emma B. Schneider, Mattie Stelzig, Blanche Stevens, Florence Todd, Geneva Trent, Helen I. Twiss, Lizzie M. Vincent, Lizzie Voglesang, Ella F. Warren.

1881. William Benbow, John H. Davis, Clyde L. Farrell, Arthur Gemuender, Theodore E. Glenn, J. Nicholas Koerner, Edmund J. Montgomery, Charles A. Pryce, John J. Pugh, George R. Twiss, Lizzie Alexander, Jennie Armstrong, E. Louisa Bainter, Tuza L. Barnes, Ella Boyer, Ada D. Charters, May M. Cherry, Emma J. Clark, Otilie Clemen, Mamie Cornell, Emma L. Dieterich, Alma Dresel, Lizzie Earl, Florence Eberly, Bessie M. Edgar, Mae F. Elliott, Flora L. Engeroff, Eva Ewers, Anna Finn, Lottie I. Geren, Mattie Glover, Ida Gottschall, Marie S. Greenleaf, Ella M. Grove, Augusta Haberstick, Mary Haig, Emma Holton, Laura M. Hughes, Addie Johnson, Minnie Jackson, Mattie V. Kershaw, Carrie D. Houck, Annettie Lakin, Jennie Lee, Mignon Loechler, Oliver Loellier, Mina Loomis, Lydia Mahlmann, Harriet C. Marple, Carrie W. Martin, Zitta McConnell, Mattie E. McGrew, Alma McKenzie, Jennie Merion, Clara E. Miller, Louisa S. Mulligan, Mary E. Nagle, M. Helen Osgood, Willie A. Phelps, Louisa Piersche, Nettie Poindexter, Sallie E. Price, Lena M. Schoedinger, Alice H. Sells, Lizzie Shoemaker, Lulu Stelzig, Mamie Taylor,

Alwina M. Turkopp, Emma C. Uhlmann, Mary E. Vercoe, Caroline M. Viet, Adelia L. Waring, Dora H. Weis, Carrie Williams, Nellie C. Wilson, Jessie G. Zigler.

1882. Robert H. Allen, Harry Bingham, Charles E. Chandler, Albert B. Fletcher, Alfred A. Jones, Gustavus J. Karger, Harvey Kirk, Carlton Nelson, Leonce A. Oderbrecht, George W. Sinclair, Lillian Auld, Stella Baker, Grace Bareus, Etta M. Benbow, Luella A. Boston, Caroline Buchsieb, Flora M. Burdell, Susan Cunningham, Jessie Edwards, Estelle A. Farmer, Ella K. Farquhar, Alice A. Fassig, Lizzie R. Fassig, Emma P. Felch, Margaret A. Felch, Clara Fisher, Georgia A. Fornoff, Margaret A. Godsall, Kate Hertenstein, Carrie D. High, Louise M. Hittler, Carrie F. Johnson, Ida M. Joyce, Agnes W. Keagle, Anna R. Kinney, Florence Kinsell, Ida M. Knell, Emma Lentz, Hattie J. Levy, Emma L. Linke, Frances E. Loudin, Florence A. Martin, Annetta McDonald, Bertha McVay, Rose B. Mullay, Sallie B. Olmstead, Sallie Phillips, Adelaide E. Pugh, Harriet M. Ritson, Norma E. Schueller, Belle T. Scott, Nora F. Seegur, Susan Senter, Viva Torrey, Laura E. Vorhees.

1883. Mary Johnson, Anna B. Keagle, Clarence Jones, Belle Kinsman, Minnie Schaub, Ella Hesse, E. Corner Brown, Cassius C. Collins, Robert Eckhardt, Charles E. Hampson, John B. Metters, Emma Jones, Mary Jones, Ordella Knoderer, Mary B. Lakin, Carrie M. Lash, William H. Siebert, Harry Taylor, Mattie Allen, Fannie Bancroft, Emilie Bauer, Nellie B. Bordie, May Comstock, Lulu Conway, Fannie Doherty, Maggie Ebin, Alice Ewing, Lizzie Fearn, Hilda Finn, Lida Filler, Mazie Geren, Benigna Green, Ella M. Graves, Lizzie Griswold, Antoinette Haberstich, Minnie Hoffman, Annie L. Holman, Lizzie A. Hughes, Nora B. James, Beatrice Joyce, Henrietta Lesquerex, Fannie Litchford, Abbie McFarland, Clara Miller, Sallie Morgan, Anna Moore, Mary Mulligan, Cora J. Neereamer, Ada Ostott, Laura Owen, Margaret Pinney, Mary Reed, Minnie Reese, Minnie Reynolds, Ida Rowland, Lulu B. Runyan, Rettie Russell, Lizzie Sinclair, Nellie G. Smith, Ida Stelzig, Leah Thomas, Clara Weinman, Fannie Wheeler, Emilie Wirth, Clemmie Watson.

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The universities and colleges of the city and the parochial schools were omitted in this historical sketch for the reason that it was originally prepared for a larger work—Captain A. E. Lee's History of Columbus—in which these subjects were presented in separate chapters. They will be included in a subsequent edition.

The Roman numerals in map on page five indicate the school districts of 1826 and 1827, outlined by fine dotted lines. The continuous line bounds the district of 1838, and the dot and dash line bounds the school district in 1845.

I desire to acknowledge my indebtedness to the following persons who furnished invaluable information and otherwise kindly assisted in the preparation of this history :

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## ERRATA.

- Page 20, sixth line, read Fourth instead of Front street.  
 Page 22 fourth line, read Steven instead of Stern.  
 Page 23, twelfth line, read Lynn instead of Lazelle.  
 Page 25, twenty-fifth line, read Young instead of Fifth.

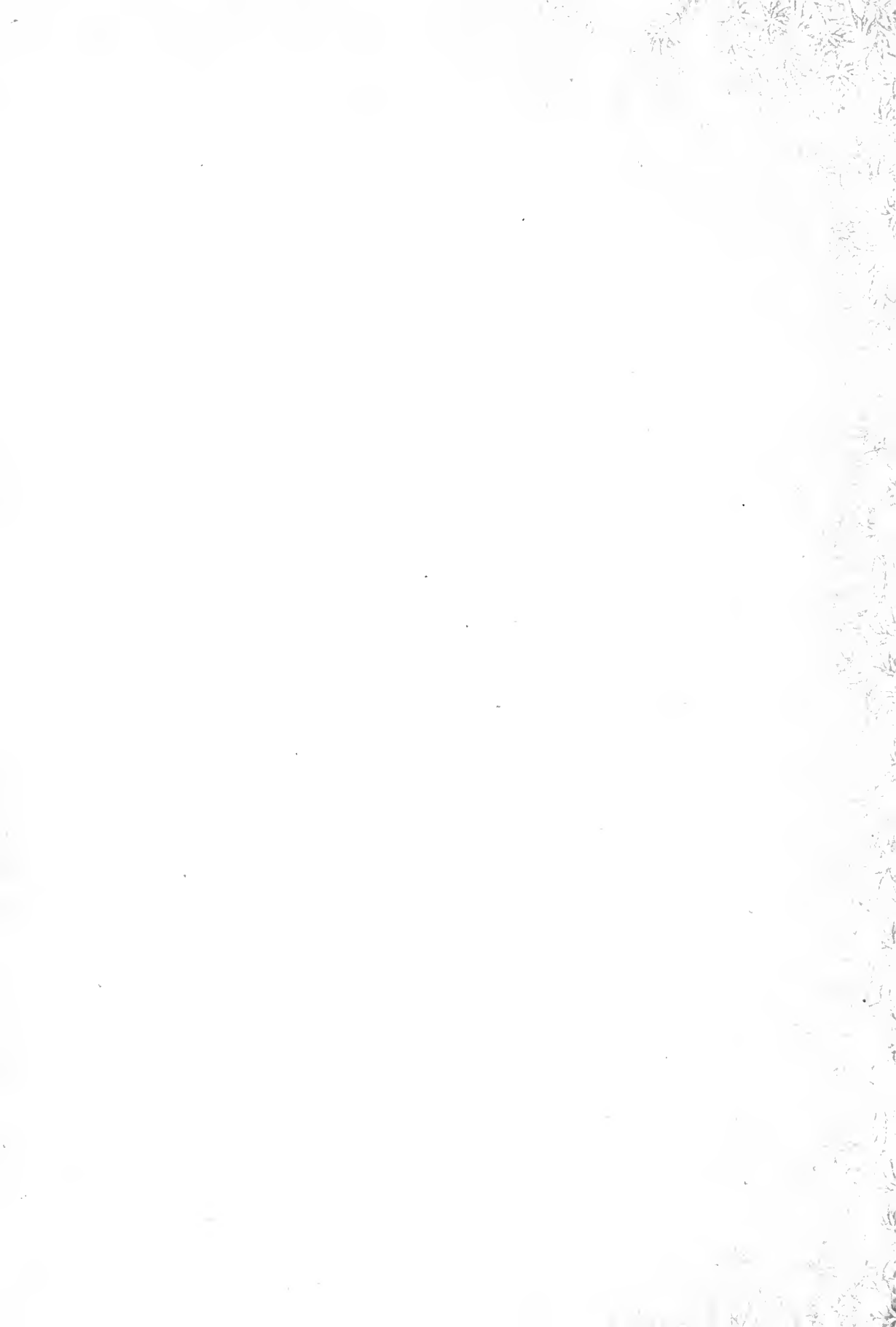
















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