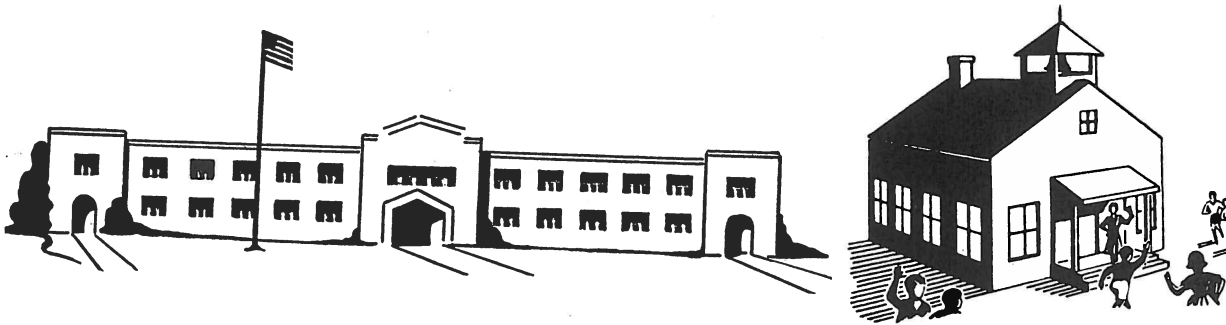


Chapter VII

The Development of Education



LAW PROVIDING PUBLIC SCHOOLS

In 1825, the Ohio Legislature passed an act providing for public schools. However, it was some years before this was put into successful operation. In fact, free schools were termed as "pauper schools" by people who could afford to send their children to private schools. This made it difficult for early settlers of moderate means to educate their children. Some of the parents taught their children at home when they had time to spare. This meant they studied by candlelight or in some cases by firelight in front of the open fireplace.

ESTABLISHMENT OF FIRST SCHOOLS

The first schools were established by parents who subscribed or agreed to pay a certain sum for each child sent to school. Later the head of each family was assessed according to the number of children in the family of school age. Each family took turns in providing the teacher with room and board. Sometimes the parents agreed to have the teacher board in one home and each family paid its share of the cost to the person boarding the teacher.

FIRST SCHOOL BUILDINGS

The first school houses were made of logs. When a sufficient number of families lived in a community the settlers would agree to build a school house located in the center of the community. At an appointed time the men with axes, tools, and teams met and the work began. The women would gather at the home nearest the site chosen for the school and begin a busy but happy

day of preparing food for the workers.

The roof was of clapboards or shakes, rived out of straight grained oak with a tool called a frow. Puncheons for floor were split from logs and after the floor was laid the upper side of the puncheons would be leveled as smooth as possible with an adz. At one end of the building there was a huge fireplace, large enough to take in sticks of wood four or five feet in length. Pupils took turns sitting near the fireplace in order to keep warm on very cold days.

Open spaces were left for windows. If glass could be obtained, a real window was fitted in the space. If not, a window of light sticks, on which oiled paper or muslin was pasted, would serve the purpose.

The door was made of puncheon hung on wooden hinges and kept closed by means of a wooden latch.

THE FURNITURE

The furniture was made of saplings about eight or ten inches in diameter. The split surface was smoothed by a draw-knife. An auger was used to bore holes in to which stout wooden pins were driven for legs. To prevent seats from tipping over the legs were put in at an angle. Sometimes benches of different heights were made so the smaller children's feet could reach the floor. Along the side walls just below the windows pegs were driven. Boards were placed on these pegs providing writing desks. Pupils took turns standing at these writing desks during their writing period.

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CURRICULUM

The curriculum included writing, spelling, reading, arithmetic, and geography.

WRITING EQUIPMENT

Each teacher collected goose quills from which she or he made pens used by the pupils.

Ink was made from oak and maple bark with a little copperas added.

Copy books were made of a few sheets of foolscap paper sewed together and covered with a sheet of wrapping paper.

The teacher wrote a copy at the top of each page. The pupils were to imitate this copy. The copy chosen was some proverb such as "A penny saved is a penny earned."

The progress made in handwriting was slow since a school term was of three months duration. Then there were frequent changes in teachers. Each teacher had a different style of writing and in such a short period of time a pupil would not be able to master one style before he was confronted with another.

SPELLING

Much time was spent on spelling. According to the schedule, classes in spelling were provided just before noon and previous to the afternoon dismissal.

"HEAD MARKS"

The pupils were inspired to study diligently in order to earn more head marks than any other pupil in the school.

HOW TO EARN HEAD MARKS

A head mark was given to the pupil who was able, by spelling all words correctly during a class period, to remain at the head of his class.

PLACES ASSIGNED

At the close of each class period the pupil at the head of the class took his place at the foot of the class. Thus, the pupil in second place moved to the first place and the third pupil to second and so on throughout the line.

INCENTIVE DURING EACH CLASS

During a recitation each pupil was alert. To move forward he must know how to spell every

word correctly and to know if some pupil spelled a word incorrectly. For example, say John who is number 10 in line knows that Mary who is number 2 in line misspelled the word given her. Pupils between Mary and John failed to spell the word correctly or even failed to recognize it was spelled incorrectly, so continued to spell the next words as the teacher pronounced them. When John's turn comes, instead of spelling the word pronounced, he spells the word Mary missed and moves to the second place. Thus, Mary moves down to third place and so on.

SPELLING CONTEST

Every Friday spelling contests were held. Often parents participated as everyone in the district was interested in preparing for a greater contest with that of a nearby community. Then, too, it was a great honor to be able to "spell down" your own school.

GEOGRAPHY

An interesting and perhaps easy way of teaching geography was by means of songs as well as map drills.

Many of our forefathers remember such songs as these:

Maine, Augusta on the Kennebec River.
Massachusetts, Boston on the Boston Harbor,
Rhode Island, Providence on the Onion River,
New York, Albany on the Hudson River.

Then the song used in teaching the Grand Divisions was another scheme to implant in the young minds facts on the wings of a song.

The Grand Divisions, so they say, are
North and South America, Europe,
Asia, Africa and lastly Oceania.
So cheer up, my lively lad,
In spite of wind and weather;
For round and round this world we're bound
In concert, all together.

ARITHMETIC

Much stress was placed on mental arithmetic. They learned to solve problems quickly and accurately without the use of paper and pencil.

TEXTBOOKS

The blue backed spelling book known as *Webster's Speller*, the *McGuffey Readers*, and *Ray's Practical Arithmetic* were considered the best textbooks of the day.

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SCHOOL GOVERNMENT

The schools of each district were placed in the hands of three directors, one of whom was designated as clerk. These directors were responsible for hiring the teacher, buying supplies, taking care of repairs, taking enumeration and any other business pertaining to the school.

The early records show that the development of education in Oregon followed this pattern. With the help of old records, various histories, and other information from some of the older people who recalled the past as told to them by their parents and grandparents, many interesting facts about our old schools have been produced in the following account.

ORGANIZATION OF OREGON TOWNSHIP

You will recall, that the territory east of the river extending to the lake, was organized as Oregon Township July 4, 1837.

A copy of the old minutes show that the township was divided into four large school districts and school revenue amounting to \$70.78 was apportioned as follows: -

SCHOOL FINANCES

District No. 1	\$26.24
District No. 2	10.50
District No. 3	20.65
District No. 4	13.39

SCHOOL TRUSTEES

The trustees of the school lands were Isaac Street and A. B. Ryno.

SCHOOL TREASURER

The treasurer was Joseph Prentice.

REPORT OF DISTRICT NO. 1

According to the records Napoleon Denny began teaching in District 1 on January 11, 1839. He taught 1-3/4 months at a salary of \$12.00 per month.

The clerk, Leonard Whitmore, certified that there were 23 scholars with an attendance of 429 days.

REPORT OF DISTRICT 2

Julia Ann Whitmore was employed as teacher. She began teaching June 24, 1839, and taught for

8 weeks. Her salary was \$2.00 per week.

The report indicated she had 14 scholars with an attendance of 380 days.

REPORT OF DISTRICT 3

No record could be found.

REPORT OF DISTRICT 4

No record could be found.

Early Schools

WOODVILLE ROAD SCHOOL

The early settlers in this vicinity felt the need of a school. Accordingly a time was set and the men met at the appointed site and organized into working teams. In due time their log school house was ready for the opening of school.

They hired Elizur Stevens for the fall and winter terms of 1834. No definite information was found to determine whether or not he continued to teach until he joined the "Canadian Patriots" late in the year of 1837. He was captured by the British and was taken to Van Dienan's Land where he was held some time as a prisoner. When he was released, he returned to the United States. His health was broken so he went to his father's home in Lebanon, New York, and died shortly after.

SCHOOL FACING RIVER

A log school house on the river bank was built in 1837. It was near Grand Street now known as Consaul. Mrs. Mary Berry began teaching here in May 1837. She had an enrollment of 15 pupils. The school hours were from 9 to 12 and 1 to 4 with a holiday every alternate Saturday. Mrs. Berry received a salary of \$1.50 per week.

In 1839, she taught in a board shanty at the corner of Front and Cherry which is now Euclid Avenue.

OTHER SCHOOLS AND TEACHERS

In 1840, Mrs. Olive Jennison-Howland taught in a school house located on Tom Dunn's place on Otter Creek Road. At the time (1894) the book *Past and Present* was written, Mrs. Howland was living with her grand-daughter, Mrs. W. Murray on Third Street.

Mrs. Sarah Denman living on Eighteenth Street (1894) was also a teacher in the '40's. However, the name of the school was omitted.

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BLANDON SCHOOL

This school was located on Brown Road about one fourth of a mile west of the Terminal Railroad. Miss Emma Snow remembers this building as a Grange Hall. She said her sister taught this school in 1879. No record in the minutes can be found. This portion was taken into the city in 1872, so it was not a part of the township when Miss Snow was teaching at Blandon School.

TOM JOHNSTON'S SCHOOL

This school was located on George Treat's farm on Wheeling Street a short distance north of Seaman. It became a part of the city system in 1872. The Toledo Board of Education built a new building known as the Howland School. May Snow taught this school for a number of years.

YONDOTA

The portion of the city east of the river and in the vicinity of the present Franklin School was known as Yondota.

The Oregon Board of Education raised \$800 by means of a levy to build a new building where Franklin School is now situated. From the minutes it is not clear whether or not school had been held in some old building previous to this.

Before the Oregon Board could erect this building, this portion of Oregon was annexed to Toledo in 1853. This brought about a misunderstanding but the Toledo Board of Education built a new building on this site and took control after the difficulties were settled. In spite of the protest of the Oregon Board of Education, the court decided that the \$800 raised by Oregon Township must be turned over to the Toledo Board of Education.

DISTRICT 2 — FASSETT SCHOOL

On April 20, 1868, an appropriation of \$1500 was levied to build a two room school house known as the Fassett School. The question was submitted to the voters with the following results May 30, 1868:

For	—	35
Against	—	25

In 1874, this territory was taken into the city and the building was sold by the Oregon Board of

Education. The money was used for the schools of Oregon.

MEIER SCHOOL

A. R. Fassett, one of the pioneers, gave an account of the first school built in the vicinity of Momeneetown.

The people in this community decided they needed a building for school purposes. They called a meeting, organized a working group, and built a long school house on the Meier farm which was located on Corduroy Road between Wynn and Big Ditch in the year 1853. The floor and door were made of split logs. There were two windows, each window being of one sash instead of two. The door was hung on wooden hinges and fastened by means of a wooden latch. The roof was covered with shakes which were held in place by ridge poles.

The furniture consisted of seats made of logs with pegs used for legs. To prevent these benches from tipping over the pegs were fastened at an angle. The teacher's desk was made of a board nailed to the side of the wall underneath the window. A huge fireplace at the back of the room supplied the heat.

All material and labor was furnished by the men of the community.

The pupils attending this school were Frank Clay, Anna Clay, Rose Ann DeBolt, Elias DeBolt, Elmira Fassett, Laura Ann Fassett, Ai Ransom Fassett, Jr., Nathan Fassett, Charles Meier, Emmel Heffelbower, David DeBolt.

The school directors were Ai Ransom Fassett, Sr., Clerk, Jeremiah Clay, and John Heffelbower.

ROGER SCHOOL

A citizen, Alonzo Rogers, interested in helping to meet the needs of his community offered the use of a dwelling house when the need for a school house arose in the vicinity of Ironville. The records omitted the exact date but it was in the early 70's. Shortly after the enrollment increased and two rooms in this dwelling were used for school purposes. Alonzo Rogers was the director.

In 1872, this territory was taken into the city and the Board of Education of Toledo built a school at the corner of Millard and Tiffin providing

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for the kindergarten and primary grades. In 1915, an addition was built to take care of all grades.

A number of pupils living in Oregon were given permission to attend this school after the Oregon Board of Education agreed to pay tuition at the rate of one dollar per month.

EARLY RECORD OF TEACHERS

Olive Jenison	1845	District 1	\$19.75
Olive Barlow	1845	District 2	14.64
Josephine Cholette	1845-48	District 2	22.50
Josephine Cholette	1848	District 2	56.00
Mary Messer	1846	District 2	23.75
Sophia Barlow	1846	District 2	31.75
Pamelia Woodruff	1848	District 1	40.50
Electa Denman	1849	District 2	33.00
Harriet Howland	1849	District 2	24.00
Laura C. Walker	1849	District 1	48.00
Louise Cook	1850-51	District 2	92.00
Hannah Shiner	1852	District 3	21.00
Eliza D. Howland	1852	District 3	18.00
F. B. Nicholas	1853	District 1	60.00
Laura Stevens	1853	District 1	36.00
F. B. Nicholas	1854	District 1	88.00
Helen Kimbal	1854	District 2	33.50
Elias Mingar	1854	District 2	40.00
Emily Piper	1854	District 2	30.50
Laura Cook	1853-54	District 3	40.00
Augusta Dolf	1854	District 3	27.00
Harriet Dolf	1854	District 3	27.00
Margaret E. Brooks	1854	District 4	20.00
Charles Otis	1854	District 4	15.96
Maria Treat	1855	District 1	60.00
Miss W. Hall	1855	District 2	52.20
Hattie Clark	1869	District 7	
Addie B. Morse	1867	District 6	
Lydia Odle	1866	District 7	
Lydia Odle	1870	District 4	
Hattie Clark	1871	District 1	
Rebecca Moon	1872	District 3	
Lydia Odle	1873	District 5	
Norma Wynn	1874	District 5	
Mr. Gleason	1875	District 5	
John Connolly	1876	District 8	
John Connolly	1877	District 6	
Alfred Yenzer	1878	District 1	
Lottie Record	1879	District 8	
Josephine DeKay	1879	District 4	
Alfred Yenzer	1880	District 1	
Alice Navarre	1881	District 2	
Laura Ford	1881	District 7	
Eliza Momany	1882	District 4	
Fannie Fiefield	1882	District 5	
Maggie Elliot	1882	District 6	
Lena DeBolt	1883	District 3	
Mary Garrigan	1884	District 7	
Maggie Elliot	1885	District 5	

Some of the above teachers taught several years. A complete record was not available. Salaries of part of these teachers were not given.

School terms were short and more than one teacher was hired for the same school during the year, one teaching fall term, another the winter and so on.

EARLY ENUMERATION REPORTS

Month	No. 1	No. 2	Total	Male	Female	White
October 1842						
In District	No. 1	No. 2	Total	36	20	
				12	20	
				38	40	78
October 1843						
	No. 1	No. 2	Total	32	19	
				9	19	
				41	38	79
October 1844						
	No. 1	No. 2	Total	24	16	
				13	18	
				37	34	71
October 1845						
	No. 1	No. 2	Total	25	19	
				14	13	
				39	32	71
October 1846	No report recorded.					
October 1847						
	No. 1	No. 2	Total	19	11	
				30	23	
				49	34	83

AUDITOR'S REPORT

It is interesting to know that in the early days exact financial reports were kept and the Auditor of the County inspected the books.

The following is a copy of the Auditor's statement.

"Auditor's Office Lucas County
Toledo February 18, 1856

On this day I have examined the account and vouchers of Alonzo Rogers, as Treasurer of Oregon Township for the year ending this day and find properly drawn orders and vouchers for the disbursement of nine hundred and eighty four dollars and one cent, leaving a balance of funds for school purposes in said Treasurer's hands of fourteen hundred and eighty five dollars and ninety cents (\$1485.90)

Given by me on the day above written.
Andrew Young, County Auditor"

1856

February 19 School House \$984.91

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February 19	Tuition	971.47
February 19	Old balances	513.53
1856		
	Total	\$2469.91
February	110 Vouchers	
	Cancelled	\$ 984.01
	Balance	\$1485.90

CONTROL OF SCHOOLS IN EARLY DAYS

Much power was given to the township clerk in the beginning. He had power to appoint directors of each school district.

According to the minutes of April 20, 1840, the Clerk appointed as district heads Robert Denman, John Consaul, Jr., and Elizur J. Woodruff. Later Mr. Woodruff was elected township trustee and was first postmaster of East Toledo.

The clerk had authority to call meetings whenever he deemed it necessary. The meetings were several months apart.

SOME IMPORTANT FACTS

On May 14, 1842, the township was divided into two districts instead of four. The boundary line was designated as Indian Reserve Line and Maumee River.

In October of the same year, a report of school youth show 38 males, 40 females, a total of 78. By the close of 1837, there were 83 pupils.

At the close of the school year 1843, there was a balance of \$66.61 in the treasury.

LENGTH OF SCHOOL TERM

From 1829 to 1838, the law required three months of school. In 1838, the term was extended to six months. In 1849, a law was passed giving a township the right to support by local tax a school term of eight months.

Between 1829-1849, if a district desired to extend the school term, the parents of the pupils had to provide the money by subscription.

Private Schools

ALONZO ROGERS SCHOOL

Alonzo Rogers conducted a private school on the corner of Oak and Cherry Street which is now Euclid.

SUBSCRIPTION SCHOOLS

These were schools where each family contributed a certain sum for each child of school age in the family.

Parochial Schools

ST. JOHN'S GERMAN LUTHERAN

From the beginning of their organization in 1861, this church was interested in the instruction of their children. The pastor was teacher of the parochial school. The first school house was erected in 1863. As the congregation grew the pastor needed assistance. To provide this assistance a parochial school teacher was employed by the name of Christian Lohman. He continued in charge from 1891 to 1905. This school was then discontinued. However, the school was taken over by the Lutheran's Orphan Home where pupils from grade one through grade eight were taught. All members of the congregation who wished their children to attend this school were permitted to do so.

ST. IGNATIUS SCHOOL

After the first church was destroyed by fire in 1915, the plans for the new church included rooms in the rear for a school and a rectory which were completed in 1916.

In 1921, two of these rooms were used to provide a school for grades 1 to 8 inclusive and the rectory was used as living quarters for the Sisters since the pastor had moved into the new rectory south of the church.

About eighty pupils were enrolled. They were transported by buses owned and operated by Joseph Gates. Due to the generosity of Mr. Gates children were not excluded if parents were unable to pay for the transportation.

A second fire destroyed the new church in 1926. Arrangements were made to complete the school year in an unused public school building on Wynn Road. Portables were purchased and erected for the opening of the next school year. Interest grew and the enrollment rose to 150 so more rooms and Sisters were needed.

The Sisters lived with those teaching at Holy Rosary School and were transported to and from Holy Rosary by members of St. Ignatius.

The burden of maintaining a school, providing

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transportation and meeting the payments on their indebtedness for the rebuilding of two churches in such a short time, was brought to the attention of Bishop Karl J. Altar. After studying the problem he decided to close the school. The pupils were transferred to the public schools of Oregon and Jerusalem Townships. A few living near Toledo entered parochial schools in the city. Others who resided in Ottawa and Wood Counties returned to the schools in their own districts.

Schools

WARDEN DISTRICT 11 CHANGED TO DISTRICT 1

H. B. Foster and C. A. Warden appeared at a meeting of the Board of Education on September 18, 1882, and presented a petition for a new school district since the community was growing and pupils had to travel some distance to attend school.

After some discussion the petition was granted and the Board consented to build a school house providing that

1. The company of Foster and Warden would furnish a site.
2. That they would provide a building in which school could be held until October 1, 1883.

These conditions were met and the Board of Education voted that a levy of one mill assessed on the tax duplicate to raise money for such a building.

Plans were adopted to erect a brick building 40 feet long by 24 feet wide. The lowest bid of \$700 was accepted and contract awarded to William Burge.

This school was known as the Warden School. It was located just north of the Wheeling and Lake Erie tracks on what is now known as the Bury Road.

The writer recalls some happy days spent in this building teaching forty four pupils of grades one to eight inclusive.

INTERIOR OF BUILDING

In about the center of the room a long, low stove was placed on a brick foundation. Cord wood about three feet long was used as fuel. To keep warm it was necessary to keep the stove well supplied with wood. The boys were always willing to carry in a supply of wood, piling it up in the boy's cloak room.

The back wall was covered with a blackboard hung between the two windows. It was so high that a platform had to be made on which the children could stand to reach the board. Another small board was placed in the front of the room between the two doors. This provided a small place on which the teacher could write when explaining new work. In addition to this on one side of the room near the front was a large map case about four by five feet on the door of which there was a blackboard. Another small chart case with a blackboard was hung on the opposite side of the room. It was hung low so that the case could be opened and used for teaching beginners to read. The large case contained maps and other helps for teaching geography and arithmetic.

Near the front and to the left of the teacher's desk were two long recitation benches. When the class was called, the pupils came forward and took their places on the benches, eager and ready to show the teacher how well they had prepared their lesson.

The old style double seats were used, the larger seats being arranged in rows on each side and the smaller ones in the center.

TEXTBOOKS

Textbooks were purchased by the parents and books were handed down from older to the younger children of the family. Books cost money and each one took pride in keeping his or her books in good condition. Many took them home so mother could make book covers for each book. This was a great protection to them. Of course, there were some pupils who enjoyed writing cute sayings or some special rhymes on the blank sheets inside each book.

TEACHER ALSO JANITOR

Each teacher was her own janitor for which she received from two and one-half to five dollars a month. If the room was untidy when a visitor appeared, she had a session with herself and promised to do better in the future.

COOPERATION OF PARENTS

The patrons were especially helpful whenever the school arranged for some project. They gave their support and cooperation in every way possible.

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OLDER BOYS ENTERED AFTER THANKSGIVING

The boys lived on farms. They were needed to help harvest the crops. Most of them were unable to enter school until after Thanksgiving.

In this particular district several of the boys arranged with the teacher to come to her boarding house evenings so they could keep up with their class. They were really interested in their work and the teacher and the boys spent many pleasant evenings working together.

The parents of these boys appreciated the teacher's efforts to help their sons. At the end of this special work one year, they presented her with a pair of shoes. This was a surprise to her as she was not thinking of any reward.

SOCIAL ACTIVITIES

Programs and box socials were enjoyed in almost every school district.

Since there was no lighting system a group of boys would volunteer to bring lanterns and hang them up in the room to furnish the light. With the help of the parents a stage would be built and furniture brought for it. How they enjoyed studying and practicing their parts. The entire community cooperated and the parents were proud of their children. They knew all about the plays, dialogues, recitations and songs that were to be given. But they were there in full force; mother, father, grandparents, cousins, and friends to enjoy and encourage their children.

BOX SOCIALS

Since the school board did not furnish library books, each school felt that something should be done to earn money to purchase books.

What could be better than a box social? A short program was planned followed by the bringing out of gaily decorated boxes. No one was to know the owner of a box as it was displayed by the auctioneer who held it up to be admired by all. Then the bidding began. Whispers about the room indicated that an effort was being made to determine the owner of the box. How the boys enjoyed bidding higher and higher to make some young man pay a handsome price to get an opportunity to eat with his fair lady.

The younger boys were given an opportunity

to bid for a box brought in by the younger girls. Dads and mothers entered into the spirit and everyone had a wonderful time. The money — it was handed to the teacher who made it stretch over as many books as possible. Thus, year by year, more books were added to the school library.

LARKIN SOAP PROJECT

After purchasing books a place was needed to keep them. So with the consent and help of the community soap was sold by the children. A certain amount of soap must be sold to get the premium — a book case. This was a fine project for the boys and girls as it taught them how to make sales, take care of money and see the orders were delivered. So working together as a big family a book case was obtained in which each family took great pride.

A LONG DAY

Since there were forty-four pupils and eight grades, time flew by and before one was aware of it the closing hour arrived. But who would want to close before every class was given an opportunity to recite? Not the boys and girls of the Warden School so we worked on until we completed our schedule.

What about working overtime today? Would they be so interested in their work that neither they or their parents would complain if the teacher continue the school day for an extra half hour? Why do that? Can you imagine a teacher being able to complete her schedule on time when she was teaching all the grades? She was pleased to obtain permission to send pupils of grades 1 and 2 home at 2:30 so as to give more time to the remaining grades, but she still had 6 classes to meet in the next hour. A ten minute period for each class and the hour was up. What was she to do if the class didn't understand the work?

A rather detailed picture has been given of the procedure in this one school as it will give a better understanding of what took place in the other one room schools of that day.

HECKMAN — DISTRICT 1 CHANGED TO DISTRICT 2

At a meeting September 18, 1875, a new district known as District 1 was formed of Section

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10, 11, 14 and 15 taken from District 3. Later this was changed to District 2.

A school house was erected on Pickle Road west of Wynn Road. This was known as Heckman. After the schools were consolidated this building was sold to Dunberger Post. It has been remodeled and is still used by the Post.

PETITION TO HAVE GERMAN TAUGHT

One of the interesting items in connection with this district is a petition signed by Mr. Heckman and 75 other patrons requesting that German be taught in the schools. The Board appointed Henry Cook to obtain a decision on the legality of teaching German in the elementary schools. Mr. Cook failed to get a decision. Later a second petition was brought to the Board and the request was granted on December 7, 1878.

Interest in German continued and the question rose again at a meeting May 20, 1882. The Board decided to continue German as part of the curriculum in the districts interested in it.

A SINGING SCHOOL

The people of this district were interested in music and Ira Kent organized a singing class. Many enjoyable hours were spent in this worth while recreation. This with other activities such as the box socials and programs helped to develop a real community spirit.

Rueben Kent remembers his father's telling how they enjoyed having someone who practiced mesmerism in those days come out to entertain them. Sometimes a person could not be mesmerised. When this happened the group was delighted. Thus they found life interesting and at times exciting.

GARDNER — DISTRICT 3

An old record book kept by the various clerks of the directors of sub district No. 3 later known as Gardner School show that they elected directors in April 1850, and voted to raise \$400 to build a school house. The report indicates they had three months of school with Harriet Howland as teacher. The school house was built for \$325. From information gathered from residents this was a frame building. After a number of years it was replaced by a brick building. This building faced Coy Road on the same site as the frame building.

NEW BRICK BUILDING

On June 20, 1898, the Gardner School House was condemned and the Board sold the old building. A motion was made and carried on the same date the old building was condemned, that a brick veneer school building be built. Bids were to be opened on July 9, 1898, at the Town Hall.

The bids were received and opened. The contract was awarded to John McCullough for \$986.77, this being the lowest bid.

For some reason this building faced Pickle Road. It is now being used as a home.

BRANDVILLE — DISTRICT 10 CHANGED TO DISTRICT 4

On April 17, 1882, Thomas Croft and others brought a petition to the Board of Education requesting that a new sub-district be formed by dividing sub-district 3. This petition was granted and directors were elected.

At a special meeting of the Board held May 20, 1882, the Board decided to appoint a committee to locate and build a two story school house in this district.

This brick building was erected on Grasser Street near Pickle and was known as Brandville. The people were proud of this building. With two teachers it was an improvement over the one room school. Parents were interested in sending their children who were in the upper grades to this school. Therefore, the Board of Education established standards required for entrance.

ENTRANCE REQUIREMENTS

At a meeting of the Board April 16, 1883, a resolution was passed providing

"That pupils in upper grades residing in the township would be given permission to attend the Brandville School after passing an examination determined by the Board of Education."

A meeting of the teachers was arranged to determine the standard qualifications for entrance to Brandville on November 23, 1883.

The standards adopted were as follows: pupils must pass an examination on fifth grade McGuffey reader, Harvey's Grammar, Eclectic Geography Book 2, beginning history and arithmetic up to percentage. Their writing must be legible.

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ADOPTION OF TEXTBOOKS

At the same meeting the following textbooks for the township were adopted:

McGuffey's Readers
White's Graded Arithmetic
Geography Eclectic Series
Spelling — Instructive Spelling
Writing — Payson
Grammar — Harvey
History U. S. Eclectic
German — Klemnis Series

OLD BUILDING

This old building has been deserted since the spring of 1926. No repairs or care has been given it since it was abandoned. Thus, one looks at it and thinks with Whittier

"Still sits the school house by the road
A ragged beggar sunning.
Around it still the sumachs grow
And blackberry vines are running."

REIHLE — DISTRICT 9 CHANGED TO DISTRICT 5

A building committee was given authority on June 22, 1881, to purchase a site and advertise for bids for a school located at the corner of Lallendorf and Corduroy Road. The land was purchased for \$55.00 and the school was known as Reihle. This district covered a large territory and the pupils living near the city line were given permission to attend Ironville School. The Board of Education paid the tuition of these pupils at the rate of one dollar per month.

The interest and activities were similar to those previously described.

This building was sold and moved about one half mile south. It has been remodeled and is now the home of Alfred Warnke.

DeBOLT LATER KNOWN AS MOMENEETOWN DISTRICT 5 CHANGED TO DISTRICT 6

The Board of Education purchased a site from Hamlyn located on Corduroy Road about one fourth mile from Big Ditch Road now known as Stadium. In 1854, a frame building 16 by 24 was erected. There were two windows on each side and one in the rear.

EQUIPMENT

The equipment for this building was very crude. The seats and desks were constructed of rough lumber and arranged according to the size of the pupils. The larger desks were along the wall so the smaller children would be nearer the stove.

FIRST TEACHER

Sophia Pratt was the first teacher and according to the custom of the days boarded with the patrons of the district which was considered part of her salary.

SECOND BUILDING

On April 29, 1871, the Board of Education placed a levy of 2 mills on the tax duplicate to build a new school.

In April, 1872, the Board appropriated \$1500 to build a brick building on the same site. This was to be large enough to accommodate fifty or sixty pupils. Gradually improvements were made. Among the improvements were the double desks, a better desk for the teacher, more windows, cloak rooms with hangers for wraps and shelves on which the dinner buckets were placed.

BOARD FENCE

For some reason a four or five foot board fence was erected along the front boundary with high steps in the center leading to the top of the fence and continuing down the other side. These steps were divided into two parts by a tight board fence from the bottom of the steps to the school building. The boys on reaching the top of the steps turned to the right and the girls to the left and entered the building on opposite sides.

OLD SCHOOL

The old school building was sold for \$40 to Jeremiah Clay and Horace Benedict and moved across the road on the northwest corner of Clay's property for a church.

TWO ROOM BUILDING

The new brick building was used for about twenty years. Increased enrollment brought the problem of more room. This was solved by the Board of Education's decision to move the two room building from Bay Shore to this site in the summer of 1894.

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This building remains on the old site and has been converted into an apartment owned by Elroy Culver.

ECKVILLE — DISTRICT 2 CHANGED TO DISTRICT 7

In May of 1878, the Board appointed a committee and made plans to erect a school house in what then was called District 2 later District 7 known as Eckville, located at the corner of Coruroy and Norden Roads. On April 18, 1879, a contract to build this school house was given to Thomas McGuire for \$702.67. This including building sidewalks and fence. This was a one room school which served the people of this district until it was closed in 1918, and the pupils were transported to Momenec town.

The building was purchased by John Brown who remodeled it into a dwelling house and store. Mr. Brown is still living in it, but the store has been closed.

JAMESTOWN — DISTRICT 7 CHANGED TO DISTRICT 8 PETITION FOR NEW DISTRICT

A request for a new school district was presented to the Board. They decided this district should include Section 19, 20, 21 and 29, also the west half of Section 28 and the east half of 30. This was formed in 1860, and included part of what is now in Jerusalem Township and the north-eastern portion of Oregon.

No definite action was taken so far as building a school. However, in 1869, a school was built which was located on Cedar Point Road near Norden Road. In 1875, a foundation was put under this building.

PETITION TO CHANGE LOCATION

Since the school was not located in the center of the district a petition was brought to the Board in 1886, to change the location. A committee was appointed to find a suitable site and to change the boundary lines of the district.

In 1887, a petition by Henry Norden and twenty one other patrons was brought to the Board asking for a new school located on a central site.

A second petition asked for the school to be located one half mile south of Cedar Point Road.

No definite action was taken until April 26, 1890, when a lot was bought from Mrs. McHenry for \$80.00. The old building and lot was sold to Nathan DeWitt for \$135.00.

NEW SITE AND BUILDING

A bid of \$895.00 was accepted and the building erected. This school house burned March 10, 1905, and was replaced by a brick building for \$1999.00.

They purchased 40 single seats, 2 recitation benches and chairs for \$175.00. Pupils of this district attended the school until the fall of 1918, when they were transported to Momenec town.

BAY SHORE — DISTRICT 8 CHANGED TO DISTRICT 9

This school was located on Wynn Road about one fourth mile south of Bay Shore Road. A two room school was built in 1891, by John Clay for \$1978.60.

According to the minutes of the Board of Education a committee reported that the enrollment in 1894, had decreased and there were no longer enough pupils in the district to warrant the Board continuing the two rooms. The committee recommended that the two room building be moved to District 6 where it was needed and a one room building be built to replace it. Accordingly, a one room building was erected on the same site.

SECOND BUILDING

However, in the course of a few years, 1902, to be exact, it was necessary to build another one room school next to the first one since the enrollment increased.

In 1899, Norma Wynn Douglas was elected director in this district. So far as the records indicate this was the first woman director in Oregon.

The enrollment in this district continued to increase and previous to centralization there were four buildings being used as class rooms.

OTTER CREEK — DISTRICT 15 CHANGED TO DISTRICT 10 FIRST SCHOOL

School was held in the home of Alexis Navarre on Otter Creek Road. He lived in a large frame house. There was need of a school so one room was given for the use of teaching the children. Alexis

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was the brother of Peter Navarre, the scout. His son, Xavier, lived in this home. His daughters Jennie and Mrs. G. N. Houck are now living at 2929 Rockwell Place. They recall their father telling about this first school.

SECOND SCHOOL

A frame building was built later on Tom Dunn's place where the children of the community spent many a happy day. The school was located on Otter Creek Road which followed the creek over Case's bridge and on across the Taylor bridge and into the city.

The record shows that Mrs. Olive Jennison Howland taught here in 1840. Relatives recall that Clarissa Wynn also taught in this district.

This frame building was sold to Mr. Denman and moved to his place which was located near the Cedar Point Road. It was remodeled as a home.

NEW SITE CHOSEN

On May 24, 1894, the Board purchased land from Henry Kohne located at the corner of Cedar Point and Otter Creek roads. On the same date a committee was instructed to get plans and specifications for a new school 24 by 40 feet. After a number of years this school burned. The children and teacher were transported to any empty school room at Momeneetown where they continued for the remainder of the year. The next year the building was replaced and continued to be used until pupils were transferred to the new Wynn School.

The old building was sold and has been remodeled into a comfortable home.

HOMESTEAD — DISTRICT 11 NEW DISTRICT ESTABLISHED

At a meeting of the Board of May 11, 1907, a motion was made and carried that a new district be established and a school house erected. This was known as the Homestead School.

Specifications provided for a brick veneer building 24 by 44 feet. The contract was given to Julius Comte for \$1847.00. The building was equipped with single seats and blackboards for \$179.90.

Edna Eteau was the first teacher of this school.

It is interesting to know that at the time the Homestead Addition was laid out two lots were donated for a school and two for a church. The

Board chose to build the school for the particular district at the corner of Coy and Seaman.

NOW A CHURCH

This building was purchased by a group of Roumanian people in 1947. It is now used as a Roumanian Orthodox Church.

A NEW TOWNSHIP

Jerusalem Township was formed by an act of the Ohio Legislature March 10, 1893. It was formed of that portion of Oregon lying east of a line eighty rods west of North Curtice Road. It is bounded on the north and east by Lake Erie, on the south by Ottawa County and on the west by Oregon Township.

BOARD OF EDUCATION

The new Board of Education met April 17, 1893, and renumbered the districts.

Members of the Board present were:

T. B. Cook, director of District 13 changed to District 1

John St. John, director of District 6 changed to District 2

Thomas Ames, director of District 14 changed to District 3

F. D. McNutt, director of District 4 remaining District 4

Sam Wolf, director of District 12 changed to District 5

LEVY PASSED

A levy of 6 mills was voted for tuition purposes and 1 mill for the contingent fund.

M. G. Witty was appointed treasurer on April 24, 1893.

JOINT MEETING — OREGON AND JERUSALEM

At a joint meeting the funds were divided. There was a balance of \$223.77 in the tuition fund and an indebtedness of \$500.00 in the contingent fund. Jerusalem's share of the tuition fund was \$60.16. Their share of the indebtedness was \$131.61.

FIRST TEACHERS HIRED BY JERUSALEM BOARD

At a regular meeting the teachers were employed for the year 1893-1894.

Clara Tiff for District 1 — Bailey

Tillie Rupert for District 2 — Cedar Point

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Susie Knight for District 3 — Amesville
Iva Vincent for District 4 — McNutt
Mary Bury for District 5 — Bono

The school houses in the above named districts were built while Jerusalem was still in Oregon Township.

BAILEY SCHOOL DISTRICT 13 CHANGED TO DISTRICT 1 REQUEST FOR NEW DISTRICT

On April 15, 1889, L. B. Bailey came to the Board of Education and requested that a new district be established. He reported that there were 35 pupils who could not reach any other school without walking two miles or more.

After debating the question the Board organized a new school district to be known as Bailey School District 13. When Jerusalem Township was organized it was renumbered District 1. This school house was located on what is now Cousino Road between Jerusalem and Brown. At the time this road was known as Bailey.

An election was held in Bailey's mill. O. B. Dean was elected director.

SCHOOL HOUSE BUILT

A one mill levy was placed on the duplicate to raise money to build the school house. The material and labor amounted to \$945.67.

It is interesting to note that the following purchases were made:

4 eight foot recitation benches at	\$28.80
1 teacher's desk	9.50
20 desks single at	\$3.50 each
20 desks double at	\$4.50

CEDAR POINT SCHOOL DISTRICT 6 CHANGED TO DISTRICT 2 REQUEST FOR NEW DISTRICT

John St. John urged the establishing of a school district in that portion of the township which now includes territory from Oregon line east and north of Seaman. This was granted and a building committee named to purchase a site. Strange as it may seem on July 6, 1857, the committee reported that they were unable to obtain a site.

On June 11, 1858, a levy of one mill was ordered to raise money to build a school house. It was also ordered that the directors of sub-district No. 6 make no contract for building a school house until they

presented to the Board of Education a good and sufficient lease for one half acre of land for a term of ten years or a warrantee deed for the same to be used as school site.

MONEY TRANSFERRED

Since they were unable to secure a site on April 18, 1859, the Board passed a resolution that the money levied for a school in sub-district 6 be transferred to the credit of sub-district No. 1 for a school house in that district.

SITE SECURED

A special meeting of the Board was called June 9, 1860, and 1 1/4 mills were levied on tax duplicate to raise money to build a school house in sub-district No. 6.

Plans were drawn and the contract let August 1, 1860. The site consisted of one half acre purchased from Anthony Bordeau. This school was located on Arquette Road about one half mile east of Cousino Road.

SITE CHANGED

This site was sold to John St. John for \$75.00 June 19, 1891, and a new building was erected on the corner of Corduroy and Cousino Roads for \$900. This building was more modern with windows on one side only. This eliminated the difficulty of the old type of cross lighting. After the schools were consolidated this building was sold to Mr. Fleitz and moved to Seaman Street where it is being used as a residence.

Amesville District 14 Changed to District 3

PETITION GRANTED

This community developed around a sawmill established by Fellows and Ames on what is now the Yondota Road between Corduroy and Seaman roads. The people felt the need for a new district and accordingly brought in a petition requesting the same. The petition was granted and a new district formed August 20, 1890, known as District 14 later changed to District 3.

SCHOOL BUILT

Bids were received for two new school buildings on May 27, 1891. The lowest bid, that of G. D. O'Neil, was accepted for \$900.60. The building was completed August 20, 1891. However, the Board

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was not satisfied with the work and it was some time later before the difficulty was settled.

This building continued to be used as an educational center until 1937, when the pupils were transported to the new consolidated building.

During the early days it was used for Sunday School and church services.

McNUTT — DISTRICT 4 REMAINED DISTRICT 4

LOG SCHOOL HOUSE

In 1867, a log school house was built for \$240.00. This district included the territory in Section 4, 3, 9, 10, 15, and 16 which is located in what is now the southeastern portion of Jerusalem Township. While the minutes do not give exact location it was learned that this log school was built on the farm now owned by Peter Carstensen, Sr. This is on the Veler Road east of the Lyons

FURNITURE

The furniture was typical of that found in log school houses in those days. The benches were made of split logs. A three-legged stool with a back made of a bent pole served as a chair for the teacher.

In 1867, the director of this school was given authority to plaster the walls.

NEW SCHOOL HOUSE

In 1881, a building committee was appointed by the Board to provide specifications and receive bids for a new building. G. F. Snyder was awarded the contract for \$670 and the building was completed April 26, 1882. In addition to the 24 double seats, a teacher's desk and two recitation benches were purchased. This became known as the McNutt School.

SHEPHERDSVILLE — BONO. DISTRICT 12 LATER CHANGED TO DISTRICT 5 DWELLING HOUSE USED AS SCHOOL

A sawmill owned by Fred Tank was located on the canal just east of the main street now called Bono. Since a number of men were needed to carry on the work of this mill, a little town of Shepherdsville was built. Mr. Shepherd was manager of the mill. Later the name was changed to Bono in honor of an old Indian who lived in the vicinity.

This group of people felt that they should have a school of their own instead of sending their boys and girls to the McNutt School which was a long tramp through the forest. Mr. Tank donated a dwelling house located in the yard of the sawmill for school purposes. The house was surrounded by logs piled from twenty to thirty feet high, while to the north and east were the marsh lands where wild birds, ducks and geese could be seen and muskrats were busy building their homes. Here Susan Farris attempted to compete with Mother Nature in making the school room and its work more attractive than the marsh teeming with life. Needless to say that often the call of nature was so strong that both boys and girls took advantage of the great pile of logs, hiding in some hole instead of responding to the call of the little hand bell. After it took a scouting party of boys to locate these truants after which they called Miss Farris to assist them in bringing these pupils back into the school room.

PETITION FOR SCHOOL

Mr. Fred Tank and Mr. Grant presented a request for a new district to the Board of Education. They now had 52 children in this territory. The request was granted establishing a new district in the east part of the township beginning 80 rods east of Section 18, then due north through 6, 7, and 31 to the marsh.

SITE AND BUILDING

An acre of land was purchased from Mr. Platt for \$50. This was located on Main Street about a fourth of a mile from what is now Jerusalem Road.

Specifications were drawn up and a contract let for \$780 April 28, 1888.

Later another room was added and two teachers were employed. The enrollment continued to increase and in 1904, another building was built to accommodate the primary pupils.

An Interview With Miss Emma Snow

A TEACHER AT SIXTEEN

The writer had the pleasure of meeting Miss Emma Snow, a pioneer teacher.

Miss Snow at the age of sixteen was employed to teach her first school at Shepherdsville. The previous year she had taught at the Howland School as a substitute for her sister.

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TRAVEL TO SHEPHERDSVILLE

To reach Shepherdsville Miss Snow's grandfather drove out Jerusalem Road, then along the canal bank as far as possible. At a given point it was necessary to detour following a trail south, then east again, then north back to the bank of the canal. Since she had to wait until October, her sixteenth birthday, to get her certificate, her school year ten months, extended through July.

HER SALARY

At the close of each month she was given an order from her director, Mr. Tank, which she took to Victor Metzger, the treasurer, to obtain her salary of \$35.

HER BOARDING HOUSE

She boarded at the home of her director, Fred Tank. She recalls that the food supplies were difficult to obtain. Their supplies were brought in by boat and sledges. Their meals consisted mainly of bread, salt fish, and very little sugar. Part of the year, the fish were fresh. Potatoes were not available.

Most of the homes of her patrons were small, unplastered and cold. She enjoyed the son of Fred Tank, August, who was an apt pupil and very helpful.

FRIENDSHIP OF ELDERLY WOMAN

Living near the home of Mr. Tank was an elderly lady who enjoyed reading. Miss Snow found her an interesting companion and spent many winter evenings in her home reading aloud *Pickwick Papers* and other magazines Miss Snow brought from home.

One of the interesting things she recalls was that the elderly woman smoked a pipe. Seeing a woman smoking was an unusual experience for Miss Snow. She also recalls that her friend had papered her home with newspaper.

ENROLLMENT

Miss Snow had fifty pupils enrolled but their attendance was very irregular so her daily attendance was about twenty five.

TRAVEL TO HER HOME

When Miss Snow wanted to come home she had someone take her to Trowbridge. Here she took

the Wheeling Lake Erie train to Toledo. You will recall this road had a passenger station on Cherry Street. Upon arriving at Toledo Miss Snow boarded the horse drawn street car and rode to the corner of what is now Main and Starr Avenue. From this point she walked to her home on Brown Road.

EXPERIENCE AT BRANDVILLE

After completing the year at Shepherdsville Miss Snow was employed to teach the primary pupils at Brandville with an enrollment of forty pupils and four grades. She remained here for four years then went to the city. She continued to teach until 1921, when she became an examiner testing the mental ability of pupils. She continued in this position until 1934, when she retired.

Miss Snow recalls a school located on Brown Road near Wheeling. The school house was a Grange building. Her sister, May, taught in this building in 1879. It was one of the earlier schools of Oregon Township.

Changes and New Districts After Jerusalem Township Was Organized

YONDOTA — SUB-DISTRICT No. 6

At a meeting called May 5, 1902, the Board of Education voted to build a brick school house on Jerusalem Road between DeCant and Yondota Roads. This building was 41 feet 8 inches by 24 feet 8 inches. A levy of 10 mills was voted to take care of this building as well as an addition at Bono.

A one acre lot was purchased from C. Smarkel for the Yondota building for \$125. On July 16, 1902, Hans Johnson's bid of \$1667 to build Yondota School was accepted.

This building has been remodeled and is now used as a residence.

BONO ADDITION

An addition was planned for Bono School at a meeting May 5, 1902. The bid of Hans Johnson for \$743 was accepted on June 16, 1902.

This gave Bono a room for grades 1 and 2, another for grades 3 and 4 and the upper grades including 5 through 8.

RENO — DISTRICT 7

At a meeting of the Board on February 27, 1905, a motion was made to build a school house on a site of one acre at the corner of Howard and Van-

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Dyke Roads. The deed for the land was given to the Board for the sum of one dollar.

The motion was made and carried to build a frame building of the same dimensions as that of Yondota.

Bids were opened and the contract awarded to John Johnson for \$1340 with the understanding that the building was to be completed by August 1, 1905.

This building served as the educational center of this community until schools were consolidated.

During this period quite a settlement developed along the lake known as Reno on the Beach.

Cement Block — District 8

The patrons of this portion of the township felt the need of a new district since their children had to walk so far to attend Cedar Point, their nearest school. This petition was granted and on February 27, 1905, the Board passed a resolution to build a cement block school on Cedar Point Road between North Curtice and Counsino. The site was purchased from Frank B. Niles for \$150.

The same plan was used as that developed for Reno. However, instead of a frame building it was built of cement block. The lowest bid was that of John Johnson for \$1794. The building was erected and completed October 16, 1905.

At times the enrollment was small but it continued in use until the schools were consolidated.

Development In Oregon and Jerusalem Township 1914 — 1926

NEW SCHOOL LAW

A new school law became effective in 1914. This provided that each county be a unit for the purpose of providing better rural schools. Under this law a county board of education was elected. This Board employed a County Superintendent whose duty it was to divide the county into districts and recommend to local boards in each district a district supervisor who worked with the County Superintendent and local boards of the district in supervising the schools of that particular district.

COUNTY AND DISTRICT SUPERINTENDENTS

J. W. Zeller was employed as County Superintendent of Lucas County. One of the districts included Oregon and Jerusalem Township. He nomi-

nated Josephine Fassett as district supervisor for these two townships. The Boards at that time were composed of a director from each district. Oregon having eleven school districts had eleven members of their Board while Jerusalem with eight districts had eight members. A meeting of these two Board, 19 members, was held and Josephine Fassett was employed.

COOPERATION OF BOARDS, PATRONS AND TEACHERS

This was a challenge to the local boards, the teachers, the patrons and to the supervisor. Upon the success of this new plan for the State of Ohio depended the welfare and progress of the schools.

However, as soon as board members, teachers and patrons were assured that the aim of the supervisor was to help and that she needed their cooperation, progress was made.

METHODS AND CHANGES

In due time a unified course of study was worked out, definite aims and goals were set up. Teachers' meetings were held and problems were discussed. Various methods were suggested. Teachers were invited to teach a group of pupils for other teachers. Discussions followed such lessons. Thus, encouraged teachers felt free to bring their problems and exchange ideas of how to meet and solve various problems.

They were encouraged to discuss their needs and these were presented to the Boards by the supervisor which led to more and better materials being purchased to help teachers do a better job in the class room.

Tests were given, differences in the ability of pupils were recognized and the teachers in most cases looked forward to the coming of the supervisor.

DISTRIBUTION OF TEXTBOOKS AND SUPPLIES

Since no provision was made for the distribution of textbooks and supplies such as brooms, coal scuttles, water buckets, chalk, ink, erasers, and other supplies, the supervisor loaded her buggy with the books and supplies which she obtained from the clerks of the school boards.

Among the necessary things carried by this supervisor was a kit of tools. It is surprising what

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magic can be accomplished with a screw driver or hammer and nails. A loose desk, a door knob that failed to work or a shelf that needed attention could be taken care of in a few minutes. The reward — a happy teacher.

AN ACCIDENT

What might be termed interesting and unusual experiences kept life from becoming dull. One evening on the way home the horse was traveling at a rapid rate when one of the hind wheels rolled off and continued to move down the road. Stopping the horse after a short distance, it was necessary to trust the animal to remain waiting, while the wheel was rolled back and with considerable effort put back on. The burr having been lost the problem was how to keep the wheel on the axle.

After some thought, a rag was found in the buggy and wrapped around the axle. Then it became necessary to travel slowly the remainder of the way home. Of course, a farm home always has an extra supply of burrs so all was well for the next trip as soon as we reached home.

TRAVEL IN DEEP SNOW

One winter the snow was so deep that an improvised cutter was devised by taking off the wheels of the buggy and putting on special runners. This was a blessing to the faithful horse.

Patrons living near by any of the schools were always willing to see that the horse had a warm place to wait and the driver was well fed.

HOW TEXTBOOKS DELIVERED

If there was a change in textbooks, then the task of delivering and distributing was one that required extra planning and energy. A spring wagon was borrowed from a near by neighbor and the little horse looked very much out of place hitched to this wagon. But away we would go, get our load at the home of the clerk and proceed on our way. Fortunately, the boys always were delighted in helping to unload no matter what building we reached.

SCHOOL PICNIC

The picnics at the close of the year, when these mothers took us under their wing, fed teachers, children and patrons alike, were a blessing in disguise, as they unified the township and everyone

felt that he or she was a part of the township school system. Separate picnics were held for each township. The program for the day consisted of races of various kinds, ball games, swinging and all of the favorite sports boys and girls enjoy. Prizes were given and parents as well as children entered into the program with enthusiasm. The picnics were arranged on different days to avoid any conflicts between the two townships.

SOCIAL ACTIVITIES FOR TEACHERS

Plans were made for social activities which included the teachers of both townships. Then both groups were included in the teachers' meetings. Thus the teachers felt they belonged to a larger organization than just that of their own township. This brought about a broader outlook and a fine spirit of cooperation.

CHANGE IN METHOD OF TRANSPORTATION

As the main roads were improved, the horse and buggy was replaced by an automobile. In this case it was a Maxwell. The owner often commented that Max was usually sick. Therefore, she received a generous education in the art of changing tires, cleaning spark plugs, checking motor trouble, and learning how to get started on a morning when the temperature was below zero.

Driving on the cross roads which were still unimproved was an interesting experience. If the roads were muddy, one might find oneself slipping and sliding along and at times coming dangerously close to a big ditch.

DELIVERY OF TEACHER'S CHAIR

There were days when it was necessary to park and walk in to the schools situated off the main roads. Clad in rain coat and high rubbers or encased in a good warm coat and gloves according to the weather, one was ready for from one half to a mile walk through the mud or snow.

The writer recalls one such trip when she parked in a driveway and followed a ditch bank across the field carrying a new chair for the teacher. Were teacher and pupils glad to see me? Indeed they were. A new chair was added to their equipment and in spite of their being marooned by mud they had an opportunity of seeing someone outside their own district who brought news from

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the other schools and who could exchange ideas with them.

WELCOME IN HOMES

When traveling from one school to another a schedule was established. During the days of travel by horse and buggy, it was necessary to see that the horse was fed and taken care of. This afforded an opportunity to enter homes and become as one of the family. Willing hands helped to take care of the horse and to see that the driver was also provided with food. Time spent at the table with the family brought about a better understanding of the needs and desires of the people of the community.

Since a time schedule was followed it was necessary to stop at homes of families living near the particular school to be visited. Thus, certain homes became regular havens. This did not mean others would not welcome me or that partiality was being shown to a few but convenience, necessity, and the time element had to be taken into consideration.

Thus, these special services were extended by the Stoddards and Shillings at Reno, the Hosleys at Cedar Point, the St. Johns at Cement Block, the Ames and Marshes at Amesville, the Siglows at McNutt, the Cutchers at Yondota, the Kohns at Creek, the Wynns at Bay Shore, the Rollie Ames at Brandville, the Johlins at Reihle.

THE FRANK ST. JOHNS

This was one of the large families with eight or more about the table yet there was always room for one more. While enjoying the hospitality of a large family one also learns to appreciate the many problems these parents face. One of the outstanding characteristics observed is the willingness with which each member assumes his or her share of the responsibilities of family life.

THE CARL STODDARDS

After driving to the extreme northeastern portion of the territory over mud roads through rain, snow or sunshine what a lift to one's morale to be greeted with a cherry smile. The horse was put into the barn, the bricks were taken in to be heated, and after a visit was paid to the school we sat about the table where not only food was provided to appease our hunger, but the problems of the day, the

needs of the community and how conditions could be improved, were discussed.

THE SCHILLINGS

Another family in the same community whose hospitality, cheerfulness and encouragement was an inspiration during trying hours.

THE HOSLEYS

Another large family, who was interested in the welfare of the community was the Hosleys. Problems were cheerfully met and the family showed a willingness to cooperate in any project, that would help the community.

THE AMES

It was a pleasure to visit in this home. Mr. Ames was active in community affairs, had served as Board member in the earlier days and was looking forward to the days of better schools.

THE SIGLOWS

A home where the latch string was always out. Here whether the family was at home or not it was possible to go in and find an inviting lunch on the table. Such cooperation inspired one to even greater efforts.

THE MARSHES

This family was devoted to any program that would improve the educational development of their community.

THE HENRY KOHNES

A warm welcome always received in this home. A spirit of helpfulness prevailed and one was sent on his way with a song in his heart.

THE CHARLES WYNNS

A helpful, interesting family. One member was a cripple but always so cheerful, another deaf but never cast down. Here one found a welcome for an overnight stay when special meetings were held for the advancement of the community.

With such patrons as well as many others in each community, it was possible to go forward serving with joy each one of these communities with faith that some time in the future a fine consolidated school system would be established and combine these small communities into one large efficient system.

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PARTIES FOR 8th GRADE PUPILS

Since the eighth grade pupils were scattered throughout the townships, it was decided that they would enjoy meeting about once a semester with one of the schools acting as hostess. Teachers who had 8th grade pupils were permitted to dismiss for one half day to take their 8th grade pupils to the party. A fine social time was planned and refreshments were served. This united the pupils of this grade. They elected officers, chose colors and a motto and at the end of the year participated in the graduating exercises as one large class.

BACCALAUREATE AND GRADUATING SERVICES

By arranging a baccalaureate service they were given recognition as a group. The parents and students enjoyed and appreciated this service very much.

For similar reasons a graduation program was planned and diplomas tied in their class colors were given to them. In carrying out these two services the graduates of the two townships were recognized as one class. Since there was no high school in the territory very few were able to enter Waite as it was too difficult as well as costly to travel back and forth.

PROGRESS VARY IN EACH TOWNSHIP

Due to the difference in rate of growth in enrollment, the improvement in roads, and the valuation, Oregon moved more rapidly toward the goal of uniting the smaller communities into a larger and better school system.

Growth and Changes In Oregon 1915 — 26

ENROLLMENT

The population and enrollment in the schools were increasing each year especially in the Brandville and Bay Shore districts. A study of the enumeration, the average daily attendance and the population showed a steady upward trend which in time must bring many changes.

FIRST CHANGE AT BRANDVILLE

The enrollment in the primary grades increased so that it was necessary to relieve the primary teacher who was teaching grades one to four. To take care of this situation J. W. Whitmer, County Superintendent, at a Board meeting December 6,

1915, recommended that the lower room be divided lengthwise. By this arrangement grades one and two were placed on one side of the partition and grades three and four on the other side.

OTHER CHANGES MADE

To meet the crowded situation at Homestead, the upper grades were sent to Reihle School and the lower grades of Reihle sent to Homestead. This was arranged at a meeting August 7, 1916. At this same meeting a motion carried that a double portable be purchased for Brandville.

PLANS FOR HOMESTEAD

On June 4, 1917, the Board voted to purchase a portable for Homestead to relieve the crowded situation.

CHANGES IN 1918

A special meeting with the patrons of Brandville was held on April 6, 1918, to discuss the building of a school house. In a meeting later in April the Board voted to purchase another portable for this district.

CREEK SCHOOL BURNED

During 1918, this school burned. The Board was unable to find a building to rent, so transported pupils to a vacant room at Momeneetown.

PETITIONS FROM GARDNER AND CREEK

The patrons of Gardner School petitioned the Board to close their school and transport pupils to Brandville so their children would have advantages of a graded school. This petition was granted June 17, and arrangements were made for transportation of pupils.

On August 5, 1918, the patrons of Creek School petitioned for a building to replace the one room school lost by fire and to have it ready for the opening of school. This petition was granted by building a portable.

INCREASED ENROLLMENT AT BAY SHORE

The enrollment at Bay Shore had increased to such an extent there was need for immediate relief. By order of the Board, the County and District Superintendent contacted the patrons and arrangements were made for one half day sessions in the

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upper grades beginning December 1, 1919. The teacher was granted \$22.50 per month for the extra hours of teaching.

MORE PORTABLES PROVIDED

Brandville continued to grow. Since the patrons were not ready to accept consolidation portables had to be the answer. On July 10, 1920, the Board voted to build a single portable at Brandville and one at Bay Shore.

On July 9, 1921, a vote to place a portable at Momenetown was passed and plans were carried out.

PLANS TO TRANSFER DISTRICT 2 AND 5

Since enrollments at 2 and 5 were decreasing the Board instructed the District Superintendent to contact the parents of these districts to determine whether they were willing to have their schools closed.

PLANS TO TRANSFER HECKMAN AND REIHLE

To provide fewer grades to a teacher the patrons were given a choice of retaining one room schools or transferring to Momenetown. This transfer was not made, because of the patrons' desire to keep their own local schools.

RESOLUTION TO CLOSE WARDEN

According to law when the enrollment of a school district became less than ten pupils, the Board of Education had the authority to close such a school and transfer the pupils to another district. On August 30, 1921, the Board passed a resolution closing the Warden School and transferring the pupils to Momenetown.

ANOTHER PORTABLE FOR BRANDVILLE

At a meeting of the Board of May 7, 1923, a motion was made and carried that another double portable be placed at Brandville. The bids were opened on July 2, 1923, and given to Gladieux for \$3225.

A SECOND PORTABLE FOR BAY SHORE

A bid was received and accepted at the meet-

ing July 2, 1923, to move the portable from Momenetown to Bay Shore.

PLAYGROUNDS ENLARGED

More playground was needed at Brandville and Bay Shore. To meet this problem arrangements were made to rent property adjacent to these sites. Action on Brandville situation was taken October 1, 1923, and on November 5, 1923, more land was rented for Bay Shore.

BRANDVILLE GROWS

On July 8, 1924, the bid of A. C. Gladieux to build a double portable for Brandville for \$2425 was accepted and the building was ready for the fall term.

A STEP FORWARD — MUSIC

Ralph Runyan was employed as music supervisor on June 2, 1924, for 2½ days per week at \$1125 per school year. This was the beginning of a fine music program which was developed over a period of years. Under his instruction vocal music was taught from grades 1 through 8.

PETITION TO OPEN WARDEN

The patrons of Warden School district brought a petition to the Board of Education on September 2, 1924, asking that their school be reopened since there would be 12 pupils in their district. The petition was granted.

PETITION RECONSIDERED AT NEXT MEETING

Since another attempt was made to consolidate the petition was reconsidered and laid on table. Later the Board granted the petition, then rescinded the same.

TRANSPORTATION BECAME NECESSARY

Due to the closing of Jamestown, Eckville and Gardner Schools, it was necessary to transport children to schools assigned.

James Pidgeon was given a contract to transport children from Gardner School district to Brandville at the rate of \$7.00 per day. This made it possible to assign not more than two grades to a teacher except in grades one and two where enrollment was large enough to assign a teacher to each grade. The enrollment increased so that by 1924, there were

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eight teachers. In order to provide the room Gardner was reopened and the sixth grade was transported to this building.

John Brown was employed in 1918, to transfer pupils from Eckville and Jamestown to Momeneetown at the rate of \$4.00 per day. Pupils profited by this as each teacher had four grades instead of eight.

In August 1921, the Board of Education closed the Warden School and provided transportation to Momeneetown for these pupils by employing John Brown at the rate of \$85 per month.

GRADUAL CHANGES MADE TOWARD CONSOLIDATION

During this period many changes were made to take care of increasing enrollment and at the same time assign fewer grades to teachers when possible. To this end the following changes were made:

1. Closing of Eckville and Jamestown in 1918, Warden 1921
2. Building a partition at Gardner
3. Building a double portable at Brandville in 1916
4. Transferring primary children to Homestead and upper grades to Reihle
5. Building single portable at Homestead 1917
6. Building double portable at Brandville 1918
7. Building single portable at Momeneetown 1921
8. Building single portable at Brandville 1920
9. Moving portable from Momeneetown to Bay Shore 1923
10. Building portable at Brandville 1923
11. Building portable at Brandville 1924
12. Opening and reconditioning of Gardner 1924

COST OF TEMPORARY PROGRAM

Time, patience and understanding are needed when requests are made which require people to give up an institution which has served them over a period of many years. It is true over \$134,000 was spent in temporary buildings which included the replacing of Creek School with a portable type building. But this still gave them their own local schools in which they took so much pride.

Centralization or Consolidation — Which PROBLEM

As the enrollment of various portions of the township increased, especially at Brandville and Bay Shore, while a few districts decreased, the Board of Education was faced with the question, Which is the best solution — Consolidation or Centralization At that time the Board of Education favored centralization. They considered seriously a site in the center of the township. At a special meeting held May 17, 1916, the Board passed a resolution that a special election be called for June 5, to vote on a centralized school and a bond issue of \$80,000 to cover cost of site and erection of building.

FIRST ELECTION ON BOND ISSUE

Since the resolution did not include the required information for such an issue a second special meeting was called on May 20, 1916, and the resolution of May 17 rescinded.

Then the following resolution was offered by Lalendorff and seconded by Bullock.

Resolution

Whereas: The Board of Education of Oregon Township School District of Lucas County, Ohio deems it necessary to purchase a site and to erect a school house and equip the same; to provide for adequate housing facilities for the school children of this district and

Whereas: The funds at the disposal of this Board, or that can be raised under the provisions of Section 7629 and 7630 of the General Code, are not sufficient for said purpose and a bond issue is necessary and

Whereas: Said Board estimates that the probable amount of money required for such purpose is in the sum of eighty thousand (\$80,000) dollars now, therefore, be it

Resolved: That a proposition be submitted to the qualified electors of said Township Rural School District of a bond issue in the sum of eighty thousand (\$80,000) dollars as provided by Section 7625 of the General Code for the purpose of acquiring a site and building said house and equipping same and be it also

Resolved: That Monday, the 5th day of June, 1916, be and it is hereby designated as the day on which the qualified electors of said Township Rural School District may

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cast their ballots for or against said bond issue and be it further

Resolved: That the Clerk of the Board prepare notice of the election required herein and that said notice shall be given in the manner provided by law for school elections.

On roll call for the adoption of said Resolution Bullock voted yes, Tracy voted yes, Lalendorff voted yes, Ackerman voted yes, and Navarre voted no. Carried.

It was moved and seconded the Board adjourn to meet on call of the President.

Attest:

Rudolph Lalendorff, Clerk
Christ Ackerman, President

FIRST OPPORTUNITY

The following is the result of the votes cast on June the 5th for and against the Bond Issue.

Precinct	For	Against
1	11	109
2	29	42
3	2	53
4	3	86
Total	45	290

RESULTS

The results of this election indicated that the voters were opposed to Centralization and were not ready for Consolidation.

However, the problem was one that must be met with patience and careful planning. The Board of Education under the direction of the County and District Superintendents continued their efforts by keeping the problem before the people through meetings and information in regard to the school status.

Many of the citizens thought that consolidation was the only solution and urged that the issue be pressed. The Board of Education working with this group provided the voters with opportunities to accept or reject this issue frequently.

SECOND OPPORTUNITY

A bond issue for \$200,000 was presented to the voters on November 4, 1919, with the following results.

Precinct	For	Against
1	118	58
2	45	72
3	18	62
4	26	47
Total	207	239

THIRD OPPORTUNITY

This issue was for \$200,00 to be voted on April 27, 1920. Results

Precinct	For	Against
1	52	38
2	11	68
3	9	76
4	6	29
Total	78	211

At a regular meeting January 3, 1921, the Board of Education decided to place an issue for \$250,000 to be voted on February 1, 1921.

Further consideration was given to this issue and it was cancelled with the idea that more time be given to the voters for the study of the issue.

FOURTH OPPORTUNITY

After considering the problem again it was thought that a bond issue for a smaller amount would receive favorable consideration. Therefore, a bond issue of \$160,000 was submitted to be voted on November 6, 1922. The results were as follows:

Precinct	For	Against
1	143	128
2	64	110
3	28	100
4	18	66
Harbor View	52	11
Total	305	415

Since the meetings played an important part in the entire campaign some knowledge of these should be given at this time.

MEETINGS

During this long campaign for consolidation which began previous to the first bond issue in 1916, and continued at various intervals until a bond issue was passed on November 4, 1924, many meetings were held to give the electors an opportunity to discuss and ask questions in regard to the problem.

The slogan used by the education leaders of Ohio "A light in every school district in Ohio" during the time they were endeavoring to inform the people of the great need for better schools, was put into practice in Oregon.

In fact, to make these meetings more attractive and secure the attendance of a large majority of the patrons, children prepared short programs which would appeal to the parents. This brought about the cooperation of parents, teachers and pupils. The pupils volunteered to bring lanterns

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and in some cases lamps that could be fastened on the windows on each side of the room. Special lighting was planned for the front of the room in order to provide better facilities for those who participated.

A dimly lighted room, a tense crowd with pupils and teacher eager to have an interesting and helpful meeting set the stage.

Very frequently J. W. Whitmer, County Superintendent, gave the facts and answered the numerous questions. When possible an outside speaker was brought in. The speaker was used in the more densely populated portions of the township. On one such occasion the writer recalls having charge of the discussion while Mr. Whitmer took the speaker to Toledo to catch a train. This was a very unpleasant task as there was in the audience a man bent on causing as much unpleasantness as possible. He hoped in this way to discredit the entire project. However, loyal and interested citizens in the audience helped to put him in his place.

This was a strenuous program for planning and attending two or three meetings of this type a week took time and energy in addition to the regular duties of the day.

Many interesting and amusing incidents occurred. Often times we traveled over mud roads on dark and stormy nights but the cause was worth the effort.

MAIN OBJECTIONS

What were the main objections? As Americans we prize local control. Thus, the giving up of their district school would decrease the amount of control they would have over their schools. At this time each district had its own representative who played an important part in the policies of his school district.

Another item of vital importance was cost. This would increase taxes. What American greets with joy higher taxes unless he is sure such taxes will bring him worth while returns.

The third was transportation. Parents were quite reluctant to have their children ride on a bus. So many things could happen and to many, these happenings were so real they were greatly opposed to this part of the program.

A fourth and vital objection was that the ballot

failed to show that an equal amount of the bond issue would be spent in each of the three districts.

THE BANK LAND INCIDENT

Section 2 near the center of the township was known as the Bank Lands since a bank had held the title for this section over a period of years. Part of this section is heavily wooded and is now Pearson Park.

At this time a real estate company had control of these lands with the idea of platting them. The company made an offer to the Oregon Township Board of Education of a school site and \$80,000 worth of lots if a consolidated or centralized school would be constructed upon the site within eighteen months.

THE BOARD STUDIES THE PROPOSITION

This brought the problem of better schools to the forefront again. After discussing the offer it was suggested by J. W. Whitmer, County Superintendent, that it would be wise to discuss the offer with the citizens of the township. Therefore, the President of the Board called a citizens' meeting for the 27th day of September, 1924.

THE MEETING

At the meeting the attractive features of the offer of the real estate company were presented.

Then the County Superintendent discussed the school needs of the township. He called attention to a spot map which he had prepared and also to the comparative financial ability of the township.

Some of the facts presented were tables and graphs showing what a \$300,000 bond issue would mean in Oregon Township whose wealth at that time was \$11,779,400. Since the tax duplicate was increasing \$12,000,000 was used as a basis for 1924.

WEALTH BACK OF EACH CHILD

Using the average daily attendance as a basis beginning with the year 1915, it was found that \$15,401 was the amount of wealth back of each child and by 1923, it had almost doubled, being \$28,046.

MILLAGE REQUIRED

If the tax duplicate remained the same and the bonds continued for a period of 25 years the

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millage required to pay the bonds which begin in 1925, at 2.25 mills and decrease gradually until 1949 when it would be only 1.05 mills.

POPULATION AND ADDITIONS

A study of the population showed a steady growth beginning with 1850, when it was 436 and in 1920, 3500.

There were 11 additions where homes were being built with evidence that the growth would continue and more additions would be developed.

OIL REFINERIES

The Standard and Sun were in the beginning stages of their development with a promising outlook for future growth.

PERIOD OF DISCUSSION

The meeting was then open for discussion. Questions were answered and opinions of various citizens were expressed.

The consensus of opinion was that the Board should ask for a bond issue. However, a central building was not favored. It was agreed that there should be at least three buildings and that a further study be made of sites.

PUBLICITY

In addition to this a valuation graph beginning in 1910, with a tax duplicate of \$1,500,000 and showing the upward trend to 1928, as \$22,000,000 with a table for bond and interest payment on a \$12,000,000 tax duplicate for a \$300,000 bond issue over a period of twenty five years was prepared and sent with each letter. The table showed

Year	Principal	Interest	Total	Rate
1925	\$12,000	\$15,000	\$27,000	2.25
1949	\$12,000	\$600	\$12,600	1.05

The principal is determined by dividing the bond issue \$300,000 by 25, the number of years given to pay for bonds. The interest is on the full amount of bond — \$300,000 at the rate bonds were selling (5%).

BOND ISSUE, FIFTH OPPORTUNITY

The Board of Education prepared the necessary legislation and presented the issue to the electors at the regular November 4, 1924, election with results as follows:

Precinct	For	Against
1	229	124
2	132	110
3	94	108
4	26	59
5	80	12
Total	561	413

RETURNS ON SITES

The result of the vote on sites were:

Brandville		
The northwest corner Perry Coy Farm		210
Southwest corner old Steiger Farm		76
Center of Township		
The northeast corner Section 2		86
The northeast corner Section 1		132
Bay Shore		
Present location		136
North end of Thomas Wynn Farm on Bay Shore Road		157

SITES

The location of the sites being determined by the vote of the people the Board proceeded to arrange for purchase of same after deciding to consider ten acres for each site.

Each site was purchased as follows:

The Bay Shore Site	\$10,000
The Clay Site	7,000
The Coy Site	15,000

The first two sites were purchased without difficulty. The third site, the owner thought, was worth \$16,000 but the members of the Board felt that \$10,000 was a fair prize. Condemnation proceedings were begun and the court awarded the owner \$15,000.

WHY THE ISSUE FAILED FREQUENTLY

As the problem is studied the following conclusions may be given as answers to the question.

1. A lack of understanding the need for such a great change.
2. The over-eagerness on part of some citizens who urged voting on the issue before the majority were ready for change.
3. The cost became a greater problem as prices kept rising during the war.
4. The desire of at least six communities to have a building in its own confines.

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5. Such a desire increased the dissension and brought greater disagreement.
6. After agreeing that three sites were needed, the absence on ballot of amount to be spent on each school.

HOW OBJECTIONS OVERCOME

1. Meetings in every school district.
2. Special prepared information and the help of outside speakers.
3. The cooperation of many of the leading citizens in various parts of the township.
4. The reduction of 11 school districts to 7.
5. The building of portables as an emergency.
6. The result of the Real Estate Company's offer as shown by the willingness of patrons to cooperate in the Citizens' Meeting that was called. It indicated their desire to solve their own problems.
7. The decision of the Board of Education and the consent of the Board of Election to place on the ballot that \$100,000 of the \$300,000 would be spent on each school.

ENROLLMENT LAST YEAR IN OLD BUILDINGS

School year 1925-26

Boys	343
Girls	306
<hr/>	
Total	649 Elementary

HIGH SCHOOL — BOXWELL EXAMINATION

Pupils completing the eighth grade took a state test known as the Boxwell Examination. Those passing this test were entitled to attend the nearest high school. By law, the Board of Education of the township in which the pupils resided, paid the tuition and also transportation of any student who passed this examination and lived four or more miles from the high school.

The high school pupils of Oregon attended Waite.

TEACHERS DURING 1925-26

Heckman	1	Bay Shore	4
Brandville	8	Creek	1
Reihle	1	Homestead	2
Momeneetown	2	Music teacher	1

The First Goal Is Reached

BONDS

The Board passed a resolution November 24, 1924 to advertise the sale of \$300,000 worth of bonds at 5%. These were purchased by W. L. Slayton and Company as highest bidders for \$9,025.

SITES AND NAMES OF SCHOOLS

After the three sites were purchased the schools were named after the original owners of the land.

The Clay School was named after Jeremiah Clay on whose farm the school is located. He came to Oregon in 1851, and built a home on the Corduroy Road near the Corner of Stadium and Corduroy. He was active in school affairs having served as director of his school district. He was one of the men who helped build the first log school house in this vicinity.

The Coy School was named after Daniel Coy who purchased the land from the government. His oldest son, Perry, owned the farm at the time it was purchased by the Board. Perry was born in Oregon Township in 1850. His playmates were Indian children living in wigwams on a nearby farm later owned by Mr. Gladieux.

The Wynn School was named after Thomas Wynn, one of the early pioneers of the district. He came here in 1851 from Pennsylvania. At the time Mr. Wynn came the portion of Oregon in which his farm was located was known as Manhattan Township. In 1874, the portion of Manhattan Township east of the river was annexed to Oregon.

ARCHITECTS

On January 5, 1925, Stophlet and Stophlet were employed by the Board as architects for the buildings.

BIDS

The bids were opened April 25, 1925, and contracts awarded to lowest bidders as follows:

General Contract for three buildings	
Orr and Miller, Lima, Ohio	\$232,969.00
Heating and Ventilating	
Ragan Brothers and Company	
three buildings	25,585.00
Plumbing for three buildings	
Behms and Daniels	18,061.00
Locker contract for three buildings	
Berger Manufacturing Company	1,347.00

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BUILDINGS COMPLETED

Wynn — Spring 1926

8 class rooms, auditorium and gymnasium combined, home economics and industrial arts' rooms, with a very small room at the head of northeast stairway used as office.

Clay — August 1926

16 class rooms, auditorium and gymnasium combined, small science room, home economics and industrial arts in basement. Used for grades and high school. Small room at head of southeast stairway used as office.

Coy — August 1926

12 class rooms, auditorium and gymnasium combined, industrial arts and home economics in basement, small room at head of northeast stairway for office.

First Year in New Buildings 1926-27
(Oregon)

BOARD OF EDUCATION

During the preparation for the buildings and for the next two years the members of the Board were:

C. A. Tracy, President
Harry Phillips, Vice President
George Peach
Henry Weidner
Frank Coy

By 1928, a few changes were made in the personnel of the Board. At this time they were:

George Peach, President
C. A. Tracy, Vice President
Frank Coy
Glen Draper
Addie Navarre

Rudolph Lalendorff served as clerk during the time mentioned above. He was elected clerk in 1916, and continued in this position for eighteen years.

WOMEN BOARD MEMBERS

Board members agree that a woman's point of view is helpful in solving many of the problems that come before them. Patrons realize this and so, in times past, have elected women to serve on their Boards of Education.

In checking the records it is found that Norma Wynn Douglass served for the Wynn school district in 1899. This was during the days when each district elected three directors who were given con-

trol of their own school district and shaped the policies of the same.

In 1928, Addie Navarre was elected to serve under the new law which placed the policy making and control of the township in the hands of five members. She served during twelve years of rapid growth and many changes.

In 1944-47, Gladys Ehrsam served for a period of 4 years.

Mildred TenEyck was elected in 1948, and served 4 years. In 1954, she was elected for 4 years; then she was reelected and is now serving the second term. At the end of the year 1961, she will have served twelve years. During these years these women have shown ability to understand the many problems that are encountered in a growing school system.

Men and women willing to serve their community in this capacity are to be commended and need the support of the patrons of the school district.

FAITHFUL SERVICE

Oregon has been fortunate in having good substantial citizens serving on its Board over a period of years. Great responsibilities are placed on board members, especially in a growing territory where they must blaze a trail which others follow.

Special honor was given to Henry Lalendorff by the Board of Education for his faithful services over a long period of time.

FRIEND OF EDUCATION HONORED

At a meeting of Oregon Board of Education October 3, 1921, Richard Bruggeman moved and Henry Weidner seconded a motion to adopt the following resolution:

Whereas: Mr. Henry Lalendorff has been a member of the Oregon Township Board of Education, Lucas County, Ohio for nearly half a century and has been one of the most honored and respected citizens of the District and

Whereas: Mr. Lalendorff ever used his vigorous influence and good name for the best interest of his township and especially for our boys and girls in our great American Institution, the public schools, and

Whereas: He has tendered his resignation, after such an unusually long period of service on this Board, now, therefore:

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Be it resolved: That, we hereby express our high appreciation of his valuable services, his upright character, his loyalty to the cause of education and his firm stand for the improvement of our schools during these many years and be it further resolved:

That, we spread a copy of this resolution on our minutes and instruct our clerk to send a copy of this resolution to Mr. Lalendorff.

Oregon Township Board of Education

C. A. Tracy, Pres. George Peach
Henry Weidner, Vice Pres. L. H. Shovar
Rudolph Lalendorff, Clerk Richard Bruggeman

HENRY LALENDORFF

He was born in Mecklenburg, Germany August 16, 1851, and was brought to this country at the age of three by his parents John and Sophia Lalendorff in 1854. They lived in Toledo three years, after which his father bought land at the corner of Cedar Point and Lalendorff Roads where Henry resided for the remainder of his life.

They cleared enough land on which to build a log cabin. There were no roads leading to and from this cabin which was surrounded by forest and swamp, with Indians as neighbors.

He had little opportunity for schooling and walked four miles to a little school in Oregon Township located on George Treat's farm on Wheeling Street near Seaman. After he was married he attended night school at the Reihle school house. He took an active part in the affairs of the community. He served as a member of the Board of Education for thirty-five years, was a township trustee for nine years, a director of the Lucas County Farmers Mutual Aid and Insurance Society, a director of the Commercial Savings Bank of Toledo and often served on the jury for a period of six weeks at a time. Little wonder he was such a tireless worker for better schools and community government.

His wife, Minnie Koch, encouraged and inspired him. During the diptheria epidemic in 1882, they lost their entire family — Edward, Charles, Ida and Rudolph. Later they had five children who became worthy citizens of the community.

Like many other pioneers of his time, this couple faced life courageously, sharing their sorrows and joys with a strong faith in the wisdom of God until death took Mrs. Lalendorff July 22,

1932, and Mr. Lalendorff followed just a little over a year later October 23, 1933.

CLERKS OF OREGON

Leonard Whitmore	1837-38-39	3 years
George Treat	1840	1 year
Gabriel Crane	1841	1 year
Oliver Stevens	1842-43	2 years
Elijah Woodruff	1844	1 year
Asa Maddocks	1845	1 year
George Treat	1846	1 year
Charles Brown	1847-48	2 years
George Treat	1849	1 year
Oliver Stevens	1850	1 year
No Record	1851-52	2 years
Ezra Howland	1853-61	9 years
J. C. Messer	1862	1 year
Henry L. Phelps	1863-64	2 years
L. A. Brown	1865	1 year
J. C. Messer	1866-67-68	3 years
Thos. Croft	1869-72	4 years
J. C. Messer	1873-74-75	3 years
Jacob Brand	1876	1 year
Henry Cook	1877	1 year
J. C. Messer	1878-79	2 years
D. W. Maginnis	1880-81	2 years
Alfred Yenser	1882-83-84-85	4 years
N. M. Messer	1886-87-88-89-90	5 years
D. J. Beard	1891	1 year
J. C. Messer	1892-94	2 years
A. R. Fassett	1895-99	5 years
James Coy	1899-1913	15 years
Charles Wynn	1914-15	2 years
Rudolph Lalendorff	1916-34	18 years
Erwood Shanks	1934-	25 years+

SALARY SCHEDULE ADOPTED

0 experience	\$ 972	Jr. High Teachers	\$1350
1 yr. experience	1053	Principal-Clay	1500
2 yrs. experience	1134	Principal-Coy	1500
3 yrs. experience	1215	Principal-Wynn	1350

TEACHERS EMPLOYED

CLAY

Alice Armstrong	Lillian Peters
Irene Wert	Eula D. Scott
Ella Porter	Barbara Langenderfer
Thelma Thurlby Cupp	Eva Harding
Hazel Krieger	Clarence Filiere
Mary Steinmetz	Marian Bingham
George Morse	Fern Ray, Prin.

Irene Stichter
Bessie B. Bodle, Prin.

COY

Edna Nall	Jessie Durand
Margretta Thompson	Eleanor Mong
Fannie Potts	Lucille Geren
Beata Fitzpatrick	Doris Ray
	Robert Shelton
	Alice Dunford, Prin.

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JANITORS EMPLOYED

CLAY	
Chris Meier	\$160 per mo.
COY	
Henry Becker	\$110 per mo.
WYNN	
Dewey Coon	\$145 per mo.

ENROLLMENT

ELEMENTARY		JUNIOR HIGH	
Boys	344	Boys	26
Girls	346	Girls	34
Total	690	Total	60 for 9th grade

NINTH GRADE

Twenty of the ninth graders attended Coy and the other 40 Clay. The next year all high school pupils were enrolled at Clay.

TRANSPORTATION

- John Brown — Clay R. #1 \$147 per mo. for 3 school years
 - Joseph Gates — Clay R. #2 \$230 per mo. for 3 school years
 - Thomas Coutcher — Clay R. #3 \$200 per mo. for 3 school years
 - Joseph Gates — Clay R. #4 \$230 per mo. for 3 school years
 - John Baden — Coy \$198 per mo. for 3 school years
 - Earl Fox — Wynn \$198 per mo. for 3 school years
 - Joseph Gates — Wynn — eastern portion \$60 for 8 mos. 3 weeks
- No pupil living within 1 1/2 miles of any school will be transported.

PUPILS ENTITLED TO ATTEND HIGH SCHOOLS

All pupils living in Oregon and Jerusalem Township who had completed the eighth grade were entitled to enter Clay or Coy Junior High. Tuition based on cost was paid by Jerusalem Township for students residing in said township.

PUPILS IN GRADES 10, 11 AND 12

All high school pupils in grades 10, 11 and 12 having taken their freshman year at Waite were to continue. The Oregon Board of Education paid tuition to Toledo Board of Education for these students. Transportation arrangements were made with Joseph Gates for those residing in or near his regular bus routes to the city. In other cases parents were reimbursed.

PLAN FOR CLAY HIGH STUDENTS

The Board of Education planned to develop the high school by adding one grade each year. Thus in 1926-27, the ninth grade students entered, the following year the ninth and tenth were scheduled; the third year ninth, tenth and eleventh; and in the school year 1929-30, the 12th grade.

COURSE OF STUDY

The school offered three courses namely: the Academic — the purpose of which was to prepare students for college; the Commercial course which prepared pupils for clerical positions and the General course which gave the students more choices of subjects and made it possible to make adjustments and be prepared for business or college by making changes in Junior or Senior years.

Music was offered twice a week without credit. Industrial Arts for boys and Home Economics for girls were opened to those interested in the practical arts. Credits were given for these courses. Physical Education was required for which 1/4 credit was given. However, students were to earn 16 credits in addition to the credit earned for four years of physical education.

ELEMENTARY EDUCATION

This included grades one to eight inclusive. However, the work of seventh and eighth grades was departmentalized with industrial arts, home economics, music and physical education included in the curriculum.

Music was given throughout the entire school system from grades one through high school. This added to enjoyment of the pupils and later proved to be an asset to many students.

FIRST FRESHMAN CLASS OF 1926

This was the first high school class to enter a new building in the first high school established in Oregon Township. To this group was given the opportunity and responsibility of establishing high ideals and standards for those who followed. The entire community is proud of their school which is a tribute to this first graduating class.

If you are interested in the members of this class read, *A Visit With Our Clay High Graduates of 1930*. This booklet is in the library.

Growth Through The Years

The Development of Education

FIRST GRADUATING CLASS 1930

Another mile stone had been reached. Four successful years had elapsed since the Oregon Township School System had been consolidated. Each district, Coy, Clay and Wynn was loyally supported by the patrons and the entire township was proud of its first graduating class.

Twenty-one had met the requirements and received their diplomas. They are still upholding the ideals of Clay as worthy, outstanding citizens.

SOME ACCOMPLISHMENTS DURING FIRST FOUR YEARS (CLAY HIGH)

High standards of scholarship were established. A spirit of cooperation between students and teachers was developed.

Every teacher was a counselor.

The administrators and faculty worked as a team.

Met the standards required for the approval of Secondary Schools by the North Central Association of Colleges and Secondary Schools.

Became a member of the North Central Association.

Organized:

Four literary societies

An annual staff

Cheerleader staff(a school newspaper)

A glee club

An orchestra

An octet

Two boys' basketball teams

One girls' basketball team

A baseball team

A student council

An intramural program

SOME ACCOMPLISHMENTS DURING FIRST FOUR YEARS (ELEMENTARY)

Higher standards established for each grade.

Reading program enriched.

A spirit of cooperation between teachers and parents established.

Frequent meetings of all teachers which brought unity.

Departmentalized meetings which improved teaching methods.

Greater emphasis placed on school citizenship.

Music program improved.

Elementary standards for schools set up by State were met.

Certification of Approval given to each elementary building.

Established Home Economics and Industrial Arts in grades 7 and 8.

Introduced Physical Education in grades 7 and 8.

ENROLLMENT

A survey of the enrollment shows what has happened since the first graduating class left Clay. The following is a report of the enrollment of kindergarten through grade 12 in intervals of five years.

1930	—	1190
1935	—	1381
1940	—	1577
1945	—	1625
1950	—	2000
1955	—	2620
1959	—	4114*

*This includes 735 from Jerusalem Township which is now a part of the regular school system.

BUILDINGS EXPAND (OLD CLAY HIGH)

Both grade and high school pupils were housed in this building. The first four years two new classes were added each year; the first grade and an additional high school class. This, with rapid growth of enrollment in the elementary grades, brought greater needs at Clay.

SUMMARY

Old Clay High built in 1926 - cost	\$121,000
Addition in 1928	51,591
Addition in 1930	27,279*
Addition in 1938	7,049.75
Addition in 1940	3,327.71

(To relieve industrial art made use of room in garage back of Old Clay High)

Garage in 1941	11,623.71
Stadium in 1947	242,092.38
Agriculture under stadium in 1952 (this included showers, etc. for football)	27,014.12
Clay Elementary built in 1937 - cost	\$135,353.80
Addition - double portable in 1951	14,754.05
Addition - double portable in 1952	13,809.65
Addition in 1957	353,370.87

CHANGES PREVIOUS

Before any additions were made, the cafeteria was changed and partitioned to make two classrooms.

The stage was used for serving lunches with the small kitchen kept intact just across the hall from the stage.

The Development of Education

The conference room under west side of stadium was used for third grade classroom. The following year two classes used this room for the third and fifth grades.

The industrial arts and home economics classes met in the west side of the stadium.

In 1959-60, only one room in the portable was used.

CLAY JUNIOR HIGH

This was the old high school building. The seventh and eighth grades moved into it in 1954. The new high school building was not ready, so during the fall of 1954, the Junior High and Senior High alternated, each meeting every other day.

Remodeled in 1957 - cost \$191,491.36

Partitioned study hall to increase classrooms in 1959

Shared library with elementary for two years
Took students to Clay High cafeteria until fall of 1957.

CLAY SENIOR HIGH (NEW)

Built in 1954 - cost \$1,858,749.50

Now using one room in portable
1959-60 - using one room in east side of stadium

COY

Built in 1926 - cost \$167,878

Addition in 1929 66,733

Double portable in 1951 15,164.35

Addition in 1957 160,162.90

During the period of growth the fire station at

Coy was used for kindergarten. Later on the kindergarten and cafeteria were eliminated until the new addition was built.

WYNN

Built in 1926 - cost \$108,560

Addition in 1930 24,324*

Double portable in 1952 13,235.36

Addition in 1957 342,052.48

During crowded conditions the auditorium was used for two third grade classes. Later on the Wynn fire station was used for kindergarten. The cafeteria was eliminated until the new addition was completed.

*In 1930, the combined bids on Clay and Wynn were \$53,402. The amount given under each is the approximate amount as some alternates were accepted which changed the total in some cases.

STARR

Built in 1957 - cost \$903,595.97
As the Years Rolled By

As indicated by the continued growth in enrollment the problem of expanding was ever present. A study of what took place in each district in regard to buildings reveals that the Board had to resort at various times to emergency procedures by making use of portables at the three buildings, using classrooms under the stadium, converting special rooms as music room, cafeteria, home economics and industrial arts for regular classrooms.

HOME ECONOMICS AND INDUSTRIAL ARTS

To avoid dropping these courses in seventh and eighth grades, arrangements were made to transport these pupils to rooms under the stadium for two periods for each grade per week, beginning in the school year 1949-50 and continuing until the new high school was completed. Previous to this, Clay Elementary seventh and eighth grades had their classes under the stadium.

THIRD AND FIFTH TO STADIUM

In 1952-53, the third grade met in a room under the stadium. The following year two classes were housed in this room.

USE OF AUDITORIUMS

At Wynn and Clay classes used the auditorium. During this time regular physical education classes were eliminated. At Wynn both third grades occupied the gymnasium. Clay's first grades were assigned to their gymnasium while the addition was being built.

CAFETERIA

At Clay Elementary the stage was used to serve the lunches, while the cooks continued to work in the small kitchen across the way.

CAFETERIAS DISBANDED

During the overcrowded conditions the cafeterias were eliminated at Coy, Wynn and Clay Elementary schools.

USE OF FIRE STATIONS FOR KINDERGARTEN

In 1948-49 and 49-50, the Coy kindergarten was held in the Coy fire station.

The Development of Education

The Wynn fire station was used for kindergarten while the new addition was being constructed.

AGRICULTURE WEST SIDE OF STADIUM

To continue this course rooms under the west side of the stadium were built and this work was carried on from the fall of 1951 until the new senior high opened in the late fall of 1954.

CURRICULUM CHANGES (CLAY HIGH)

Increased enrollment brought increased demands for more courses to meet the needs of students. Such changes as:

Languages: Latin given for four years, Spanish and French added.

Science: Chemistry and Physics offered each year instead of alternating, Physical Science for grades eleven and twelve.

Mathematics: Advanced Algebra, Trigonometry, Review of Basic Mathematics for twelfth year, solid Geometry.

Home Making: Special work in nursing and a course in home making for seniors were added.

Industrial Arts: Machine shop, auto mechanics, architectural drawing, advanced work in woodshop for seniors.

Agriculture: Regular four year course added.

Driver's Training

Art: Crafts and Fine Arts.

Business Education: Business machines, personal typing, practical work in office training in addition to the fundamental courses.

English: Added Dramatics, Journalism and Speech.

Band: Now regular part of curriculum.

Music: Appreciation, harmony, theory with added work in Glee Club.

Practical Courses: Everyday Living, Health.

CLUBS

The Literary clubs were replaced by a variety of clubs to meet the needs and interest of the students. The academic students chose the Latin, French, and Science clubs: those interested in vocations found such clubs as the F.F.A.; F.H.A.; F.N.A.; F.T.A. and Commercial clubs, of value, while the Glee Club, G.A.A., Bible Club, and Y Teens met a variety of needs.

Educational Development

GROWTH OF SCHOOLS 1854-1900

Toledo was developing and became a market for lumber. Since Oregon was covered with fine

timber of oak, hickory, ash and other usable trees a field was opened for enterprising business men. The government offered land at a low price to induce men to clear the land. Saw mills were established along the east river bank, then moved eastward to the lake. Settlements sprang up around these sawmills such as Jamestown, Eckville, Bailey, Amesville, New Jerusalem and others.

DEMAND FOR SCHOOLS

These settlements teemed with activity. Families moved in and parents requested schools for their children. From 1854 to 1890, the Board of Education received at the rate of two or three petitions per year for schools in these new settlements.

HOW TO MEET THE DEMAND

Schools that had been established were maintained by levies placed on the taxable property. To build more schools special levies had to be imposed. Levies varied from one to five mills depending on the amount of money needed.

MANY CHANGES CAME DURING THIS PERIOD

During this period many changes were necessary. Forests became farms, large ditches improved the drainage, trails became mud roads, then plank and corduroy roads and later a few were made into stone roads.

PROGRESS BROUGHT PROBLEMS

During this rapid development of small settlements the Board of Education was confronted with petitions for schools. To keep pace with these demands required not only dealing with limited finances, but also patience and understanding in handling these petitions and administering justice to all.

In spite of the fact that most of these were petitions for one room buildings at what appears to be a very low cost, it meant sacrifices on the part of these early settlers. To these people we owe much of what we are enjoying in the way of better schools. It took courage and determination for these hard working citizens to attend night school to gain what little knowledge they could. Little wonder they were interested in passing on these and better privileges to their children and their children's children even to the present generation.

The Development of Education

THE TEACHER

A great desire to learn, a greater desire to serve others was the motive that sent men and women into teaching. Salaries were no incentive. Think of receiving \$1.25 a week and boarding first with one family then another. Can you imagine how revealing and interesting it would be eating and sleeping with the children you are teaching? What an insight one would have into the family life of patrons, their problems, their joys and their sorrows. Surely making adjustments to the living conditions found in all these homes would be much more valuable and realistic than many courses one might take in college.

Suppose you move forward, as a teacher, to the time when you received \$35 a month with board and room at \$10 a month. You were an example in the community and they pointed to you with pride. But you had to be sure you knew the standards of your patrons and kept the laws of the Medes and Persians or your high position in the community would be dashed to pieces upon the rocks of criticism.

The teacher's influence was wide. It permeated the community in which she or he worked and extended on to other near by communities. Yes, the teacher was a leader.

CURRICULUM CHANGES (ELEMENTARY)

Changes were made in text books to meet the needs of the times in science and nature study. Correlation of subject matter took place such as history and geography now known as social studies. English, spelling, literature and composition are known as the language arts. Continual study of the needs and best methods is still being made and put into practice.

Development in Jerusalem Township School System

GROWTH OF JERUSALEM 1914-26

Enrollment 1914-15

District 1 — Bailey	33	grades 1-8 inclusive
District 2 — Cedar Point	42	grades 1-8 inclusive
District 3 — Amesville	35	grades 1-8 inclusive
District 4 — McNutt	36	grades 1-8 inclusive
District 5 — Bono Pr.	37	grades 1-2 inclusive
District 5 — Bono Intermediate	33	grades 3-4 inclusive
District 5 — Bono Grammar	35	grades 5-8 inclusive
District 6 — Yondota	48	grades 1-8 inclusive
District 7 — Reno	28	grades 1-8 inclusive

District 8 — Cement Block	33	grades 1-8 inclusive
Total	360	

BOARD OF EDUCATION 1914-15

Louis Beuhler, Pres.	David Shilling
Henry Romstadt	Fred Walters
Fred Wolf	N. Gueldenzoph, Clerk

Since Henry Romstadt, Fred Wolf and Louis Beuhler were elected trustees it was necessary for them to resign one of these offices. They chose to resign as board members.

BOARD MEMBERS 1915

Vancancies were filled and the following served as board members:

Fred Walters, Pres.	Clarence Beuhler
Frank Perry, Vice Pres.	David Shilling
J. L. Fisher	N. Gueldenzoph, Clerk

TEACHERS 1914-15

Winnifred Pittenger	Dist. 1 — Bailey	Salary \$495.00
W. W. Emel	Dist. 2 — Cedar Pt.	" 607.50
Z. F. Langenderfer	Dist. 3 — Amesville	" 450.00
Clarence Edelman	Dist. 4 — McNutt	" 540.00
M. Bowers	Dist. 5 — Bono Upper Gr.	" 607.50
Ruth E. Fitzpatrick	Dist. 5 — Bono Int.	" 540.00
Lucille Scott	Dist. 5 — Bono Primary	" 405.00
John Tetau	Dist. 6 — Yondota	" 607.50
Mildred Disher	Dist. 7 — Reno	" 450.00
Marguerite Pilliod	Dist. 8 — Cement Bloek	" 517.50

In addition to above salaries each teacher was paid \$2.50 per month for janitor work.

SOME FORWARD STEPS

Adoption of better salary schedule May 22, 1915.

0 experience	\$450.00
1 year experience	495.00
2 years experience	585.00
3 years experience	630.00
4 years experience	675.00

TEXT BOOKS

Uniform text books were adopted as recommended by the district superintendents of the county June 26, 1915.

FREE TEXT BOOKS

A resolution providing free text books to all pupils was adopted by the Board of Education which was a great help to the teachers.

NIGHT SCHOOL

In January 1915, the Board gave permission to use Bono school for evening classes which were open to those who had been unable to enter school during the fall term.

The Development of Education

PAY FOR ATTENDING NORTHWESTERN

Teachers were paid for attending the meeting held in Toledo for all teachers of the northwestern section of Ohio.

TRUANT OFFICER APPOINTED

On November 25, 1916, George Murphy was employed as attendance officer. This was the beginning of better school attendance and increased interest in schools.

CEMENT BLOCK SCHOOL KEPT OPEN

Plans were made for a Parochial school to be opened at St. Ignatius in the fall of 1921. This would take all but nine of the thirty-five pupils attending the Cement Block. The parish offered to include these nine in their program of transportation and the Board considered closing it. However, the patrons brought in a petition signed by the parents which indicated that there would be thirty-five attending the public school. Therefore, the Board continued in this district.

INCREASED ENROLLMENT AT BONO

Due to increased enrollment in the fall of 1922, the vacant room at Bono was opened.

FIRST TRANSPORTATION

A number of pupils living more than two miles east of Bono brought the problem of transportation to the Board.

Arrangements were made with Dennis Cousino to transport pupils to Bono at \$3.50 per day. Provisions were made for transportation of a group of ten pupils to Bono for \$7.00 a day by Milton Weidner.

HIGH SCHOOL PUPILS TRANSPORTED

John Hansen was paid \$3.75 for transporting pupils to Waite. He continued for the school years 1922-23, and '23-24.

Joseph Gates was employed October 6, 1923, to transport pupils to high school at the rate of \$163.50 per month.

INCREASE ENROLLMENT — CALL FOR BOND ISSUE

Since enrollment was increasing and there was a need for better school facilities the Board passed

a resolution to place an issue before the people to vote for \$80,000 to build four rooms at Bono, four rooms at Yondota and to add another room at Cedar Point.

The issue was voted on November 7, 1922, with results as follows:

	For	Against
Precinct 1	16	89
Precinct 2	6	55
Precinct 3	46	50
Total	68	194

TO MEET CROWDED CONDITIONS

The town hall was used for grades one to four inclusive and Yondota school for grades five to eight inclusive.

IMPROVED SALARY SCHEDULE 1923

0 experience	\$ 98
1 year	107
2 year	116
3 year or more	125

\$5.00 per month was allowed for janitor service.

MUSIC ADDED TO CURRICULUM

In 1925, Irene Nathanson was employed to teach music in the schools. This was another means of unifying the work as programs were given in which pupils of the various school districts participated.

NEW SALARY SCHEDULE

0 experience	\$108
1 year	117
2 years	125
3 years	135

NEED FOR BETTER BUILDINGS

The old buildings were a constant expense as well as being inadequate. The Board passed a resolution to place the problem before the electors on November 24, 1928, to decide whether to add 3 1/2 mills to their tax for a period of five years to provide for better buildings.

	For	Against
Precinct 1	66	70
Precinct 2	28	94
Precinct 3	36	204
Total	130	368

The Development of Education

ENUMERATION SHOWS GRADUAL GROWTH

1928	490
1932	500
1933	527
1934	505

PETITION PRESENTED FOR CENTRALIZATION

On June 28, 1930, a petition asking the Board of Education to place the question of centralization before the voters was presented by Carl Stoddard and signed by 179 other patrons.

This petition was tabled due to a decision that it did not contain 25% of the voters of said school district.

FINANCIAL PROBLEMS

Due to the lack of funds a new salary schedule was adopted on August 7, 1934, which reduced the salaries.

0 experience	\$ 90
1 year	93
2 years	96
3 or more	100

RESOLUTION

To obtain more money a resolution was adopted August 25, 1934, declaring it necessary to levy 3 mills above the 10 mill levy for a period of three years. This was submitted to the voters in the regular election November 1934.

RESULTS

For	—	131
Against	—	159

TO MEET FINANCIAL PROBLEM

The Board on January 26, 1935, passed a resolution stating:

Whereas: The Auditor of the State of Ohio has certified to this Board of Education that the amount of the net floating indebtedness of July 1, 1934, in accordance with the provisions of Section 3 of House Bill No. 11, passed by the 90th General Assembly of the State of Ohio at its Third Special Session is \$10,306.80 and

Whereas: This Board of Education does hereby determine that it is necessary to issue bonds in the amount of ten thousand three hundred six and 80/100 dollars (\$10,306.80) in accordance with the provisions of House Bill No. 11, passed by the

General Assembly of the State of Ohio at its Third Special Session, the "Uniform Bond Act" of the General Code of Ohio, for the purpose of financing net floating indebtedness as provided in said House Bill No. 11 and

Whereas: This Board of Education desires a single bond issue for the same and

Whereas: Section 2293-10 of the General Code requires the fiscal officer thereof to certify to this Board the maximum maturity of such bonds, now therefore, be it

Resolved: That the fiscal officer be, and he is hereby requested to certify to this Board his conclusions as required by said Section 2293-10 of the General Code.

The certification was made and proper resolutions passed with the result that the State Retirement Board purchased the bonds at par bearing 5% interest for a period of 10 years on March 12, 1935.

SALARIES PAID ON PERCENTAGE BASIS

Transportation salaries on basis of 80%
Teachers salaries on basis of 75%
Tuition to Oregon for 1932-33 paid
Tuition to Oregon for 1933-34 partial payment

PAID IN FULL

In April and May of the following year these obligations were met in full.

CONDITIONS THAT DELAYED CENTRALIZATION

A number of crossroads has not been improved. There was delay in entending some of the main roads.

As late as 1931, some tax payers were assessed on five roads.

Taxes were high due to lack of industries and to improvement of roads.

Bonds had to be sold to take care of indebtedness.

Salaries had to be raised to obtain teachers for one room schools; later due to lack of funds salaries were reduced.

Opening of Clay High brought changes to Jerusalem.

MORE ENTERED HIGH SCHOOL

Those entering ninth grade in 1926, were:

*Pearl Ames	*Haldon Hartman
Violet Amsler	*Elsie Kontak
Donald Bourdo	Elizabeth Radsick

The Development of Education

*Edith Carstensen *Robert Schilling
Ruth Draper *Raymond Stoddard
Marjorie Gea *Nellie Wells
*Donald Hartman *Olga Wilhelm

*Graduates of first class in 1930.

Olga Wilhelm did not complete her work until later as she was unable to attend after her mother's death. She earned credits by taking correspondence courses and was granted a diploma May 29, 1956.

ANOTHER EFFORT TO PROVIDE BETTER SCHOOL FACILITIES

After studying the problem of inadequate facilities, the cost of repairs each year, the desire of patrons for better schools, and the possibility of securing help from the Federal government by means of a P.W.A. project a resolution was passed July 20, 1935, requesting permission to ask for a bond issue to purchase a site and build a building with the State assuming 45% of the cost.

The election was set for August 27, 1935.

SPECIAL ELECTION NOT GRANTED

The tax commission refused permission to hold a special election.

SECOND ATTEMPT

This resolution provided for issuance of bonds to be voted at the regular election November 5, 1935, and permission was granted.

RESULTS

For bond issue	229
Against bond issue	120

GRANT BY FEDERAL AGENCY

A grant of \$49,050 was given on August 1936.

ARCHITECT EMPLOYED

W. Howard Manor was employed as architect.

SITE PURCHASED

On August 13, 1936, a ten acre plot was purchased from Otto and Kenneth Haack for \$2400. This site is situated on Yondota Road between Seaman and Jerusalem Roads.

CONTRACTS AWARDED

Bids were opened on October 27, 1936, and contracts were awarded as follows:

General contract to Clarence L. Knowlton	\$75,410.00
Electric contract to Stickney Electric	3,946.88

Plumbing and heating to Wiggins Gillespie 20,441.00

A few changes were made later for additional work which added to the above prices.

FIRST YEAR IN NEW BUILDING (JERUSALEM) 1937-38

BOARD OF EDUCATION

Otto Turnow, Pres. Frank Wolf
Carl Stoddard, Vice Pres. Henry Diefenthaler
Orson Perry

BOARD OF EDUCATION

IMPORTANT SERVICE WHILE STILL A PART OF OREGON

The eastern portion of the large township "Oregon" was fortunate in having forward looking men willing to serve as Board members for their communities.

Those who gave much of their time to this service were Thomas Ames, T. D. McNutt, and Frank St. John.

MEMBERS GIVING MANY YEAR'S OF SERVICE TO JERUSALEM

Thomas Ames	13 years
T. D. McNutt	6 years
Frank St. John	9 years

These men having given faithful service when the township was part of Oregon continued to help Jerusalem during its' first years.

NEED FOR YOUNGER MEN TO TAKE THE BURDEN

Carl Stoddard	17 years
Henry Diefenthaler	10 years
Fred Witty	12 years
Elroy Pfieffer	9 years
Otto Turnow	24 years
Frank Wolf	19 years
Orson Perry	6 years

These members met many problems and gave much of their time and energy to provide the best schools possible under trying circumstances. Jerusalem citizens owe much to all who served on their Board of Education. Their loyal service helped to develop better schools for their children.

WOMEN BOARD MEMBERS

Women have been reluctant to serve as Board members, but when a need arises they are found to be efficient and conscientious.

The Development of Education

Those elected as Board members were Clara Walters, Mrs. Altha Gea, Hattie DeMuth, Hattie Butterick and Alice Perry.

Of this number Clara Walters and Altha Gea resigned before taking office. Hattie Butterick and Hattie DeMuth served for a short time.

Alice Perry filled the vacancy caused by Mrs. Gea's resignation. She was active and greatly interested in the school system. Having come from England she was eager to learn more about Ohio's educational system and to use her influence to improve conditions.

CLERKS OF JERUSALEM

H. A. Schabow	1893 - August 1898	5 years
A. W. Tank	Sept. 1898 - Aug. 1902	4 years
H. A. Schabow	Aug. 1902 - Jan. 1907	4 years 4 mos.
N. Gueldenzoph	Jan. 1907 - 1916	9 years
H. A. Schabow	1916 - 1918	2 years
N. Gueldenzoph	1918 - 1924	6 years
E. Hartenfeld	Mar. 1924 - Jan. 1927	2 years 9 mos.
N. Gueldenzoph	1927 - 1930	3 years
Otto Klaege	1930 - 1958	28 years

Many problems arose during the time that these men served. They helped to guide the members through some difficult financial situations. This is especially true of Otto Klaege who served during the time it was necessary to borrow money and also the building program which included the original building and additions.

For the service of these faithful conscientious clerks the people owe a debt of gratitude.

SALARY SCHEDULE 1937-38

0 experience	\$100
1 yr. experience	103
2 yrs. experience	106
3 yrs. experience	109
Principal	1500

TEACHERS EMPLOYED

Mrs. Glee Lind	Miss Ruth E. Born
Mrs. Ruth Perry	Miss Eloise Bowyer
Mrs. Pearl Black	Miss Zalia Haack
Mrs. Clella Barber	Mrs. Dorothy Perry
Mrs. Alice Rohloff	Miss Eleanor Shaneck
Mr. Glenn L. Mills, Prin.	
Mrs. Mildred Paulsen (home instruction)	
Mrs. Glen Mills (substitute)	

JANITORS EMPLOYED

Lester Coon	\$135 per month
Leonard Wicks, helper	\$10 per week

ENROLLMENT

Average Daily Membership was 340.

ENUMERATION MAY 1937

Between ages 5 and 15	418
Between ages 16 and 17	82
Total	500

TRANSPORTATION

Transportation now became one of the major items of expense since all elementary and high school pupils had to be transported.

Bids were received and a contract given to Jesse Brown for \$800 a month for which he was to provide:

- Transportation for all high school pupils to Clay High and the upper classes still attending Waite.
- For all elementary pupils to and from their homes to the school on Yondota Road.

Arrangements were made to bring all high school pupils to Yondota school on the first trips. They were then transferred to a bus or busses taking them to Clay and Waite. No pupils entered Waite as freshmen after 1914, so this obligation was fulfilled by the end of the school year 1929-30.

A second trip was made to bring the remaining elementary pupils to Jerusalem School.

PERIOD OF ADJUSTMENT

All the pupils had been attending one room schools with the exception of those from the Bono and Yondota districts, where enrollment was such that three teachers were assigned to Bono and two to Yondota.

Under this organization the pupils in each school district were under the control of the teacher. Now both pupils and teachers were under the guidance of a principal. Teachers welcomed the change. Who wanted to be responsible for building and keeping fires burning. Or what teacher looked forward to sweeping and dusting the room after a strenuous day of teaching? How much more pleasant it would be to spend that time preparing for the next days' lessons. Then when problems of discipline arose a principal helped to solve the difficulties.

The children cooperated and learned to become school citizens in a much larger group. They looked forward to riding to school instead of walking through mud, rain, snow and ice. How pleasant it was to step into a well heated room.

The Development of Education

With the cooperation of principal, teachers and pupils began the school year with determination to make their school one of the best.

COURSE OF STUDY

The work was planned for grades one to eight inclusive. With the help and guidance of the principal the needs of the boys and girls were discussed. Textbooks and the best methods of teaching received serious consideration. Thus, they looked forward to a better and more unified course of study.

THE PRINCIPAL

Glenn Mills began his work as the first principal of Jerusalem Consolidated School. He remained in this position until 1943, when he resigned to go into industry.

During the six years he was principal he laid a good foundation upon which those who followed could continue to build.

As the Years Roll By

EXECUTIVES

The Board was fortunate in having few changes in the administration. Mr. Mills was followed by Mr. Ray Arnold who remained one year. Then M. R. Stout took over the reins in the school year of 1944-45, and has been with them up to the present time. Many improvements were made during this time and the patrons owe much to Mr. Stout for his interest, guidance and devotion to the work.

INCREASE IN ENROLLMENT

Year	Average Daily Attendance	Teachers	Busses
1944-45	306	11	6
1945-46	343	12	6
1946-47	373	12	6
1947-48	409	14	6
1948-49	455	15	6
1949-50	487	16	7
1950-51	532	18	7
1951-52	527	20	8
1952-53	545	20	8
1953-54	583	20	8
1954-55	606	21	9
1955-56	632	22	9
1956-57	636	24	9
1957-58	683	27	12
1958-59	728	29	12

CHANGES BROUGHT ABOUT BY RAPID GROWTH

TRANSPORTATION

As enrollment increased, cost of transportation mounted. The Board decided to invest in busses and operate their own transportation.

CONTRACT WITH JESSE BROWN

This contract was to continue until close of school year 1939-40. To aid the Board Mr. Brown resigned and sold his four busses to them on August 12, 1939, for \$4000.

EMERGENCY DECLARED

A fifth bus was needed but lack of time to advertise made this an emergency. This gave the Board the right to purchase a bus to take care of their transportation for the year 1939-40.

BUS DRIVERS

Raymond Perry	Bus 1
David Bodi	Bus 2
Arthur Bodi	Bus 3
Leo J. Huss	Bus 4
Edwin Dieckman	Bus 5

The drivers were employed by the Board of Education at the rate of \$45 per month.

A REAL NEED FOR AN ADDITION

As shown by the enrollment the Board was faced with the problem of providing more room for the children.

They converted the cafeteria into two classrooms. Later the industrial arts room was used for classroom space. Still there was need for more rooms.

RESOLUTION PASSED

On July 26, 1948, a resolution was passed showing the need for six more classrooms and the need for a bond issue of \$175,000 to erect and equip the same.

BOARD OF APPEALS OF TAX DEPARTMENT

A complete report of the school district including their needs and financial status was sent to the Board of Appeals with a request to place the issue before the people. Permission was granted and the

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election was held November 2, 1948, with the following results:

	For	Against
Precinct 1	184	114
Precinct 2	262	110
Total	446	224

This addition provided for six classrooms, a storage room and a cafeteria.

COUNTY AUDITOR'S CERTIFICATE

C. H. Austin, county auditor certified that the passage of \$175,000 and their indebtedness would place 2.186 mills on \$1.00 of valuation or 28 6/10 cents for each \$100 valuation.

INTEREST OF ELECTORS IN EDUCATION

The fact that practically eighty per cent of the people supported the issue even though they knew that the issuance of \$175,000 in bonds would increase their taxes to the amount specified above showed that they were vitally interested in their school.

CONTINUED GROWTH BRINGS PROBLEMS

By 1954, the music room and industrial arts rooms were used for classrooms and plans for using two more basement rooms were in the making.

At this time the tax duplicate was \$5,000,000 and the outstanding indebtedness was \$132,321.61.

HOW COULD THIS BE SOLVED?

Depending upon the interest of the electors in the past the Board decided to present the facts to the electors and the board of Appeals of the Tax Department.

This time they requested an additional eight rooms at a cost of \$230,000.

Permission was granted allowing bonds to run 23 years which would average 2.72 mills for each one hundred dollars of valuation.

BOND ISSUE 1955

Facts were presented to electors and the election was set for November 8, 1955. The results of the election were as follows:

For the bond issue	356
Against the bond issue	123

ANOTHER VICTORY

Again the electors proved their interest and loyalty and a second addition was erected.

SUMMARY OF BUILDINGS

Original building 1937 - cost with equipment - \$120,000

First addition 1948 - 6 classrooms, cafeteria and storage room - cost - \$175,000

Second addition 1955 - 8 classrooms - cost - \$230,000

PROGRESS DEMANDS CHANGES

At this point a change in the laws of the School Foundation program brought a drastic change to this fine community. But with courage characteristic of this group they have made adjustments and with a fine attitude are cooperating under a new and bigger system.

NEW LAW

Since 1937 the Ohio Schools have operated under a State Foundation program to equalize educational opportunities throughout the state by granting additional help to districts of low financial resources. Jerusalem Township was classed as an additional aid district. Under the plan the school district paid 1.5 mills on their assessed valuation toward the tuition of their high school pupils. The State Department paid the remainder.

A new Foundation Program was enacted distributing state funds on the basis of a classroom unit of 30 pupils each instead of the average daily membership formula.

A section of this new law also provides that districts which do not maintain high schools shall receive no more additional aid than paid in 1955. This would allow Jerusalem \$40,490.

Beginning January 1, 1960, all additional aid for tuition will be discontinued. This meant that Jerusalem must raise all tuition funds in excess of the basic \$1925 allowed for a classroom of 30 pupils locally. This would raise the operating rate approximately 14 mills just to pay the local share for tuition for their high school pupils. In addition to the loss of the additional aid for high school, the additional aid now received for elementary students will cease in January 1960, because Jerusalem does not operate a high school.

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A DIFFICULT PROBLEM — HOW MET

The Board gave this considerable thought because it not only meant adjustments for them but for their neighbor, Oregon.

Unable to meet the financial obligations as a separate township they decided to ask for their school district to be transferred to Oregon. They chose to request that they be attached. By this request their Board of Education was abolished and they were taken over by the Oregon Board of Education as a part of the system after the County Board of Education made the transfer.

MERGING OF THE TWO SYSTEMS — NOW OREGON

In 1957-58 the two systems became one and adjustments began to be made. Jerusalem under this new set up has gained:

1. A better transportation system which eliminates the double trips, thus reducing the length of the school day for teachers and pupils.
2. A full time kindergarten.
3. A library with a librarian in place of Book-mobile service.
4. Increased salaries to bring teachers on same schedule as Oregon.

NEW MERGED SCHOOL SYSTEM

The new school district is now composed of Oregon and Jerusalem which was established when the County Board of Education transferred Jerusalem to Oregon. Their first school year as a combined territory began in 1957-58.

The system is now composed of Clay High grades 9-12 inclusive. When the new Junior High is completed the 9th grade will be included in Junior High. Enrollment is 957 with 46 teachers, 2 librarians, 2 secretaries, 1 dean of boys, 1 dean of girls, 1 athletic director, principal, and assistant principal, 38 classrooms, plus use of one room in portable and one under west side of stadium, cafeteria, separate auditorium and gymnasium, rooms equipped for special use such as art, industrial arts, home making, and agriculture.

CLAY HIGH GRADUATES

Records show that the number of graduates are increasing and among them are found teachers, physicians, ministers, executives, bookkeepers, sec-

retaries in various fields of industry and many other occupations.

FIRST TEN YEARS

1930 — 21	1935 — 55
1931 — 27	1936 — 59
1932 — 65	1937 — 60
1933 — 78	1938 — 61
1934 — 66	1939 — 74

SECOND TEN YEARS

1940 — 84	1945 — 84
1941 — 103	1946 — 93
1942 — 84	1947 — 83
1943 — 106	1948 — 90
1944 — 81	1949 — 106

THIRD TEN YEARS

1950 — 84	1955 — 119
1951 — 110	1956 — 151
1952 — 94	1957 — 138
1953 — 115	1958 — 153
1954 — 104	1959 — 186

Clay Junior High — grades 7 and 8. When new building is completed 9th grade will be included. Enrollment is 449, 26 teachers, 2 librarians, 1 secretary, 1 dean of girls, 1 dean of boys, 1 principal, 25 classrooms, library, cafeteria, auditorium and gymnasium combined and special room for slow learners. Site — See Clay Elementary

Clay Elementary — grades kindergarten through 6th grade. Enrollment is 488, 21 teachers, 1 secretary, 1 librarian, 1 principal, 17 classrooms, cafeteria, auditorium and gymnasium combined, 1 kindergarten, 2 special classes. Site — includes ground on which Clay Junior and High Schools are located — 37.54 acres.

Coy School — grade kindergarten through 6th grade. Enrollment is 630, 23 teachers, 2 librarians, 1 secretary, 1 principal, 22 classrooms, library, cafeteria, auditorium and gymnasium combined, 1 kindergarten. Site — 10 acres.

Wynn School — grades kindergarten through 6th grade. Enrollment is 449, 18 teachers, 1 secretary, 1 librarian, 1 principal, 19 classrooms, library, cafeteria, auditorium and gymnasium combined, 1 kindergarten. Site — 10 acres.

Starr School — grades kindergarten through 6th grade. Enrollment is 406, 16 teachers, 1 librarian, 1 secretary, 1 principal, 19 classrooms, cafeteria, auditorium and gymnasium combined, library, kindergarten. Site — 22.04 acres.

Jerusalem — grades kindergarten through 8th

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grade. When the new school is completed 7th and 8th grades will be transferred to Junior High. Enrollment is 735, 30 teachers, 1 librarian, 1 secretary, 1 principal, 29 classrooms, cafeteria, auditorium and gymnasium combined. Site — 10 acres.

Josephine Fassett Junior High — This school will be located on Starr Avenue on a 25 acre site. It will include 23 classrooms, a cafeteria seating 400 persons, a home economics wing, a library to house 9000 volumes, an auditorium and gymnasium each accomodating 900 and an industrial arts department with metal and woodworking shops.

The contracts were awarded recently. They are as follows:

General	\$1,280,100
Mechanical	279,352
Electric	165,000
Kitchen Equipment	46,000

This building is to be ready by the fall of 1960.

PLANS FOR SECOND JUNIOR HIGH

The bond issue included a second building which will be located later.

ADMINISTRATION BUILDING NEAR CLAY JUNIOR HIGH

In this building are the offices of superintendent of schools and his secretary, the cafeteria supervisor, the clerk and his two secretaries who also serve the cafeteria supervisor and a general secretary who is at the switch board. A larger room provides space for board meetings and another room is used to store books and supplies.

STADIUM

The stadium is situated on the high school grounds. It will seat approximately 5000. This provides seating capacity for spectators at football games and track events.

The space underneath takes care of the showers for the home and visiting teams and a discussion room.

In addition to this there is a general meeting room and other rooms used during crowded conditions for classroom use. Part of the space on the east side is used to house 11 busses.

GARAGES

A garage back of the Junior High houses four busses, two room for repair work, one room for

steaming and an office for maintenance superintendent.

A garage at Coy houses 6 busses.

A garage at Wynn houses 6 busses.

BUSSES

The Board owns 40 busses, 3 of which are used as extras; 37 busses make regular trips, 33 busses make double trips and 4 make single trips.

LIBRARY SERVICE

According to the minutes the Board appointed a librarian as early as 1855. Throughout the minutes mention is made of this service. Just how extensive this service was cannot be determined, but at least some method of distributing and exchanging books was carried on for a period of time.

LATER LIBRARIAN SERVICE

This service was provided by each individual district. The teacher as a leader with the cooperation of parents and pupils raised money by means of programs and box socials. Books were distributed through the school. The interest and number of books varied depending upon the teacher.

LIBRARIES AFTER 1918

The supervisor realized the importance of libraries in the school and encouraged the use of book collections each district had been able to acquire. Since this service was limited when the opportunity to use the County service was arranged it was felt this was a great step forward.

LUCAS COUNTY LIBRARY SERVICE

Oregon and Jerusalem owe much to the Lucas County Library for its service to the schools and community. As it is a county library it may be considered as a part of this history.

In 1916, a group of citizens, headed by John M. Ormond, secured a site from the Village of Maumee and a \$10,000 grant from the Carnegie Corporation for the construction of the Lucas County Library.

On January 11, 1918, the library was opened with a collection of 1,610 volumes, a librarian, two part-time assistants and a janitor. Its area of service was Lucas County exclusive of Toledo.

Extension service began the year after the library opened, when librarians went out to deposit rotating book collections in rural schools and to

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tell stories. School and community branches were subsequently opened.

In September 1922, books from the library were taken to Oregon and Jerusalem Schools and St. Ignatius was included in 1923. In the beginning 20 books, packed in canvas bags, were delivered to each school. These were rotated among the schools and picked up at the end of the school year. Later as the library's book collection grew and members of the staff increased, the number of books increased to an average of one per child and the collections were exchanged from three to four times each year.

SUMMER SERVICE AT McNUTT SCHOOL

An interest in reading developed at McNutt school and upon the recommendation of Mr. Adams, the teacher, Edith Carstensen, then a little girl, was given charge of a summer library. One of the librarians visited her home and plans were made for a library station at Edith's home. On bicycles the children carried the news to the homes of their school mates; many of whom appeared on the day when the collection of 30 books arrived. By 1942, the boys and girls of the Carstensen family were grown and this home branch was superseded by the bookmobile.

BOOKMOBILE SERVICE FOR JERUSALEM

Classroom collections gave way to bookmobile service in Jerusalem school on October 1937, and continued through May 1959.

BRANCH LIBRARIES — CLAY

The first branch was opened at Clay in October 1926. It grew and the service was improved from three days a week to every school day. As the high school grew there was need for more space. To provide this the Board opened the partition between the library and an adjoining room connecting the two rooms with an arch way. After Clay elementary was built in 1938, a schedule was arranged so the grades were brought to the library on specified days.

NEW CLAY HIGH

In 1954, the new high school building opened with a well planned library for use of the high

school students. This library was named the *Josephine Fassett Branch*.

CLAY JUNIOR HIGH BRANCH AND ELEMENTARY

The old Clay High library was then used to serve the junior and elementary pupils until an addition was built on Clay elementary in 1957. A library room was planned and the elementary pupils were provided with books and given service three days a week.

WYNN

Wynn was given a small room. Library service began in September 23, 1931. Provisions were made for services of a librarian two days a week. When the last addition was built a regular room was provided for the library and services were extended to meet their needs.

COY

In September 1929, a regular library room was provided for Coy when the addition was built. This room was equipped and kept open three days a week.

STARR

In 1957, a new building was erected in which a library room was planned and equipped. This library is opened three times a week.

JERUSALEM

Jerusalem is now a part of the Oregon school system and plans are now in progress to equip a room and provide a librarian to begin work in September 1959.

HOW SERVICE IS FINANCED

Since these libraries are devoted to the needs of the school the Board of Education assumes a proportionate share of cost with the help of the Lucas County Library Board. Miss Dorothy Strouse, the county librarian, has worked in cooperation with the respective faculties of Oregon and Jerusalem to provide a good book collection in each school, to teach the boys and girls how to use the library and to find information they need in books. Interest in good literature has been stimulated and much has been done to enrich the curriculum.

Interesting Excerpts From Board Meetings

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TEXT BOOKS ADOPTED

On May 5, 1855, a committee on text books recommended the following books to be used in Oregon Township:

Orthography	— Wright
Reading	— McGuffey Series
Arithmetic	— Thomas Practical
Arithmetic Mental	— Colburn
Geography	— Olney
English Grammar	— Bullions
Analysis	— Gownes

The report was accepted and the books adopted.

PHONICS TAUGHT IN 1857

The Board of Education authorized the clerk to purchase for each school district a copy of Longley's Vocabulary of Names and also a chart of the phonetic alphabet.

REQUEST FOR MONEY TO KEEP SCHOOL OPEN

On February 7, 1857, Jermiah Clay requested that his school, Sub-District 5, (now Clay) be granted enough money to keep school open for the time specified by law.

REPORT OF COUNTY AUDITOR 1843

"I have examined the accounts of James Maddocks, treasurer of Oregon Township School District in said township and find in said treasurer's hands \$31.97 belonging to the school districts Nos. 1 and 2 of said township.

Signed: Wriel Spenner,
County Auditor

BOARD MEETING APRIL 17, 1854

The Board met at the home of A. M. Rogers and organized, appointing Russel Oles chairman.

ACTING MANAGER

A vote was taken and Ezra Howland was elected as acting manager of schools.

LEVY TO BUILD SCHOOL HOUSE IN DISTRICT #4

The Board voted to levy a tax of \$800 to build a school house in District #4.

Note: This was known as Yondota school situated on site of present Franklin school.

LEVY TO BUILD SCHOOL IN DISTRICT #5

A levy of \$500 was passed to build a school house in District #5.

REQUEST FOR MONEY TO KEEP SCHOOL OPEN

It was moved by J. C. Messer that an order be drawn on sub-district #4 in favor of sub-district #5 for a sum not to exceed ten dollars. The motion was seconded and carried. This motion was passed after Jermiah Clay requested money to keep his school open.

Note: At this time the law provided for eight months of school. If money could not be raised by taxation the patrons of the school had to raise money by subscription.

LIBRARIAN APPOINTED IN 1855

A meeting of the Board of Education for Oregon Township was held in said township of the 20th day of January, 1855 for the purpose of appointing a librarian for the school district and making necessary arrangements.

Sylvester Brown was called to the chair and on a motion of Russel Oles it was voted that Alonzo Rogers be librarian for the district.

It was voted that the clerks of the several sub-districts be librarians in their respective sub-districts and draw and return their proportion monthly.

ACTING MANAGER

Voted that the acting manager of schools for said township be directed to visit the schools in said township and report at the next annual meeting.

Adjourned sine die,

Attest — Ezra Howland, Clerk

Sylvester Brown, Chairman

TWENTY-TWO DAYS REQUIRED FOR MONTH 1864

On April 18, 1864, a resolution was passed by the Board requiring twenty-two days be taught for a month of school.

This resolution specified that the director of each school enforce this provision before he issued an order to the clerk for the payment of services of the teacher.

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TWENTY DAYS REQUIRED 1874

On April 20, 1874, a motion was made and carried that twenty days be taught for a month and no teacher be allowed pay for a holiday unless school was in session on said holiday.

FIRST MEETING IN TOWN HALL 1865

A small building was erected on Jerusalem Road near Coy to be used as a town hall. The Board of Education met in this building for the first time on September 18, 1865.

Previous to this they met in the homes of the members.

NEW TOWN HALL 1894

A new town hall was built at the corner of Seaman and Wynn roads. The first meeting in this building was held in August 1894.

BOOKS FURNISHED TO POOR 1885

On September 24, 1885, the Board of Education passed a motion to furnish books to children whose parents were unable to purchase them.

In order to obtain the books a petition signed by the teacher and the local director stating that the parents were unable to purchase the books, had to be presented.

POWER TO EXPEL

On April 17, 1882, the power to expel any child who failed to comply with the rules was given to the local directors.

FUEL ORDERED FOR SCHOOL YEAR

1892-93

Dist. 1 — 20 cords	2 foot wood	50 bundles listings
Dist. 2 — 12 cords	2 foot wood	50 bundles listings
Dist. 3 — 12 cords	2 foot wood	50 bundles listings
Dist. 4 — 10 tons coal		50 bundles listings
Dist. 5 — 15 cords	2 foot wood	50 bundles listings
Dist. 6 — 15 cords	2 foot wood	50 bundles listings
Dist. 7 — 20 cords	2 foot wood	50 bundles listings
Dist. 8 — 15 cords	2 foot wood	50 bundles listings
Dist. 9 — 8 tons coal		50 bundles listings

HOW THE STATE HELPED THE SCHOOLS

The Constitution of Ohio makes it mandatory for the legislature to provide for financing, organizing and administering control of the public school system.

In the 1920's, the legislature began taking some

interest in helping to support public education. This interest continued to grow.

The Report Card, a newsletter for Ohio Education Association, has written an account showing how this interest developed a definite plan known as *The Foundation Program*. With their permission this report is included in full in the discussion on the Development of our Schools.

THE FOUNDATION PROGRAM

From Newsletter for Ohio Education Association Leaders April 6, 1959.

BIENNIAL PERPLEXITY

Every two years, when the General Assembly considers school appropriations, the biennial questions recur: "Why does the cost of schools keep going up?" "Why does the state grant school money to every district regardless of its wealth?" "Why does the state have to carry so much of the burden?" "Why do we have these 'built-in' increases and 'open-ended' features?" "What assurance is there that the state gets its money's worth?"

Some of the questions arise from the fact that the School Foundation Program Law bases aid to districts upon factors which enter into the cost of operating schools rather than an arbitrary grant. Also, the Program as it exists today, has been designed to perform several functions. Some are relatively new; others date back to Ohio's depression days of the mid-30's.

Governor DiSalle has suggested to leaders of the House and Senate that a 14-member "blue ribbon" joint committee (7 Representatives, 7 Senators) be appointed to review the biennial questions and to study various changes proposed in the *School Foundation Program Law*.

HOW IT BEGAN

The Ohio Constitution cloaks the General Assembly with full authority and responsibility for the operation of public schools in Ohio. A school board has only the powers which have been granted to it by the Legislative. The General Assembly, if it chooses to exercise it, has the power to dictate how third grade pupils shall cross their T's and dot their I's. In some cases, it has specified what subjects shall be taught and in what order they shall be taught.

Historically, the Legislature has displayed some

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interest in financing the school system which it controls. In the 1920's, the state began to take more than a token interest in helping to pay for public education. The motive was equalization of opportunity and encouragement of better school district organization. In 1929, for example, a state aid law provided that school districts which could not secure enough funds by levying 9.5 mills of local taxes would have help from the state derived from a cigarette tax.

The Depression plunged the state government deeply into the school finance picture. Schools, limited solely to the property tax for revenues, virtually went broke. Property values declined. Taxes were hard to collect. The situation was made more critical by the constitutional amendment which reduced from 15 to 10 mills the total amount of taxes which schools and other subdivisions could levy without a vote of the people.

In 1933, the Legislature earmarked a one-cent per gallon liquid fuel tax and the intangibles tax for schools. Next year a three per cent sales tax was enacted with 60 per cent of the proceeds earmarked for schools. These efforts only partially offset the loss of income to schools caused by decreases in land valuation and property tax rates.

THE FIRST FOUNDATION

In June, 1935, Governor Davey signed into law Ohio's first School Foundation Law. It guaranteed that there would be a minimum dollar amount of educational support for each elementary pupil and each high school pupil. However, the amount of money which the state would contribute was based upon the per pupil amount of local real estate valuation in each school district. Each district was required to furnish the amount of money which could be raised by a specified number of mills (three) of local taxes. If this money did not equal or exceed the amount of the Foundation guarantee figure for the pupils of a district, state funds would make up the difference. In this way, districts which were least wealthy would receive the largest amount of state assistance. The state support decreased in proportion to local property wealth. This was the equalization feature of the plan.

There also was a "flat" guarantee that any district, regardless of its wealth, would receive a certain amount of state support per pupil. The Legisla-

ture provided the "flat" for several reasons. It reflected state responsibility for public education by making some financial contribution toward the education of every child. It provided that some portion of the new state taxes enacted for schools would go to each district. It also was politically expedient, because without the support of the legislators representing "flat" districts (which included the major cities) enactment of the Foundation Program would have been impossible.

The basic formula of the initial Foundation Program remained in effect for more than 20 years. The minimum guarantee, or support level, the "flat" and the local contribution rate all were raised several times.

The major change which took place was an end of earmarking and the gradual reduction of the state's share of the cost. Earmarked taxes were abolished for schools. The intangibles tax was earmarked for municipalities. The liquid fuel tax was earmarked for highways. Schools were financed from the general revenue fund.

Drop in the state's share (even though the dollar total increased) was caused by tardy improvements in the Foundation Program by the Legislature, forced increase in local contributions by raising the district's contribution rate, and the increase in real estate valuations. Where the state initially contributed 48% of the cost of the Foundation Program, its share declined to 32.6% in 1955.

THE PRESENT PROGRAM

Growing dissatisfaction with the inability of the original Foundation Program to cope with critical post-war education problems led the General Assembly in 1954, to carry out the first statewide survey of public education problems since 1913.

There was concern among legislators that the state had no assurance its increasing millions being appropriated for schools were being used by school boards to best educational advantage. Money was simply being allotted on a per pupil basis. Except for a safeguard that 75 per cent of the Foundation money had to go for teacher salaries, boards had complete freedom in using the state money for any lawful purpose. Another disconcerting feature of the program was its special additional subsidy for small districts, which had the effect of perpetuating many

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financially weak districts which should have been consolidated.

The Ohio School Survey Committee Report recommended in 1955, that the Legislature adopt a new Foundation Program which would overcome many of the objections.

The proposed new Program shifted the basis of State support from the per pupil allotment which put a premium on crowded classes to one based upon financing the minimum requirements of a 30-pupil classroom. This budget-type plan took into consideration all needs for operating a classroom (except for the cost of building or replacing the classroom, although such a depreciation allowance was proposed).

Basic recommendations of the survey were incorporated into a new Foundation Program enacted in 1955, and made effective late in 1956.

This new Program added new purposes and concepts to state school finance. It also added considerably to legislative responsibility for improving the quality of education.

On one hand, the Legislature was in far better position to determine how schools were spending state assistance money. The budget-type approach made it easy to adjust cost allowances in the formula to meet changing conditions. Further, the Legislature was able to specify in many ways how the money was to be spent.

However, it also assured that there would be incentives for boards to improve their school programs. If a board hired better trained teachers, it received higher salary allotments. There was no financial benefit for a board to operate over-size classes; a teacher unit was recognized for every 30 pupils. If a board was eligible, under the formula, to hire a special teacher or supervisor but failed to do so, it received no state money for this purpose.

To police the Foundation Program and to make certain that schools received funds only for services rendered, the Legislature gave authority to the State Board of Education to pass on the release of all funds and to enact regulations covering all aspects of the Program not spelled out in law.

To the original purposes of the Foundation Program (equalization and a minimum grant to all districts) had been added a tighter state rein on the purposes for which state money could be spent,

plus financial incentives to local school boards to produce a better brand-of education.

THE CRITICISMS

The new Foundation Program had scarcely gone into operation before the first complaints were sounded. Early in the 1957 legislative session, there were rumbles about the cost of the Program. Although the law had been passed in 1955, with the new provisions to be effective in late 1956, the Legislature had postponed until 1957 the problem of financing the new Foundation Program. This meant hunting up an added \$92 million for the biennium for the state's share of school operation. Under a "no-new-taxes" policy, the job was a difficult one for it intensified the strain on the general revenue fund.

In addition to the complaints about finding more money for schools, alarm was voiced in 1957 about "open-ended" features of the Foundation Program. These provisions made it impossible to make an exact to-the-dollar appropriation two years in advance which would be certain to meet the cost which would be incurred.

A three-pronged attack was launched to reduce the state's financial responsibility in the Foundation Program by (1) placing a ceiling on the amount of state money allowed to help pay the cost of transporting pupils to and from school, (2) drastically cutting back the number of supervisors allowed in the Foundation formula, and (3) restricting state support for "extended service" beyond the regular school year by teachers and administrators.

An arbitrary ceiling was imposed on the amount of state money which would be allowed to transport pupils. The Legislature scrapped a depreciation allowance in the Foundation Program which had assured that school buses would be replaced as they wore out. (Substituted was a flat appropriation from which bus grants would be made — a throwback to an earlier state policy which caused no end of trouble due to inadequate appropriations). The bill to restrict extended service was defeated. Senator Frank W. King, now Senate majority leader, argued that the bill failed to spell out restrictions, that this responsibility should be handled by the group to which the Legislature had assigned the job — the State Board of Education. Later, the Board did

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tighten up extended service regulations, refused to okay state payments in doubtful cases.

'Built-In Growth.' Criticism similar to the "open end" complaint against the Foundation Program two years ago currently is being expressed as "built-in growth." Governor DiSalle said in his budget message that \$27.5 million in added state funds would be required during the next two years just to keep up with growth.

Most of the cost increase for growth, obviously, results from steadily climbing enrollments. The State Dept. of Education forecasts that Ohio public school enrollment will increase by 131,980 students during the next two years, reaching a total of 1,935,682. Each group of 30 additional pupils would qualify a school system for an added "teacher unit" under the Foundation Program formula. A sufficient number of added teacher units can result in authorization to employ additional music teachers, administrators, supervisors, etc.

Another "built-in" cost increase can result if a teacher secures additional training, or if a school board replaces a teacher with another who has a greater amount of training. The formula authorizes larger salary allotments for better-prepared teachers. Some boards have not filled all positions to which they are entitled under the Foundation formula. If such a position is filled, then the board receives state assistance. The filling of such positions would constitute a cost increase.

The State's Share. There is concern that the state's share of the cost of the Foundation Program is both too high and too low. The Ohio School Survey Committee recommended that the state's share should be "around 40%." Citizens who attended local and state meetings of the State House Conference on Education last year recommended the state pay 50%.

The state's share of the Foundation Program is now 34.3% (it has been as high as 48.3%). One factor which has caused the state's share to drop in recent years has been a kind of "built-in decrease" caused by increased real estate valuations. The state contributes dollars to the Foundation Program; the school district contributes whatever money is produced by 10 mills of local taxes.

'Limited Equalization.' There has been session-to-session objection because all school districts, regardless of their local wealth, receive at least a minimum allowance of state aid (now \$1925 per teacher unit). A total of 126 districts currently receive the unit minimum. The total of this support represents about 25 per cent of the state appropriation. These districts, however, include virtually all of the metropolitan cities and many of the medium-sized cities. They are educating 37.5% of the state's youngsters.

Elimination of the minimum grant would force districts involved to vote as much as six additional mills of local real estate taxes to maintain their present programs. Cleveland, for example, would have to vote an added 3.2 mills (on top of an existing tax rate of 36.3 mills).

Senator Charles A. Mosher, Oberlin, who served as vice chairman of the Ohio School Survey Committee, has pointed out repeatedly that elimination of the minimum poses a serious political problem, one which the Legislature has never considered seriously. Reason: at least 64 of the 138 House members represent minimum aid districts; the same is true for 18 of the 33 Senators.

'Faulty Formula.' The Foundation Program formula has been criticized for being complicated and unrealistic. "The various factors in the formula are directly related to the realities of actual school costs," Mosher contends. "It is a realistic formula, except that some of the factors (especially those for teacher salaries) are now not as high as they should be. There are quality incentives in the formula, direct financial regards for those school districts that attempt to upgrade their educational services.

"Obviously, such a formula, in an inflationary period and in a period of rapid population growth, will require constantly increasing appropriations. We may all be appalled at the tremendous new expenditures to be required for public education at all levels in the immediate future. But the need is not contrived. It is real. It cannot be ducked. A Foundation formula geared to reality is sound because it thus forces the Governor and the Legislature to be constantly aware of reality, even though awareness forces upon us ever heavier responsibilities and more difficult decisions."

The Development of Education



presented to *Geo De Kay*

Her brother, George DeKay, received a reward of merit, given by his teacher, Hattie Clark, at DeBolt School.



Joséphine DeKay taught in what is now Jerusalem Township at McNutt and Cedar Point School. She was on payroll in 1879 as teacher of McNutt School on Veler Road.

Exact copy of work of pupils at Warden School in 1904.

I expect to be a housekeeper
I like to study Reading and Spelling best.

Geography and Arithmetics are the hardest for me.

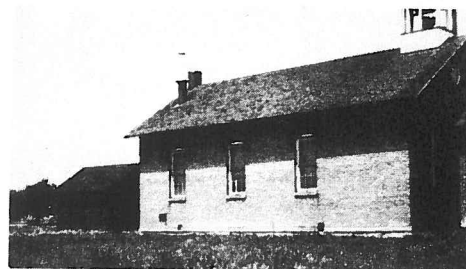
I like to wipe dishes

Gertrude Phillips

Age 12.

I expect to be a farmer
I like to study reading and language best.
Arithmetic and spelling are the hardest for me.
I like to play ball.

Ralph Weidner
Age 8



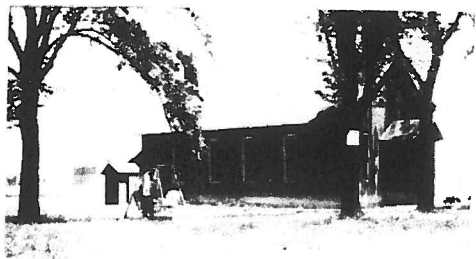
Warden District 1



Heckman District 2

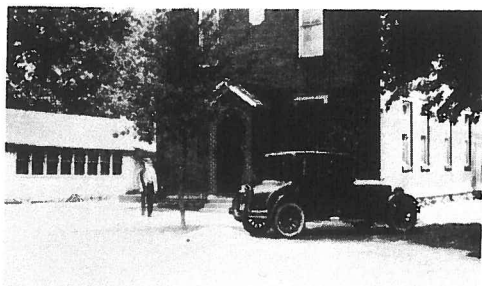
Picture of Oregon Schools taken from thesis written by County Superintendent, J. W. Whitman.

The Development of Education

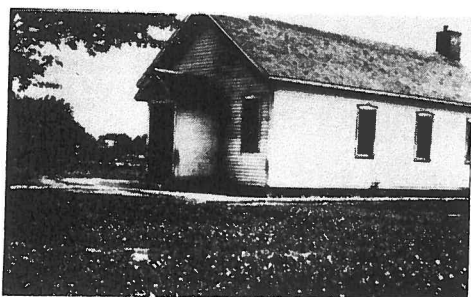


Brandville
District 4

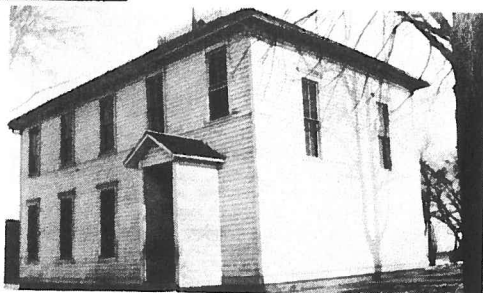
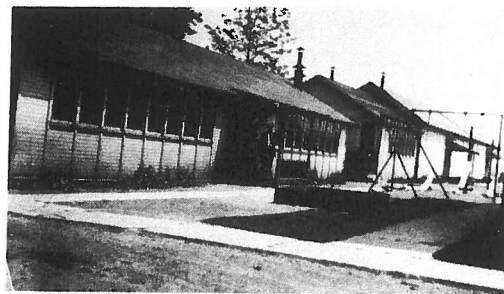
Gardner
District 3



Portables at Brandville
District 4



Richle
District 5



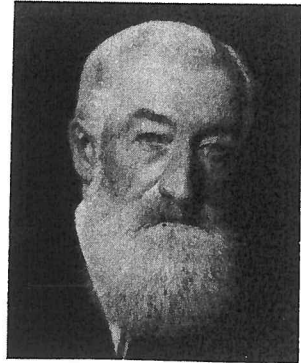
Momeneetown
District 6

Eckville
District 7



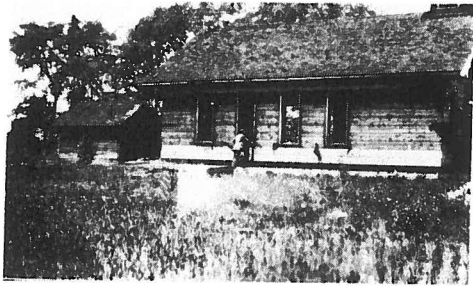
The Development of Education

Picture loaned by
Mrs. Ida Bruggeman.

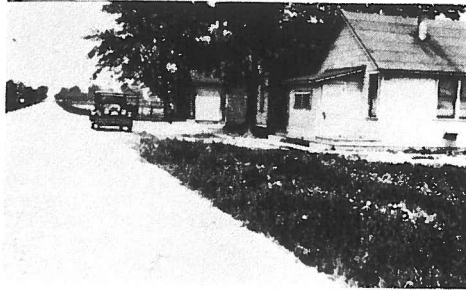


Bay Shore
District 9

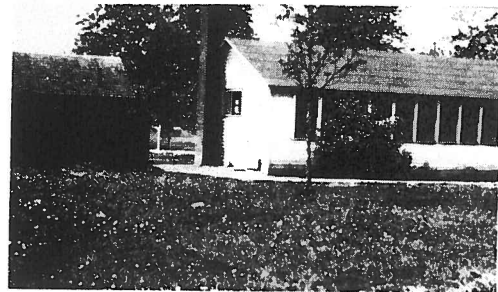
Henry Lalendorff served as a member of the Board of Education of Oregon Township many years. His interest in education made him an ardent supporter of better schools.



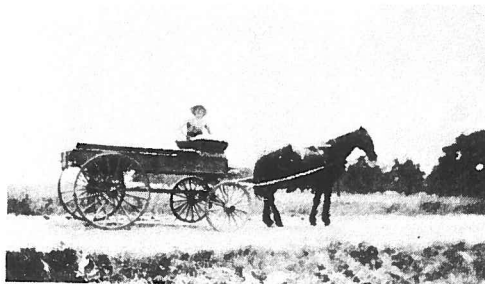
Jamestown
District 8



Homestead
District 11

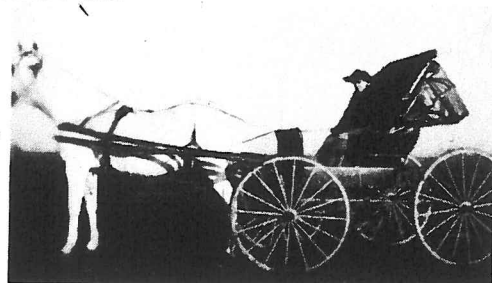


Creek
District 10



In the spring wagon, books and supplies were loaded and delivered at each school. Loaned by Carrie Fassett. The boy is her brother. Fred Able.

The faithful horse traveled from one school to another in sunshine and rain.



The Development of Education



Bailey
District 1

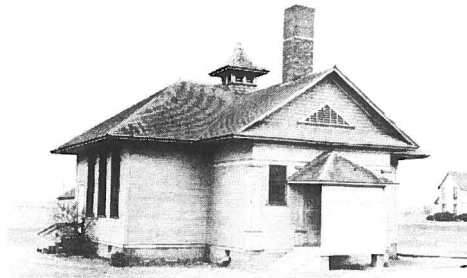
Jerusalem Township

A good view of the old
pump and the bell.

Pictures of old schools
furnished by teachers.

A more modern one room
school.

Cedar Point
District 2



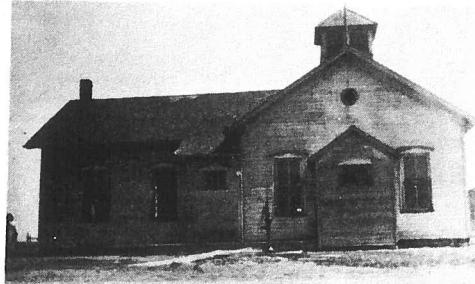
Built in the days of the
sawmills.

Amesville
District 3



McNutt
District 4

Built in the early days,
following the log school.



A two room school.

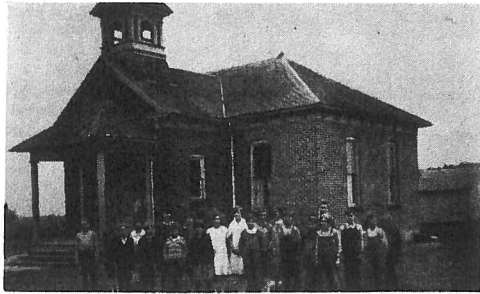
Bono
District 5

The new primary room at
Bono with an enrollment
of 40 to 45 in grades 1
and 2.

District 5



The Development of Education



Lower grades met in the
Town Hall to relieve
crowded conditions.

Yondota — District 6

Yondota
District 6



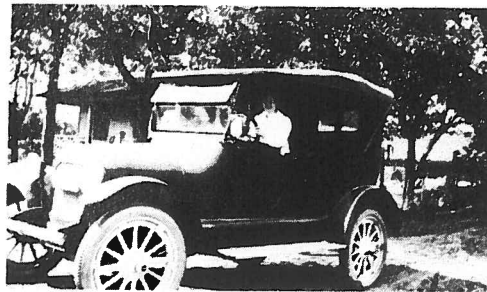
Where the lake breezes
were delightful in the
summer.

Reno
District 7



Cement Block
District 8

The last one room school
built in Jerusalem
Township



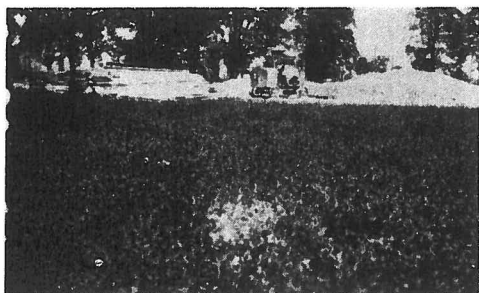
The Buick was my pride
and joy.

When roads improved,
method of travel changed.

The Maxwell taught me
many lessons, such as
changing tires and clean-
ing spark plugs.



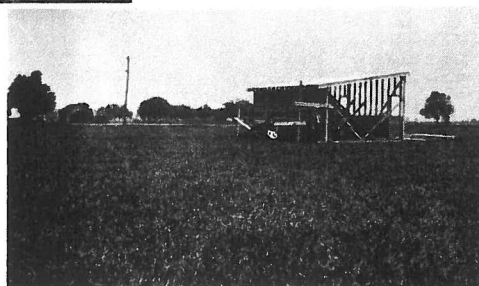
The Development of Education



Coy Site — getting ready to build

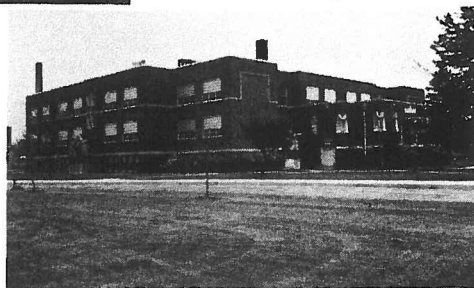
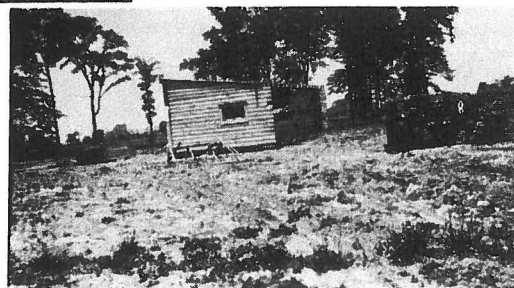
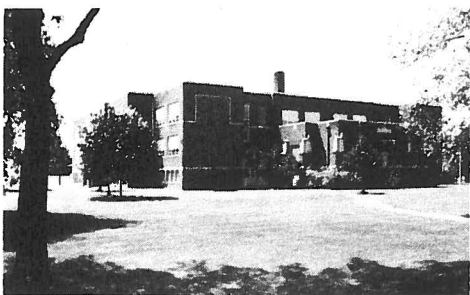
Oregon consolidates.
Builds new schools on
three sites.

Pictures from
Mr. Whitmer's thesis.



The trees formed a
beautiful background.

Clay — combined grade
and high



Coy, Wynn and Clay
became three centers of
great activity and growth.

