A HISTORY OF PUBLIC SECONDARY EDUCATION

IN

PAINESVILLE, OHIO

A Thesis

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Graduate School of The Ohio State University

by

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1936

Approved by:
ACKNOWLEDGMENTS

Special acknowledgment is due to Dr. D. H. Eikenberry for suggesting and encouraging the selection of the subject for this thesis and to Dr. R. H. Eckelberry for his guidance and assistance in organizing and assembling the data, to Allen E. Rupp for blazing the path by writing his History of Secondary Education in Marietta, to Mr. and Mrs. Franklin H. Kendall for material on the life of Mrs. Kendall's father, Thomas W. Harvey, and to Miss Grace Wyman and Mrs. Harry Colacott for lending much material of historical value. Others who aided greatly were Mrs. Ruth Pierce (Librarian, Morley Library), Miss Selina Huntington, Miss Hattie Fisher, Mr. Hurst of the Painesville Telegraph, and many others who gathered biographical and personal data for the author.

Acknowledgment is also due Marcine E. Baumgartner for locating and assisting in the assembling of the data.

To all of these, most sincere thanks are given for their kind assistance.
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PART I
CHAPTER I

INTRODUCTION

A. **Statement of the Problem.**

The problem of this thesis is the collection, presentation, and interpretation of information in regard to the development of secondary education in Painesville. An attempt is made to analyze the causes of changes where they occur and to give a description of the chief factors that caused the changes and developments. A description is given of what has occurred in the past as it relates to the development of the schools and a prediction of what may occur in the near future with regard to further development of the high school.

B. **Reasons for Selecting the Topic.**

An educational history of Painesville offers the research worker an excellent opportunity to trace the trends of secondary education in the Western Reserve Territory. From 1803, when the settlers who came from New England built their first school near Painesville, to the present time, there has been evidence of keen interest on the part of the residents of Painesville in their schools. The history takes us through the formation of the Western Reserve, the founding and growth of Painesville, the era of the traveling teacher, the private schools, the educational society, the academies and seminaries,
the district schools and the union schools, up to our present public secondary education. Ohio's interesting educational history in miniature form is clearly reflected in the development of the Painesville educational system. Ohio's history in turn is an epitome of that of the United States. This history is written with the hope that it will be of value and benefit to not only the people of Painesville but also to students of education in Ohio at large.

C. Definition of Terms.

Secondary education as discussed in this thesis will concern itself with that part of the public school commonly known as the high school. By the high school is meant grades nine, ten, eleven, and twelve or the freshman, sophomore, junior and senior years. The Champion Junior High School was organized into grades seven, eight, and nine in 1933 but has not as yet been officially recognized by the state as such and consequently will play little part in the setting of this historical study. In Ohio educational history the term "secondary" was used frequently in references made to the grammar school, the academy, the seminary and the high school. "Secondary in its earliest usage meant the grades that followed the primary and preceded the grammar schools. The "high school," established in 1852 and so designated for many years, was probably a school offering work in grades seven and eight. This statement is substantiated in the Records of the Board of Education by the appreciation expressed by the Board for Superintendent
Thomas Harvey's influence in gaining for the high school a two-year course composed of the ninth and tenth grades.

D. Sources of Data.


At the outset of writing this thesis, books on the history of education in the United States and Ohio were first examined in order that a chronological guide sheet could be made. This guide sheet served as a help in knowing in what years to look for important educational changes and developments in Painesville. The effects of legislation and educational trends in the United States and Ohio all had their effects on what has happened in Painesville. Special reference was made to the various books and articles dealing with the history of Painesville and Lake County. Much information regarding the early Painesville schools was obtained from the book, Historical Sketches of Public Schools in Cities, Villages and Townships of Ohio. This book had no author listed but was published in 1876 by the Gazette Printing House, Columbus, Ohio, as a centennial volume. Reference is made in the introduction of this book to the fact that the school officials in the various cities had cooperated in writing their own local school histories.


One of the main and most interesting sources of information was the old newspapers of Painesville, Lake and
Geauga counties. These early volumes were studied at the Western Reserve Historical Library, Cleveland, Ohio, and the later issues at the Morely Library, Painesville. Information concerning the schools during the early period of development proved to be interesting and valuable. Magazine articles were rare but intensely interesting, giving more detailed descriptions of the schools.

3. Ohio School Reports.

Use was made of the reports of Samuel Lewis, the first State Superintendent of Common Schools, published in 1837, 1838, and 1839. Mr. Lewis did much to put the state on a good educational basis for those times. He spent much time riding over the state inspecting schools and encouraging the people to support public education. The office of State Superintendent of Common Schools was abolished in 1839 and the duties of this office assigned to the Secretary of State. The reports from the Secretary of State concerning the status of Ohio's schools were issued then on until 1854. From 1854 to 1912, the reports were issued as Reports of the State Commissioner of Common Schools to the Governor of the State of Ohio; from 1913 to 1921 they were issued as Reports of the Superintendent of Public Instruction to the Governor of the State of Ohio; and from 1921 to 1933 they were issued as Reports of the Director of Education to the Governor of the State of Ohio. Much of the information in these reports
was unusable due to the fact that the information in most cases dealt with the counties and not with the separate school districts. According to previous users of this material, there were gross inaccuracies, and numerous changes in the methods of collecting and presenting the information. The terms were not always clearly defined.

4. Personal Interviews.

Probably the most interesting means of getting information about the Painesville schools was through the personal interviews with old residents, former teachers and those who had saved old commencement programs and school handbooks. Much help and information concerning the schools during the middle of the 19th Century and later was obtained. Although inaccurate at times, the interviews served as a connecting link between important movements in the development of the high school. Among these interesting interviews were those with Miss Mary Cumings, a teacher in the local high school for forty years; Mrs. Franklin Kendall, daughter of Thomas W. Harvey, who was a former Commissioner of Common Schools of Ohio and a former Superintendent of the Painesville Schools; Mr. John Ward, a resident of Painesville for nearly seventy years and a keen student of education; Miss Selina Huntington, a teacher in the Painesville schools many years ago and a distant relative of Governor Samuel Huntington of Ohio and of Josephus Huntington, one of Painesville's earliest
educators; Miss Hattie Fisher, who had on file many interesting monographs and essays; Mrs. Harry Collacot, who gave much information concerning the early history of Painesville. Mrs. Collacot is a descendant of General Edward Paine, the founder of Painesville, and has always been a keen student of the history of the Western Reserve and of Painesville. Mr. Franklin Kendall, former principal and superintendent in the Painesville schools, also was very gracious in relating information concerning the schools.

5. Unpublished material.

Another great source of valuable material was found in the Records of the Board of Education from 1852 to the present time. No reports of the superintendents to the boards or to the state departments of education or principals' reports to the superintendents could be found. Letters of a personal nature pertaining to the schools were very useful.

6. Miscellaneous Sources.

The old commencement programs from the earliest graduating class down to 1936 were gathered together from old residents and proved to be an interesting collection of material. Handbooks and booklets concerning the Painesville schools were collected through popular appeal in the local newspaper, The Painesville Telegraph. Questionnaires sent to sixty-five
different old-time residents of the community were returned and proved to be of great help in threading together bits of information concerning the development of the schools.

E. **Plan of Treatment.**

Painesville High School was organized in 1852. Secondary education existed in the community previous to that time in the form of the Painesville Academy, the local district schools and the union school. An attempt is made to give the reader the background upon which the schools were founded. After a sketch of the early history of the Western Reserve and of Painesville, a brief and informal description of the development of early schools from 1803 to 1852 is given so that a continuous development of educational activity on the part of the residents of Painesville may be seen. The ever-changing community is described through an account of the industrial and economic development as well as the social and religious changes that occurred between 1852 and the present time. Emphasis is placed on the educational trends from 1852 to 1936 with reference to the early beginning of the public secondary school, the growth of the educational program, the student body, the administrative and teaching staff, school costs and finances and school buildings.

In certain parts of the thesis, rather important topics are treated only briefly. This is due to the lack of available material.
CHAPTER II

A BRIEF HISTORY OF PAINESVILLE BEFORE 1852

A. The Western Reserve

The Reserve lay between the parallels of $41^\circ$ and $42^\circ 2'$ of north latitude commencing with the western boundary line of Pennsylvania and extending 124 miles westward. It contained 7,440 square miles consisting of 4,761,600 acres of land rich in timber, farm soil and natural resources. The Western Reserve had many fine natural harbors on Lake Erie and was spotted with numerous rivers and navigable streams. It contained the present counties of Ashtabula, Trumbull, Portage, Geauga, Lake, Cuyahoga, Medina, Lorain, Huron, Erie, Summit, except the townships of Franklin and Green, the two northern townships of Mahoning County, Sullivan, Troy and Ruggles, townships in Ashland County, and several islands lying north of Sandusky.

There were many claimants to the land at different periods. Among the most prominent were the Indians, France, England, United States, Virginia, Massachusetts, New York, and Connecticut. Of the colonial claimants, Connecticut was

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1 Much of the information for the History of Painesville Before 1852 was obtained from the personal records of Mrs. Harry Colacott and the Painesville Telegraph (1822-1936).

the most reluctant of all to sacrifice her claim. The claim of Connecticut included nearly the whole of the northern half of the state of Pennsylvania. This was of course in direct conflict with the ownership claimed by the state of Pennsylvania, which had been outlined in the charter given to William Penn. After several years of debate, Congress appointed a Court of Commissioners to settle the dispute and set the boundary lines. The Commission set the boundary line for the Reserve at the present western boundary line between Ohio and Pennsylvania and gave the tract already described to the state of Connecticut.

In 1788 Connecticut resolved to sell a part of the Reserve and consequently sold certain lands lying within the limits to General Samuel Parsons of Middletown, Connecticut. This tract was known as the Salt Spring Tract. In 1795, Connecticut sold all of the Reserve with the exception of the Sufferers or Fire Lands to a group of men who had organized themselves into a company called the Connecticut Land Company. The state of Connecticut saved out from the sale of the Reserve the Sufferers or Fire Lands, composed of 500,000 acres in the extreme western part of the Western Reserve.

This tract was set apart by the state and subdivided into farms which were then given to the families from the towns of Greenwich, Norwalk, Fairfield, Dansbury, New Haven, East
Haven, New London, Richfield and Groton, who had sustained severe losses during the Revolutionary War. Many towns and cities in this region of Ohio today have derived their names from these old Connecticut towns.

The sale of the Western Reserve lands by the state of Connecticut brought them $1,200,000. This money was then used by the state for the support of schools and government enterprises. In 1800, some question again arose as to the rightful claim of Connecticut to sell the Reserve lands to private individuals but the United States government relinquished to Connecticut all rights of ownership of the land, and made the sale of lands to private individuals valid.

No little trouble was experienced by Connecticut in gaining possession of the Western Reserve. Many conflicts with the Indian tribes had to be carried on and it was not until 1805 that the troubles with the Indians came to an end.

The entanglements to the title of the Reserve having been settled, the Connecticut Land Company made a survey of their tract under the leadership of Moses Cleveland. A group of fifty men made the trip from Connecticut to make this important survey. In this company were five surveyors and one physician. The rest of the men were chain and axe men. By a previous arrangement, they met at Schenectady, New York, at which point they commenced their journey, and arrived at the Reserve in July, 1799. After the survey was completed, a report was made
to the owners in Connecticut. It was then decided that in order for all share holders to share equitably in the lands and to give all an equal chance at the best lands, an equalization committee would be formed. It was the duty of this committee to mark off the lands into townships and number them from one to 93. These numbers were then placed on slips of paper and the share holders drew for allotments. It was in this drawing that General Champion received the land on which Painesville now stands. He paid $85,675 for his tract. Many other men invested with General Champion but the tract was in his name.

In July, 1800, the government of the Northwest Territory erected the Western Reserve into one county which was named Trumbull, in honor of the then Governor of Connecticut, Johnathan Trumbull. The county seat was situated at Warren. The first court convened at Warren in August, 1800. The court appointed a committee to divide the county into eight townships. They were named Cleveland, Middlefield, Painesville, Richfield, Warren, Youngstown, and Vernon. In 1805 an act was passed forming the county of Geauga, which then included the territory now embraced by Lake County. In 1810 all the part of Geauga County in the ninth range was organized as Cuyahoga County and the territory in the sixth range was organized into Ashtabula County. In 1840 the seven townships of Madison, Perry, Painesville, Mentor, Kirtland,
Concord, and Leroy of Geauga County and Willoughby Township of Cuyahoga County were united into a county and called Lake. Painesville is the county seat of Lake County.

B. The Founding of Painesville.

The natives of Painesville and its environs were originally the roving Indian tribes. Just how many tribes lived in the section now occupied by Painesville is hard to determine. It is known, however, that the Iroquois and Senecas made frequent stays near Painesville.

In 1798 Captain Edward Paine of Connecticut made a private exploration trip to the Reserve and spent nearly six months in and near Painesville living with any white families that could be found at that time. He went back to Connecticut in 1799 and impressed his father, General Edward Paine, with his stories of the wonderful country to be found in the Reserve. General Paine listened with considerable interest to the stories and debated coming out to the new fertile lands near Lake Erie. While General Paine debated, John Walworth won the distinction of being the first white settler to live in or near Painesville when, in 1799, he moved his family from Connecticut to the mouth of the Grand River and built a log cabin which he named "Blooming Grove." Walworth gave to the territory near Painesville the title of "The Openings" which was used until 1807, when the name of the settlement was changed to Champion in honor of General Henry Champion,
who had laid the settlement out in town lots.

In 1800 General Edward Paine made the decision to come to the Western Reserve and purchased several thousand acres from General Champion. Paine organized a party of settlers—sixty-six men with their families—to settle upon the lands which he had purchased. They came on horse-back and brought their furniture and implements of trade with them. It is said that each man in this party was a master of a trade; hence, the group made a well-balanced community. General Paine built his home on the Grand River just as John Walworth had done before him, and called his new log house "Elysian Point." To General Paine goes the credit for the founding of the new settlement, as he made it his life's work. He lived in his newly founded community for more than forty years, acting as the leader and guiding spirit. John Walworth traded his lands to one Samuel Huntington of Cleveland and moved his family to the larger settlement to the west which was located at the mouth of the Cuyahoga River. General Champion never lived in the new settlement. His business was the promotion of sales of land and not the tedious task of settlement.

Other families rapidly came to the new territory and soon the settlement was a thriving, busy little village. The little community was soon to be honored through one of its citizens, Samuel Huntington, who rose rapidly in the political life of
the new state. In a few short years Samuel Huntington became Senator from Trumbull County, Judge of the State Supreme Court, delegate to the convention which framed the Constitution of Ohio, and finally, in 1808, Governor of Ohio. The first man to plant fruit trees in the new settlement was Anson Sessions who purchased 180 acres of land at four dollars an acre and set out an orchard. Today the growing of fruit and nursery stock comprises one of the largest industries of the community. The first white child to be born was Eliza Paine, daughter of General Edward Paine.

C. The Early Conditions of Settlement.

Many hardships were endured by these brave pioneers in making their homes in the West. Many families came by boats crudely made of rough lumber. These boats were usually constructed close to the lake near Buffalo. It is said that in the winter several families came by sleighs over the ice, while the most common means of travel to the Reserve lands was by horse-back. The men of this new settlement cooperated with each other in the building of log houses. Many families lived in tents and others slept on the ground, as did the Indians before them, while their log homes were under construction.

The land in and around Painesville is of many varieties, containing sand, clay, and gravel. To the north lies the low-lands near the lake. To the south hills, bluffs, valleys,
and rocky land are to be found. The topography is, roughly, an inclined plane with the hills rising on the south to an elevation of seven hundred feet. The land in and around Painesville resembles rural Connecticut in topography and it is thought that the early settlers selected this location because of the close similarity.

D. The Early Settlers.

Hard-working, law-abiding, and frugal were these Connecticut Yankees who settled the village of Champion, which was in 1808 changed to Painesville in honor of their leader and organizer, General Paine. The Yankee settlers were sturdy folks who came in most instances from well-to-do homes of the East. Painesville was settled by men of means who made it their business to build up their newly adopted farms into a paying enterprise. The Yankee could farm very well, but his real love was in business, so we find many of the farmers opening general stores, starting grist mills, and trading in supplies rather than placing sole emphasis on farming.

E. The Early Growth.

In 1803 the first mail route, which ran from Warren through Painesville, was established, and the first post office in the village followed in 1804 with John Walworth as postmaster. J. H. Mathews was the first physician to locate in Painesville. This was in 1808, and in 1809 the first dam was built at the foot of Main Street Hill. The
year 1822 saw the founding of the first newspaper, the Telegraph, and during this year the stage coach line to Warren was started as were the horse cars running from Painesville to Fairport.

In 1822 the village of Painesville had four hundred residents, one hundred buildings chiefly of wood, two dry-goods stores, one drug store, three taverns, two flour mills, four attorneys, and four physicians. A bridge, five hundred feet in length, was built across the Grand River, at the foot of Main Street Hill in 1822. The village was officially incorporated in 1832 with Lemuel Storrs as the first mayor. In 1823 came the village's first big fire which destroyed two stores and a home with a property damage of $10,000. In 1841, a fire department was formed and a rotary hand engine was purchased.

From 1830 to 1836 the harbor at the mouth of the Grand River rivaled the business of Cleveland. Cleveland obtained the Ohio Canal and Painesville followed with the building of the Fairport and Wellsville railroad. In the Panic of 1837, however, this railroad project was abandoned and progress in Painesville was greatly retarded. In 1847, a plank road was built from Fairport on the lake through Painesville to Warren. It was made by placing heavy planks close together with a thin covering of ground and gravel over the top. These
roads were the rage all over the state for a number of years. The growth of the village continued with marked rapidity, and in 1852 a total of 2,500 people claimed Painesville as their place of residence.

F. The Development of Industries.

Without doubt the first industries to thrive were the numerous mills for the grinding of grain which dotted the river and streams near the village. In 1803 we find a grist mill called Thompson's Mill. The stones for the mill were brought by wagon from Willoughby, a neighboring settlement ten miles to the west. At Thompson's Mill was also found the first whiskey still, which had been brought from Pittsburgh. The distilling of whiskey became of considerable importance during the early years of the settlement. The whiskey was traded to the Indians for furs, skins, and maple sugar. Much of this maple sugar was of very poor grade due to the hair to be found in it. It is thought that the Indians boiled the maple sap in kettles used in cooking meat, and failed to remove all of the animal hair before doing so.

Other early industries were the bog iron furnaces. Bog iron (a low grade of iron ore found close to the surface and dug out with picks), was found to be plentiful and furnished enough raw material to supply several furnaces. Water power was used to run the grist mills as well as the other mills to be found at that time. The village had in the early days
of its settlement a woolen mill, a tannery, a basket factory and wooden pail factory.

The industry of growing fruit and nursery stock was early established and has been one of the most outstanding. The building of frame houses and taverns occupied many men of the village. The Rider Tavern, The Old Academy Building, The Gage Block, and many beautiful homes, many of which are still standing, were built by Johnathan Goldsmith during the years from 1818 to 1845. The first store was opened by General Eli Bond in 1805. The nails used in constructing this store were brought to the settlement in saddle bags from Connecticut. The first bank was the Bank of Geauga which began business in 1831. Many manufacturing concerns came and went during the period from 1805 and 1852. During those years all types of concerns manufacturing plows, steam engines, mill machinery, iron fences and wind mills were started and later abandoned. After 1850, Painesville declined as a manufacturing center and it was not until the beginning of the Twentieth Century that the industrial development again became important.

G. The Development of Social and Religious Life.

These early settlers of Painesville came from homes of comfort and refinement back in the New England states. It is easy to understand their interests in things cultural and
religious. These sombre New Englanders carried on the traditions under which they were reared. The clothing worn by the settlers was made of homespun which the women of the household made with their spinning wheels. A few chintz dresses were brought with them from the East and these were great luxuries until the advent of the dry-goods stores in later years. School houses were built with great rapidity and served not only the educational purposes but for their many meetings and public gatherings for the election of village officials. Occasionally the school houses were used for social gatherings and singing schools. Amusements were simple. They consisted in part of barn raisings and husking bees, where the residents were entertained with dancing, games, and eating. The greatest social pastime in these early days was that of visiting. Whole families would walk or ride in their wagons to neighboring farms and visit during the evening. The women would carry their bags of mending and knitting. Whiskey was usually served to the men. Whiskey was an indispensable article of every household, yet drunkenness was not common. The period from 1835 to 1850 saw many social gatherings at the taverns and inns which were then becoming numerous in the village. Taverns were found to be about a mile apart along the main roadways. The most famous of these taverns is that of the Rider Tavern which was built by Joseph Rider in 1824 and is still in use. It is a story and a half high and of early American architecture. The
Tavern was usually a very busy place. On certain occasions as many as 150 people have been housed for the night. The records at the Tavern state that on one occasion more than one hundred teams could be counted on the roadway or in the nearby fields. Mr. Rider was an enterprising pioneer and to attract the travelers to his hostelry, he built and put in order a road through the woods from his Tavern to the Warren road so that more people could get to his place of business. This road is now known as Walnut Street in Painesville.

The first church in Painesville was organized in 1810 with Reverend Nathan Darrow in charge. The meetings were held in the school house and the members were a combined group of Congregationalists and Presbyterians. This group erected a church building in 1829. In 1851 the Presbyterian group withdrew from the church over the slavery question and the church was then and is still called the First Church Congregational. The Congregational Church was remodeled in 1844 and a new building was erected in 1862. The pioneers were devout church-goers and soon many churches were erected and religion held a high place in the lives of the people of Painesville. The Methodist church was organized in 1822, the St. James Episcopal in 1836, the Disciple Church in 1843, and the Church of Christ in 1848.

E. Educational Ideals and Attitudes.

The pioneers of Painesville clearly showed their interest
in education from the very outset of their arrival in the Reserve. Many fathers regretted leaving their Connecticut homes, not because of the hardships to be endured, but because they knew that the educational advantages for their children would not be available. Much of the early training of children was done in the homes by the fathers and mothers who had been trained in the elementary and grammar schools in the East. Traveling teachers and tutors were soon in evidence and schools were kept by these private teachers as early as 1803. The Yankees wanted schools but they wanted them to cost but little and therefore we find a general conservative trend in the early educational development. The families would loan the use of their homes, barns, or stores for the purpose of setting up the crude schools. The influential and wealthy families occasionally sent their children back to New England for further education.

In 1822 a library association was formed and contributed much to the general enlightenment of the residents. Many evidences of the cultural ideals are to be found in the files of the Painesville Telegraph. Numerous lyceums, debating societies and public lectures on outstanding subjects of the time were mentioned during the years from 1822 to 1852. Glee clubs and brass bands were formed and gave concerts in and around Painesville between 1840 and 1850.
CHAPTER III

EDUCATION IN PAINESVILLE BEFORE 1852

A. The Development from 1803 to 1825.

In tracing the development of the educational system in Painesville we must first consider the conditions and provisions for education in the Western Reserve, of which Painesville was a part. When Connecticut passed laws in regard to the selling of its western lands it provided that in every township 500 acres of land should be set aside for the support of schools.¹ This act, however, was never effective. When Connecticut later authorized the sale of the lands, it provided that the money arising from that sale should be held in a perpetual fund which should be used for the payment of ministers' salaries, the erection of churches of all denominations, and for school purposes. This action was disapproved of strongly, and finally when the land was actually sold, the entire sum was kept for the use of schools in the state of Connecticut. The money from the sale of the land was so invested that the sum eventually amounted to some two million dollars. So large a sum was this for those days that the teachers in Connecticut and most textbooks used in the state pointed out this fact to their pupils and readers as

¹Upton, H. T. A History of the Western Reserve, p. 145.
the work of a most conscientious and progressive group of people. This generosity in regard to schools, however, applied only to the mother state. Either purposely or accidentally, Connecticut sold the Western Reserve without providing any kind of school fund for that territory. This was a distinct drawback to colonization.

"When Ohio was admitted to the Union in 1803, the provisions of the Ordinance of 1785 concerning school lands were carried out as fully as possible in the rest of the state. In all of the Congress Lands, section 16 in each township was permanently reserved for the schools of the township. It was not in the power of Congress to grant section 16 in such tracts as the Western Reserve, the Virginia Military Reserve or the United States Military Lands. These lands either did not belong to the federal government or there were prior claims and unsatisfied warrants that stood in the way of such granting of specific sections..... For this reason the assigning of school lands in these portions of the state could not take the form of reserving section 16 in each township. Some other method of setting aside one-thirty-sixth part of the land for the use of the schools in these regions had to be devised.

"In 1807 Congress in response to a petition from the state legislature of Ohio appropriated (for the support of schools in the Reserve) eighteen quarter-townships and three sections in lieu of the original grant. These new lands, however, were not located in the Reserve, but to the Northeast, between the Reserve and the United States Military Reserve. This territory was in Congress Lands, title to which had been purchased from the Indians..... The school lands first selected for the Western Reserve consisted of fourteen quarter townships..... To this was added by an Act of Congress in 1834, land that amounted to 37,758 acres to be selected from the unlocated lands of the United States within the state by sections, half-sections and quarter-sections. This additional grant in 1834 was in lieu
of the one-thirty-sixth part of the land in the Western Reserve, which belonged to the Indian tribes when Ohio was admitted, but the Indian title to which had been relinquished in 1805.\(^1\)

Eventually the Reserve received from Congress some 93,000 acres of land, the proceeds of which could apply to the maintenance of schools. It was found very hard to lease these lands and consequently the Ohio Legislature authorized their sale. The sale brought a quarter of a million dollars for the support of schools in the Western Reserve. This money was set aside into the "Irreducible School Fund," which is still used for this purpose. All school treasurers report this sum each year; it is insignificant, to be sure, in comparison with the general fund, but still a contribution.

The first school in the Western Reserve was taught near Painesville at a settlement called Harpersfield, in 1802. The teacher was Abraham Tappan. Mr. Tappan was a surveyor as well as a teacher and in 1803 he moved to Painesville where he was employed by General Edward Paine in laying out the Chillicothe road which ran from Painesville through Mentor and Kirtland down to Coshocton. In 1803 and 1804 Mr. Tappan taught the first school in Painesville. His school house was a log cabin which stood near Treat and Baldwin's tin shop on the east side of State Street. Twelve children were in

\(^1\)Miller, E. A. *Educational Legislation in Ohio from 1803 to 1850*, pp. 58-60.
attendance. Mr. Tappan was a fine old character, hospitable and generous almost to a fault. He did not stay long in the teaching profession as he was elected county commissioner, associate judge and postmaster of Unionville in rapid order.

The distinction of being the second teacher to hold school in Painesville goes to Johnathan Root who taught in 1806. The exact location of his school could not be determined, but it is known that it was somewhere in the business section, or "uptown" as the old residents called it. In 1809 Eli Bond, a pioneer of the village, built the first school building. It was a two-story frame building and was erected on the corner of Main Street and the park, which is now the site of the Parmly Hotel. In this building, Flavius Josephus Huntington opened his first school in Painesville. Mr. Huntington was born in Coventry, Connecticut, in 1789 and at the age of twenty came to Painesville from New London, Connecticut, on the invitation of his uncle, Governor Samuel Huntington. Flavius Huntington was well educated and had some teaching experience as an assistant to Dr. Ulysses Dow, the principal of the New London Grammar School. His teaching career in Painesville covered a period of over forty years. Nearly all the old residents were at one time or another pupils of Mr. Huntington and it was their delight to testify to the conscientious labor he put forth, not only in teaching subject matter, but in the work of forming character among the young folks.
In a personal interview with Miss Selina Huntington, a relative of this dean of teachers, many details were obtained concerning him and the early schools. She remembered him well and the things he taught. The three R's comprised the course of study. There were no blackboards or apparatus of any kind to assist the teacher. Any backwardness on the part of the pupil in reading or understanding the rudiments of these subjects was assisted by a thorough application of the traditional ruler in the hands of Mr. Huntington. This was a process he was accustomed to term "batogging." His methods of instruction were very thorough and his rewards for satisfactory recitations, instead of grades or marks, were the granting of what he called favors. These consisted of dubbing a favored pupil with the name of some noted general, king or potentate, or by installing him captain over the other members of his class and allowing him to march them around the room two or three times.

These were the days of the goose quill pens, and a part of the teachers' work after school each day was to mend every pen for the next day's work. Just before the close of school for the day, Mr. Huntington called the roll and each pupil answered for whatever part of the day he had been present. The teachers of these early schools had to collect their pay from the heads of the families for the amount of time each child had spent in school. The outstanding thing that
impressed Miss Huntington most about this venerable old schoolmaster was the strong arm discipline to which he subjected his students. She told how at the end of the day he would have the pupils recite the multiplication tables and then as they started home he would invariably poke his head out of the school house window and shout in a commanding voice, "No loitering on the way home, boys."

Mr. Huntington was an active advocate of all the earlier improvements and enthusiastically supported everything tending to bring progress and prosperity to the town. In the Painesville records of the Huntington family, he was listed as a farmer so that teaching was no doubt a side line for him. In the November elections of 1835, according to the announcement in the Painesville Telegraph of that year, he was a candidate for the office of Recorder of Geauga County. In 1839 he was appointed to the Board of School Examiners for the seventh district which included Mentor, Painesville, Concord, and Leroy Townships. The meetings of this Board were held at the town house for the purpose of giving teachers' examinations. For the last fifteen or twenty years of his life he lived a very quiet and retired life. He died at his Erie Street residence in Painesville on February 27, 1877, at the age of eighty-eight.

Nearly all of the early Ohio governors, including Governor Huntington and Governor Worthington, agitated and
encouraged the establishment of schools in the state. In 1809 Governor Huntington made several talks throughout the state on the subject of promotion of schools. In 1817 Governor Worthington recommended that a high school be established at the central seat of government, to be at public expense for the purpose of giving a thorough education to poor boys and for the work of preparing teachers.

The first general school act for Ohio was passed in 1821.¹

"Judge Ephraim Cutler, in December 1819, introduced a bill into the House of Representatives providing for a system of common schools. The bill as introduced was passed by the House but was allowed to die out in the Senate. It was a bill, however, that led to the Law of 1821, a substitute measure that did little more than outline a method of school organization and in so doing recognized the State's responsibility of legislating for schools.... The Act of 1821 did little more than legalize means by which the settlers in the townships could move to lay off districts and establish schools. It made no mandatory provision for taxation and organized no definite system. It was, however, important as the first state recognition of a system of common schools. It was evident to the friends of public education that the Law of 1821 was inadequate and ineffective, and there began at once a campaign for a more effective law."²

The Law of 1821 authorized the householders in any school district by a two-thirds vote to levy a tax to build

¹Ohio Laws, OLXIX, 21.
school houses and to pay for the schooling of indigent pupils. The tax was not to exceed one-half the amount that might be levied for state and county purposes during that year. The law of 1821 did not affect the educational situation in Painesville to any noticeable degree.

In 1823 the school building built by Eli Bond was removed to make room for the village's first hotel, which was built that year on the site by Franklin Paine. That same year for the sum of fifty dollars, Lydia and Samuel Phelps deeded the land where the Morely Library now stands on Phelps Street, to an association composed of ten members who ingested $879 and built a one-story brick school building. The inside of this building was unique and original in design. The seats were in tiers running around the room and it was heated, or rather one end of it was heated, by an immense fireplace. Many teachers, one of whom was Flavius Huntington, taught at this private school.

In 1825, the Ohio Legislature passed another school law which was a great improvement over the Law of 1821. It provided for a compulsory tax of one-half mill on the dollar on all taxable property of the county for the use of the schools. The Law of 1825 directed township trustees

\[3\text{Ohio Laws, OLXIX, 51.}\]

\[4\text{Ohio Laws, OLXXIII, 36.}\]
throughout the state to lay off the townships into school districts in which electors might organize by choosing directors. The compulsion of the law came from a loss by the township or district, in the share of the school tax if they failed to lay off districts or establish a school.¹

"The Law of 1825 was a system of force, perhaps not perfect, for the regulation of common schools which could be modified and improved. The Law of 1825 made no provisions for centralized control and had created no machinery for uniting the various schools and districts established into a true state system. There was no state, county, or township supervision, but little actual knowledge and no control of what various communities were doing educationally. While the law had established the fundamental principles of taxation for the schools, the actual system remained a headless, disjointed, decentralized and inefficient one."²

Very little mention of the district schools in the village of Painesville was made in the issues of the Telegraph with the exception of an occasional notice that a meeting would be called. However, we know that the district schools were organized and that the electors of the districts in and around Painesville were holding meetings to decide matters concerning their schools.

These district schools, organized in Painesville, gave to the pupils the elementary school work that was then in vogue. The commercial Yankee brought with him two things,

¹Miller, E. A. A History of Educational Legislation in Ohio from 1803 to 1850, p. 20.
²Ibid., p. 11.
which showed themselves in the early schools of Painesville. They were his penuriousness or frugality as you may choose to call it, and his idea of self-denial. He wanted schools, but he wanted them to cost but very little. Furthermore, he wanted the pupils to be under strong discipline of a moral kind. The school houses of Painesville and its environs were consequently placed at locations where there would be the least distraction. There was no thought of placing the schools in beautiful groves or near running streams or at the top of a hill where the scenery was beautiful. The school houses were built with windows so high that nothing but the blue sky could be seen. The doors were placed at the rear so that travelers could not be viewed. They believed that this privation helped pupils to build self-control. Perhaps it did, but the belief now is that it took much joy out of life and was part of the same spirit which allowed these same children no play on Sundays except to walk in the cemeteries, if they did it decorously.

The results of the school laws passed by the Ohio Legislature were reflected in Painesville. From the Painesville Telegraph of March 11, 1826, we learn that the trustees of Painesville Township called a meeting to lay out the township in school districts as was required by "An act to provide for the support and better regulation of Common Schools, passed February 25th, 1825." The local weekly newspaper took an intense interest in the development of the schools of the
of the town, and consequently wrote many editorials and articles concerning the development of the schools in Ohio and urged action in the township and village of Painesville.

The county school examiners, provided in the law of 1825, were quite profuse in their public announcements, which appeared in the Telegraph from time to time in 1826. In one announcement they said:

"The law of 1825 relative to common schools, imperfect as it may be, is yet one step towards improving our conditions. It is all that the Legislature could do considering the opposition it had from some parts of the state. It at least asserts the principle that education is a matter of public concern and furnishes a stamina on which to engraph. The fund appropriated by that law for the support of common schools is, as respects its amount, of little moment. But it serves to recommend, and give a relish to the really useful provisions of the law, which consists in bringing schools and school teachers under the public superintendence by means of school examiners. But unless the duties of that office be fully and faithfully executed, the law will be a dead letter, serving only in the preamble, to remind us that the Constitution declares: 'Schools, and the means of instruction shall forever be encouraged by legislative provision.' Impressed with these views the undersigned examiners of common schools for the county of Geauga (Painesville at that time was a part of Geauga County) have resolved that we will do our best to make the law efficient by a faithful discharge of our duty. Having determined the course we will pursue in regards to the qualifications of school teachers, we wish to make it known publicly as early as possible, the qualifications we shall require in applicants who come to us for examination:

1. We shall require of every applicant who is not personally known to the examiner, a certificate signed by at least one respectable person known to said examiner, certifying that the applicant is of good moral character.
2. The applicant shall certify before examination that he has not made application to either of the other two examiners and upon examination been refused a certificate.

3. To entitle the applicant to a certificate, he must be well acquainted with the spelling book; he must be a good reader, must write a fair, legible hand, he must have a thorough knowledge of arithmetic and at least a tolerable knowledge of grammar and geography.

"No man need apply unless he is conscious of possessing the above qualifications. But in favor of females teaching in summer schools only, as respects arithmetic and grammar, the rule will be relaxed as circumstances require. An opinion prevails that the examiners should be governed in some degree by a regard to the place where the applicant calculates to teach. This would destroy the effect of the law. The Legislature in granting money for schools did not do it for the purpose of helping communities support their schools in their present condition. The object of the Legislature was to improve them. We urge that a more reasonable compensation be given for teaching so that competent men may be induced to teach in our localities. But so long as the ignorant and illiterate on account of their cheapness are preferred, the meritorious will not enter into competition with them and the evil will perpetuate itself. If we don't set our standards high, the time will soon come when the only requirement of a teaching applicant will be that he can write his name. We hope by a firm and faithful discharge of our duties as examiners and with the approbation and support of the respectable people of the community to rid ourselves of the poor and unqualified teachers and make our schools fit nurseries of citizens for our great and rising state."

Signed: Alfred Phelps, Isaac Gillet and Evert Denton, Examiners of Schools.

These district school houses in and near Painesville as described in the Painesville Telegraph of the year 1826 were placed in open places usually at a cross roads. The typical
school house was of one story design log construction, with
two windows on each side and a door and low doorstep before
it. They were built to accommodate about thirty pupils and
usually housed fifty. Each was heated by a vast five-foot
wide fireplace, which would hold one carman's\(^1\) load of wood
at one time. Along each side of the room was a low slanting
shelf which served for a desk for those who wrote and against
the sharp edges of which the older pupils leaned while not
writing.

The seats were made of slabs of wood inverted and sup-
ported on pegs and were without back supports of any kind.
The girls usually sat on one side of the room and the boys
on the other. The younger pupils sat near the fireplace,
where they were too warm, as those who sat near the door
were too cold. Married men and women often attended these
schools. The early teachers at these district schools were
usually farmers' sons working their way through college. Ten
dollars per month for five or six months' teaching was the
customary remuneration. The teacher would live a few days
at a time at the home of each of his pupils, making the rounds
but usually finding an excuse to stay longest at the most
agreeable places. The grand qualification of these teachers
was the ability to do any sums in arithmetic without faltering.

\(^1\)Carmen's---meaning a small wagonload, thought to be
a quarter-cord.
Other necessary qualifications were to read the Bible without stumbling for words, write a decent copy and mend the quill pens. Vigor of authority and strength of arm with which to maintain strict discipline were commendatory attributes. School usually began at nine A.M. Reading was the first subject of the day. Those students who were the best readers stood on the floor and took turns. The teacher was obliged to hear each pupil read four times each day. When the students wanted to write, they would copy such uplifting aphorisms as "Contentment is a virtue" and "Procrastination is a thief of time." Discipline was administered by the teacher with a ruler or an elastic sapling five feet in length. The efficient teacher wielded the rod freely.

B. The Development from 1825 to 1852.

1. The growth of the common schools.

Up until 1838, numerous laws affecting public schools were passed. But the next outstanding step in the development of the public school system was the enactment of the law of 1838, under the leadership of Samuel Lewis.¹ This law was passed by the Legislature for the support and better regulation of the common schools and created permanently the office of superintendent of common schools. This was the most important law thus passed. It established an organized system of common schools for the state of Ohio with state,

¹Ohio Laws, XXIII, 36.
county, township and district officers. In each county, the auditor was made superintendent of schools for the county, in each township, the clerk was made superintendent of common schools for the township. The district meeting elected three directors. Reports were required. Township clerks were required to visit the schools once a year to examine the teachers' records, discipline and modes of instruction. The clerk was directed to estimate the amount of money needed to be raised in the district to maintain six months of school. ¹

The law of 1838 not only provided for district officers and the establishment of schools in the state, but planned a definite relationship between political subdivisions. The one great usefulness was the distribution of information from the State Superintendent of Common Schools to the people. In addition to this, the law of 1838 provided for a definite compulsory tax of two mills for the support of the schools with a township tax optional and for the establishment of each incorporated village or city into a separate school district. ² The effectiveness of this law was lost in 1840 when the position of State Superintendent of Common Schools was abolished and the duties transferred to the Secretary of State. Samuel

¹Miller, E. A. A History of Educational Legislation in Ohio from 1803 to 1850, p. 24.
²Ohio Laws, ibid, 1.
Lewis, however, did much in the short time he was in office in arousing the sentiment of the people in favor of the common schools.

Shortly after the Law of 1838, we find consequences of it taking place in Painesville and Geauga County. A notice appeared in the Telegraph on April 10, 1838. It read:

"The undersigned directors of School District Number 9 of Painesville which embraces all the territory within the limits of the corporation, hereby give notice that a meeting of the householders of said district will be held at the town house to advise as to the number of sub-districts into which the district will be divided. A vote will be taken to determine whether any tax shall be paid and if so the amount of said tax for the purpose of lots for school houses and the erection of the same."

On December 17, 1839, the auditor of Geauga County announced through the Telegraph that the State Superintendent of Common Schools wanted a report from him as to whether or not any children of poor families were in attendance at school. The auditor asked the help of the people of the county in gaining this information.

In 1847 the important Akron Law was passed by the State Legislature.\(^1\) It was especially important and significant as the Legislature the following year (1848)\(^2\) allowed cities, towns, and villages to adopt the provisions of the act and its amendments on petition of two thirds of the voters, and

\(^1\)Ohio Laws, XLV, 187.

\(^2\)Ohio Laws, XLVI, 48.
in 1849\textsuperscript{1} enacted most of its provisions into a general law.

The Law of 1849 provided that, to be adopted in a village, town or city, it need have only a majority vote. The essential features of the Law of 1849 were: (1) Any incorporated village, town or city including within its limits and territory attached, for school purposes, 200 inhabitants, to have the right to organize itself into a single school district; (2) the adoption of the law to be decided by majority vote; (3) a board of education of six members elected by voters; (4) building expenses and purchase of sites to be decided by popular vote and when decided to be reported to county auditor and the amount to be then levied as a tax on the property of the community; (5) primary and graded schools to be provided, ... no languages to be taught other than English and German; (6) schools to be free to all children of the district; (7) schools to be kept in operation not less than thirty-six weeks and not more than forty-four weeks each year; (8) boards of education to estimate the amount needed for running expenses and not to exceed four mills, auditors to levy amount estimated as a tax; (9) if the amount raised were insufficient to keep the schools open for thirty-six weeks, the balance to be raised by school rates on the parents--indigent pupils exempt from such rates; (10) a board of school examiners to be appointed by the school board.

\textsuperscript{1}Ohio Laws, XLVII, 22.
These laws of 1847, 1848, and 1849 did much to create enthusiasm and agitation for a system of common schools for Painesville and meetings were being held for the debate and discussion of the subject. Before we go into the further development of the common schools in Painesville, we will first consider the rise of the academy and seminary in the town.

2. The Growth of the Academies and Seminaries.

Parallel to the development of the common schools of Painesville, as in the state at large, was the development of the academies and seminaries. These schools aided in some ways and yet retarded in other ways the rise of the public high school. Without question the numerous academies in and around Painesville influenced the development of local public secondary education. The idea of the academy came from the East. The New England States had taken up the plan and academies were strongly implanted there. The basic idea back of the academy was to give a broader program of studies than had been offered in the classical Latin-Grammar Schools of the East. Higher education for students who were planning on going into business or other non-professional vocations, was needed. The academies and seminaries seemed to be the solution as the rapid rise during those years proved. The pioneers of Painesville, being from New England, brought the same ideals with them and set about to open private
schools for their children. When the subject of increasing the district schools to higher levels was discussed in Painesville, many residents were opposed to the idea. They argued that secondary education should be bought by those who wanted it. Prosperity and the growth of population was the undoing of this notion as we shall see later when the academy started to decline. The residents soon realized, that in a democratic community, if higher education was good for those who could afford it, it then must be good and available to all.

In March 1823, a group of men in the village of Painesville (A. Loomis, L. W. Phelps, L. G. Storrs, J. H. Paine, and F. D. Howe), opened the Painesville Academy. They secured a Mr. George Thompson as the headmaster and tutor. The aims of the founders of the first academy to appear in Painesville were: ¹ (1) To offer a higher type of education than was then available; (2) to give a classical and literary training to their children (a New England influence); (3) to offer the children culture and good manners; and (4) to see that they were given a good moral influence in their learning process. Other reasons and influences in the background were doubtless the religious influence, local needs and civic pride.

¹Boyd, W. W. Secondary Education in Ohio Previous to the Year 1841, p. 120.
This first academy in Painesville offered the following branches to the pupils: English, Latin, Greek, Elements of Rhetoric, and Natural Philosophy. The terms of tuition were: $3 per quarter with boarding in the village for $1 to $1.50. The trustees had the highest confidence that Mr. Thompson was a man of science and a leader and that he would give satisfaction to all. The editor of the Telegraph wrote the same month,

"We are much gratified in witnessing the public examination of Mr. Thompson's school in this place, Wednesday, last. The clear and comprehensive manner in which the scholars went through the several branches of their studies at once evinced the assidity (sic) and the abilities of their preception."

This first academy met in the school building which was erected by the trustees in 1823. Mr. Thompson announced also in March, 1823, that he would offer an evening school four times a week between the hours of six and nine P. M. Terms for the night work were $2.25.¹

This academy was on a small scale and never was incorporated. It really was a school taught by a private teacher with the financial support of a group of business men of Painesville. It evidently did not last very long as no mention was made of it in the newspapers after 1826.

In 1829, by an act of the Legislature of Ohio, the Painesville Education Association was formed and incorporated,

¹ Telegraph, March 18, 1823.
but for two years no action was taken by the incorporators.\textsuperscript{1} In 1831 this association elected Storm Rosa as president and William Kerr as vice-president. Eight lots on Washington Street were purchased and a two-story brick building built on the site where Harvey High School now stands. The association appointed Mr. A. Saunders, a graduate of Yale University, as their first principal and school was opened in the new building in December, 1834. The title given to this new private school was the same as that of the one in 1823, "Painesville Academy."\textsuperscript{2} The terms of tuition, for each of the quarters, which were composed of eleven weeks each, were as follows: Spelling, reading and writing--$2.50; arithmetic, geography, English, grammar, history and natural philosophy--$3.00; chemistry, astronomy and higher mathematics--$4.00; Latin and Greek--$5.00. The scholars were informed through the \textit{Telegraph} to report to the trustees for admission tickets previous to entering the institution. The newspaper also stated that the manners and morals of the students as well as their studies would receive vigilant and efficient supervision.\textsuperscript{3}

The Painesville Academy served its purpose well in the community and with the exception of one year, had a continual existence from 1834 to 1852. It grew until in the year

\textsuperscript{1}\textit{Ohio Laws}, XXVII, Local 147, February 11, 1829.

\textsuperscript{2}\textit{Telegraph}, November 20, 1834.

\textsuperscript{3}Ibid.
1838, as we learn through the columns of the Telegraph, it had three hundred students. These students were divided as follows: 209 from Painesville, Fairport and Richmond, 73 from thirty-four different towns in Ohio, and 18 from the states of New York, Michigan, and Indiana. A well-preserved catalogue of the Painesville Academy was obtained at the Western Reserve Historical Library, Cleveland, Ohio, for the year 1843. From this we learn that six teachers were employed and 107 students were in attendance. This number was less than that in attendance in 1838, five years previous. The catalogue stated that the institution was divided into the female and male departments. We are informed that the village is pleasant and healthy. The society is moral and refined, free from those pernicious vices which are so often found in larger villages. The building is a two-story brick edifice capable of accommodating 150 to 200 students in separate quarters and it is situated entirely out of the business part of town in the midst of a beautiful grove which renders its situation truly delightful.¹

The academic year at the Academy in 1842 was divided into two terms of two quarters each, with four vacations. There were three of one week each, at the close of the Fall, Winter and Spring Quarters, with one of five weeks at the

¹Painesville Academy Catalogue, 1843.
end of the Summer quarter. The female students had the benefit of instruction from all the teachers, but were under the immediate influence of the preceptress so that they would be assured of good mental and moral improvement. The courses and terms were: Common English Course--$3.00 per quarter, and the Language Course--$5.00 per quarter. The school boasted of a library, a literary society, and a school newspaper which was read twice a month before the student group. Religious exercises were held morning and evening each day and attendance at church on Sundays was required.¹

The Painesville Academy was divided into four classifications, namely: The Primary Department, the Junior Class, the Senior Class, and the Classical Department with diplomas given to students who completed two years of work and successfully passed their examinations. The Academy flourished as one of the most permanent private schools of the time to be found in Painesville. The Academy gave way to the Painesville Public High School in the year 1852.²

Many other private schools came into existence within the village during the years from 1823 to 1852. One of these was the Lake Erie Female Seminary which later was to

¹Painesville Academy Catalogue, 1843.
²Ibid.
COLLEGE HALL
Lake Erie Female Seminary
Lake Erie College
become the Lake Erie College of today. Lake Erie Female Seminary was established first as the Willoughby Female Seminary at Willoughby, Ohio, in 1847, and held its sessions in the old Willoughby Medical College building. In 1856 this building burned to the ground and the trustees moved the institution to Painesville, and renamed it the Lake Erie Female Seminary. It was opened in 1859, with Miss Lydia Sessions as principal and 127 students in attendance. The school grew rapidly and received a good financial support from the local residents as well as from other sources in Ohio. A charter for operating a college was given to the school in 1898 and the name of the school was changed to Lake Erie College and Seminary. Ten years later "seminary" was dropped from the title, and the name changed to Lake Erie College. Lake Erie College is considered as one of the finest girls' colleges in the midwest. It has a large, beautiful campus, and many fine buildings. It is a member of the Ohio College Association and the North Central Association of Colleges and Secondary Schools. The average yearly attendance at the school today is 250 girls. Miss Vivian Blanche Small has been president since 1909. The cultural and intellectual influence of Lake Erie College upon the village of Painesville and the schools of the town was in former years, as it is today, of unquestionable weight and value.

1 The Tiber, Lake Erie College Yearbook, 1934.
Many other private academies, seminaries and finishing schools were established in Painesville, but all of these were short-lived and no trace can be found of them today. From the various issues of the *Telegraph* we find the names and dates of the foundings of some of these private schools as: The Nathaniel Shattuck English and Stammering School, 1826; Miss Lewis' School for Young Ladies, 1827; The Marshall Select School, 1838; The Painesville Classical, Mathematical and English Seminary, 1838; Lake Erie Seminary, 1849. Lake Erie Seminary is not to be confused with Lake Erie Female Seminary which has been previously discussed.

The Lake Erie Seminary was a bitter rival of the Painesville Academy and much heated debate concerning the segregation of boys and girls for educational purposes took place in the columns of the *Telegraph*. The Painesville Academy had felt the losses of students taken from their school by these seminaries and especially the Lake Erie Seminary. The trustees of the Academy argued that the competition would ruin the private schools of Painesville and all would be lowered in standard through lack of the right moral and financial support. They asked the people not to send their girls to the seminary but to have them continue at the Academy as the girls were under a good moral influence there and the quality of training as good as could be found anywhere. The Lake Erie Seminary replied that their school was established at the request of the residents of Painesville. During the summer of
1847 and to the autumn of 1848 the Academy was closed due to financial trouble. It was at this time that the Lake Erie Seminary was established. The Seminary put forth the opinion that a great need was felt by the residents of Painesville for the segregation of the sexes during their years of schooling. The Seminary then proposed to the Academy that it be re-established as a school for men, and that the Seminary continue in educating the girls. Many level-headed business men entered into the argument by saying that it was highly inefficient and expensive to plan on two separate buildings, two separate sets of apparatus, and two separate groups of teachers. The Painesville Academy nevertheless reopened in 1849 but the advent of the Painesville public high school in 1852 ended the argument and closed the doors of the Painesville Academy and Lake Erie Seminary forever.

Other private schools worthy of mention near Painesville during the existence of the Painesville Academy were (with dates of founding): Grammar School at Cenerville, 1840; The Grand River Academy at Austinburg, 1848; The Burton Academy, 1828; The Chardon Academy, 1828; The Unionville Select School, 1837; The Geauga High School at Chardon, 1849; and the Western Reserve Teachers' Seminary at Kirtland in 1839.
3. The Move Toward the Public Secondary Schools.

The rapid rise of the Painesville Academy was mainly due to the inherent cultural ideals of the East which the Painesville leaders brought with them. The wide range of subjects offered by the academies attests to its democratic principles which the settlers introduced and also shows the ambitions of these private schools in attempting to teach many different phases of school work. The common branches were always retained but with subsequent increase in the number of other subjects, some of them corresponding to our modern "frills" such as wax work in fruit, drawing, and handicraft. The costs of education at the academies, closing the doors of higher education to many, helped in sealing the fate of these schools. The academy was, however, a most important factor in the development of the public high school because it kept before the people the ideal of a higher education and the ability of the people to support it financially.¹

By 1840, the rise of democracy in the United States and Ohio, and the failure of the common schools to satisfy the needs of the people for higher education, helped to hasten the development of the public secondary schools. In 1839, Samuel Lewis said in one of his reports that high schools and colleges would, as natural consequence, grow

¹Washburn, Carl D. The Rise of the High School in Ohio, p. 70.
out of good common schools. The establishment of high schools and union schools in other cities and towns of Ohio from 1840 to 1850 helped greatly in influencing the citizens of Painesville toward consideration of the plan. The growth of the village of Painesville and with it increased enrollment in the district schools, helped to popularize education and the impetus of the school laws of 1821, 1825, 1838, 1847, 1848, and 1849, coupled with the support of many ardent advocates of popular secondary education, finally brought the problem to a head in 1851.
PART II
CHAPTER IV

IMPORTANT CHANGES IN THE COMMUNITY OF PAINESVILLE 
FROM 1852-1936

A. Its Growth.

From a handful of settlers who arrived at the "Openings" in 1800, Painesville has grown to the size of a little city with a population of 11,500 (estimated) in 1936. Today it has adopted the title of "The Prettiest Little City in the United States." It is known by this title over a wide-spread area. The population increase in Painesville has been steady rather than rapid. The figures at City Hall show a population of 2,500 in 1852, 2,676 in 1862, 3,728 in 1872, 3,841 in 1882, 4,755 in 1892, 5,024 in 1902, 5,501 in 1912, 7,272 in 1922, 11,000 in 1932 and 11,500 in 1936. During the ten-year period from 1852 to 1862, Painesville showed no population growth of any consequence. During that ten-year period, it gained one hundred and seventy six people. The same is true of the years from 1872 to 1882, when a gain of only one hundred and thirteen was made. The most striking gain was made during the boom years from 1922 to 1932. Nearly 4,000 people were added to the city's total population during that important ten-year period. The cause for this tremendous gain was due largely to the formation, in 1912, of the

1The main sources of data for this chapter are as follows: Records of the City at City Hall, the historical material collected by Mrs. Harry Collacot and the Painesville Telegraph (1852-1936.)
Diamond Alkali Manufacturing Company at Fairport Harbor, two and one-half miles from Painesville. The growth at this plant increased tremendously during and after the World War until today it offers employment to thousands of workers. Most of the officials of this company and its subsidiary concerns, as do many of the workers in the plants, live in Painesville. The Diamond Alkali Company is rated as one of the largest alkali manufacturing concerns in the world. The importance of this company to the growth and economic security of Painesville is tremendous.

Painesville, incorporated in 1832, first became a city in 1902 and adopted the city manager form of government in 1920. Being the county seat of Lake County, it is the center of the political life. The court house, which was erected in 1907 at a cost of $450,000, is thought to be one of the finest for its size to be found in Ohio. The old court house, which was built in 1840, is now being used as the city hall.

A huge fire, which visited the business section in 1857, burned out the entire south side of Main Street from State Street to St. Clair, and with it were burned the village records. A fire company of the volunteer type served the community until 1903. In 1871, fire fighting equipment, modern for the times, was purchased. A fire house was erected on St. Clair Street in 1878 and at present the Painesville
Fire Department is efficiently organized with well-trained, full-time firemen on duty at all times. Their equipment and fire house are modern and Painesville has excellent fire protection.

In 1861 the Painesville Gas, Light and Coal Company erected a plant and put in lamps and gas mains throughout the town. The company invested a total of $40,000 in this enterprise. Today the Painesville City Light Plant is serving the community. The value of the light plant is estimated at close to a million dollars. In 1882 a waterworks plant was established by the town on Liberty Street; in 1891 a newer plant was built near Lake Erie; and in 1914 a still newer plant was built on the same site at a cost of $120,000. Today a large water reservoir is being constructed near Riverside Drive, on high ground which overlooks the city. Gas to supply the city's needs is purchased from the Diamond Alkali Company. The city services the gas mains, meters, and other equipment.

Today, as in former years, Painesville may be termed a residential city, possessing much natural beauty, with spacious parks and lawns. The city contains many beautiful, well-landscaped homes and estates.

B. The Residents.

The founders of Painesville were from the New England States. Connecticut furnished the largest number of settlers
with Massachusetts and New York also contributing many. The descendants of these New England settlers make up a large percentage of the total population of the city at the present time. From 1800 to 1880 the community remained quite solidly Yankee. In the year 1880, with the advent of railroad building in and near Painesville, a great influx of other nationalities came into the community. Among the most numerous were the Italians and Irish who were employed in railroad construction work. The Hungarians came into the community a few years later when they were brought to Fairport to build the docks. The Finns and Germans came with the establishment of the Diamond Alkali plant. In later years a good number of Negroes have come into the vicinity. The colored people are generally employed in personal service work such as cooking, cleaning, care taking, and similar occupations. It is estimated that the New England stock living in Painesville is much in the minority at the present time, but the New England and Yankee traditions and cultural influences are still felt and will perhaps always remain, as the guiding lights of the city.

C. Industrial and Economic Life.

Painesville, being predominantly a residential community, has depended upon the industries outside the city for much of its growth and economic life. These outside industries may be classified as: (1) Nurseries; (2) docks and lake shipping; (3) railroads; (4) fishing; and (5) the
Diamond Alkali Company and its subsidiaries.

The soil around Painesville is rich, fertile and unusually well adapted to the growing of flowers, fruit trees, and nursery stock. The largest and possibly the best known concern is the Storrs and Harrison Company. In 1854 Jessie Storrs planted a few acres of land in fruit trees outside the village and from this beginning has grown the present company, which does business in every state in the Union and many parts of the world. More than one hundred companies dealing in nursery stock and seeds are located in and near Painesville today.

In 1879 the first ore boat arrived at Fairport Harbor and since that time the shipping industry has long played an important part in the economic life of the community. From 1880 to 1900 more than 8,000 feet of docks were built at Fairport. Today the harbor at Fairport is one of the busiest along Lake Erie. The Baltimore and Ohio Railroad maintains docks at the harbor for the loading of coal from the trains to the boats, and ore from the boats to the trains. The ore shipments are then made to the steel industries of Ohio and Pennsylvania. Two other railroads which run through Painesville, the New York Central and the Nickel Plate, supply work for many men living in the city.
In 1869 Charles Ruggles of Huron, Ohio, came to the mouth of the Grand River and inaugurated commercial fishing. With the aid of fishing pounds, he caught 15,000 sturgeons during the first year of operation. Having no immediate market for this quantity of fish, he induced the nurseries to buy the fish for fertilizer. In 1870 a Mr. Hart Pincus of Sandusky, Ohio, came to Painesville and contracted to buy the entire output of Mr. Ruggles. Mr. Pincus then set up a canning factory manufacturing caviar, tannery oil and smoked sturgeon. In the first year of operation, Mr. Pincus did a $10,000 business.¹ Today the canning of caviar is no longer a business in Painesville due to the exhaustion of the sturgeon supply from the lake. However, the fishing business still remains today as one of the important local industries.

The Diamond Alkali Company manufactures baking soda, soda ash, washing powders, fertilizers and cement. It also supplies the artificial gas used by the cities of Fairport and Painesville. The gas is a by-product of the manufacture of coke which is used in the process of making their chemical products. The company owns its own steamships and limestone quarries, as well as the salt wells near the plant, from which salt is obtained.

The early pioneers were good business folks and they early established stores and trading centers. Today we find the city possessing a fine business section with a large and

¹William Brothers, A History of Lake and Geauga Counties, p. 126.
up-to-date variety of stores and shops. The trade at these stores comes from Fairport, Painesville, and many other towns and country homes of Lake County.

Painesville has had within its corporate limits many small factories, some of which have disappeared while others are still operating. Some of the factories and mills that existed between 1852 and 1900 but are now extinct were as follows: Stebbins Flour Mill, Painesville Gas, Light, and Coal Company, Painesville Wagon and Carriage Company, Painesville Boot and Shoe Manufacturing Company, The Union Fence Manufacturing Company, The Skewer and Toothpick Manufacturing Company, and other minor concerns. The biggest manufacturing company to be located within the city limits is the Coe Manufacturing Company which was organized as the Coe and Wilkes Company in 1853 and is still operating today. In 1873 the Coe Company was doing a $28,000 business manufacturing saw-mill machinery. Today the company manufactures wood veneer cutting machinery on a huge scale. Its customers are to be found in all parts of the world. More recent concerns are those manufacturing baskets, educational supplies, metal alloys, metal wire and bindings, bronze powders and other commodities.

D. The Social and Religious Life.

From the earliest days to the present time, Painesville people have taken a keen and active interest in their social
life. The Rider Tavern for many years has been the center of social life in the community. From its earliest years of existence, when the Painesville residents danced the Pigeon Wink, the Lancers, the Fireman's Dance, the Minuet and the Monnaie (sic) Musk, to the present-day dinner dances and card parties, the Tavern has operated. The influence of Lake Erie College and Seminary on the cultural life of the people is clearly reflected in the lyceums, lectures, debates, and music recitals which have played an important part in the lives of the people since 1860. Clubs, lodges, societies, church groups and political organizations have grown in numbers since 1852 and today we find literally hundreds of these social organizations filling the lives of the Painesville people. Some of the early lodges to be formed in Painesville were the: Temple Lodge in 1815; the Odd Fellows in 1853, and the Knights of Templar in 1877. Today we find the Masonic Order, the Knights of Columbus, the New Connecticut Chapter of Daughters of American Revolution, American Association of University Women, Kiwanis Club, Elks Club, Rotary Club, Y. M. C. A., Boy Scouts, Girl Scouts, Civitan Club, Sons of Italy, Parent Teachers Associations, Mothers Clubs, Four H Clubs, Bridge Clubs and a myriad of other organizations ministering to the need for social life.

As early as 1820, Painesville served as an underground railroad center, helping slaves escape from their southern
homes across the lake to Canada. In 1836 the belfry of the Episcopal Church was used as one of the favorite hiding places and many homes along the Grand River were used as places of refuge. In 1877 the Christian Temperance Association was formed in Painesville and from that date on the residents have had a keen interest in the promotion of temperance. The first Woman's Suffrage Association was formed in 1883 and this group was very active for a number of years, electing two of their members to the Painesville School Board in 1895. Many lectures and debates have been given in Painesville by prominent people in all types of professions during the last eighty-four years.

Churches and church life have always played an important role in the lives of the Painesville people. Churches were early established and today we find thousands of residents affiliated with the many churches of the city. The city supports the following churches: Methodist Episcopal, Congregational, Lutheran, Church of Christ, Baptist, Episcopalian, Church of Christ-Scientist, Latter Day Saints and the Roman Catholic for the white residents, and the Baptist and Congregational for the colored residents. The Catholics have one church building, a home for the sisters, a home for the priests and one grade school which accommodates between four and five hundred children each year in grades one to nine. There is a splendid spirit of cooperation between the Catholic group and the Protestants. Church leagues, Christian Endeavor
Societies, Church Men's Clubs, Ladies' Aid Societies, Missionary Societies, and church groups claim many in the church work of the city. The Greek Orthodox and Jewish people do not maintain churches in the city.

The community of Painesville represents the typical, small, mid-western city that may be found in this part of the United States. The people are patriotic, inclined to be cultured, and take great pride in the accomplishments of their city in the way of civic and educational progress. With this background description of the city of Painesville and its citizens, we will proceed to the main theme of this thesis, the history of secondary education in Painesville from 1852 to 1936.
CHAPTER V

SECONDARY EDUCATION IN PAINESVILLE FROM 1852 TO 1936:
EARLY BEGINNING OF THE PUBLIC SECONDARY SCHOOL;
THE GROWTH OF THE EDUCATIONAL PROGRAM

A. The Early Beginning of the Public Secondary School.

The first direct move in Painesville for the public high school seems to have been in July, 1851, when a group of interested men of Painesville had Dr. A. D. Lord, then Superintendent of the Columbus, Ohio, Schools, lecture to the people of Painesville at an open meeting on the subject of "Union Schools." The Telegraph's editorial comment on the announcement of Dr. Lord's coming to Painesville was that, "It seems strange to us that Painesville has not adopted before now a plan of union schools." After the lecture given by Dr. Lord, the Telegraph had this to say:

"The cause of popular education has received a new impulse within the last four years from the introduction into towns and cities of union schools and classified or graded public schools. The most important factor of this system (for the two above named are essentially the same) is that all the common schools in a town or corporation whether taught in a single house or in different buildings are all united together and controlled by one board of directors. It is customary to have four grades of schools: Primary, secondary, grammar, and a high school. In places containing from two to three thousand inhabitants, three or four primary or three secondary and one grammar school will generally be needed, besides the high school. There are now (1851) about forty towns and cities in Ohio in which this system is in successful
operation. The following are some of the advantages found to result from its adoption:

1) The selecting by the whole community of a board of six directors, who are to have the management of all the schools, gives to them and to the people at large the idea of a responsibility very different from that ordinarily deemed to attach to the office of a school director; that they and the people are likely therefore to feel a much deeper interest in the selection of teachers, the organization of the schools, and everything which pertains to their prosperity.

2) The directors prescribe the course of study to be pursued and the books to be used in each of the several schools, thus preventing the caprice of teacher and scholars or the interests of booksellers or agents from interfering with the arrangements of the schools.

3) All the scholars are classified with reference to their attainments in knowledge and mental discipline and they are promoted upon a rigid examination from one class or school to a higher, thus furnishing to all one of the strongest inducements to industry and effort for improvement from the time they enter the lowest class in the primary until they complete the course in the high school.

4) The discipline of such schools is far better than can be secured in common district schools or in any kind of private schools. Every scholar is made to stand upon his own merits, his scholarship, his deportment, his character—no favors are shown to the wealthy or exalted; no embarrassments thrown in the way of the poor and humble.

5) It is comparatively easy to furnish such a system of schools with libraries, apparatus and all needed facilities for teaching successfully.

6) This system is far more economical than any other ever adopted in this or any other country. The schools conducted on this plan can be made good enough for the richest, cheap enough for the poorest. Where they are known, the poor regard them and their privileges as a priceless inheritance to which the children of commoners with those most favored of fortune have an inalienable right; while the rich pay their taxes to support them cheerfully and promptly with the conviction that the best possible way to increase both safety
and value of the property is to educate all the youth around them. Numerous other important advantages might be mentioned as resulting from the successful introduction and maintenance of these schools. Indeed, so precisely have they been found adapted to the conditions and wants of our people that the plan may be appropriately denominated, 'The American System of Popular Education.'

The lecture by Superintendent Lord evidently carried great weight as at a meeting of the citizens in August, 1851, an election was held and the system of union schools was adopted. At the same time the people held an election of the Board of Directors of the new Union Schools. The following men were elected to the Board: Dr. H. C. Beardsley, President, Timothy Rockwell, Allured Plimpton, James Carpenter, William P. Carter and Jerome Palmer. From the impetus of the Law of 1849 and with the help and friendly influence of Dr. Lord, the Board of Directors set about to organize their new "Union Schools" and to prepare for the establishment of a grammar and high school.

In 1852 the Trustees of the Painesville Academy deeded the grounds and building belonging to them to the Union School Board. In November of 1852, the old academy building was opened as Painesville's first public high school. Mr. George Howe was appointed by the School Board to be the first superintendent. He announced through the Telegraph in October,

1Telegraph, July 15, 1851.
2Telegraph, June 11, 1852.
3Telegraph, November 18, 1852.
1852, that the grammar and high school work would be continued on the same lines that had been used by the teachers of the Painesville Academy. Pupils not living within the limits of the corporation were to be charged tuition at the following rates: Primary, $2.00; Secondary, $2.50; Grammar, $3.00; High School, $3.50; and Teachers Class, $4.00, with music as an extra charge. Mr. Howe received five hundred dollars for the year's work, and had 500 pupils in all with 50 of these enrolled in the high school.

Mr. Howe was the sole teacher in this first public high school of Painesville. In December of 1852, Mr. Howe opened a night school so the older boys and apprentices could attend and have the advantages offered by a higher education. It is probable that this night school was a private venture on his part and not sponsored by the Board. The Editor of the Telegraph stated in April, 1853:

"The public examination held at the old Academy Building shows that the pupils under Mr. Howe's charge have made rapid progress in their studies under him. The Academy Building was crowded to overflowing and the exercises were honorable to the teacher and gratifying to all who were present."

Mr. Howe was without doubt an experienced and capable teacher. The first term started the first week in November

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1 *Telegraph*, December 10, 1852.

2 *Telegraph*, April 28, 1853.
and lasted twelve weeks. The second term of twelve weeks ended the last of April, 1853. Mr. Howe remained as high school teacher and superintendent in Painesville for a period of five years and was largely responsible for getting the public secondary schools of Painesville off to a good start.

How many new ideas were introduced by Mr. Howe could not be determined, but it is thought that he continued the high school very much the same as the private academy had done before him. The course of study which will be next treated would tend to bear this out.

B. The Growth of the Educational Program.

1. Curriculum and textbooks.

In order to have a better insight into the curriculum of the secondary schools in Painesville, it will be necessary to study first the background from which they came. The educational philosophy of the Latin-Grammar schools of the East was borrowed from Europe. From Europe this philosophy can be traced back to the Renaissance. The Latin-Grammar schools of New England were used for the preparation of boys for the ministry, professions and the life of the upper class. When the academies were started in the East, a much broader program of studies was offered but still the classical influence of the Latin-Grammar schools and colleges then in existence, remained. The new economic independence of the settlers, the

stimulus of conquering the wilderness and the wave of new inventions changed the standards of the academies, and science and philosophy were introduced into the curriculum and took their places along side the classical languages. For many years the functions of the academies were torn between the college preparatory and the finishing ideals.\(^2\)

As late as 1872, only thirty per cent of the students entering colleges had received their training in the public high schools while seventy per cent had prepared at the academies.\(^3\) The University of Michigan was the first college or university to lead the way by allowing admissions to their school from high schools on the liberal basis of not having to prepare solely in the classical studies. This was as early as 1852. In 1868, there was a plan inaugurated at Michigan which allowed students to take examinations in the course which they planned to enter at the University. In 1870, Michigan went still further by working out a plan of accrediting high schools of the state. Those high schools, thus accredited, could send their pupils upon graduation directly to the University without examination. Meanwhile, the other colleges were depending upon their own private preparatory schools and other academies for educating the students who were to come to them.\(^4\)

\(^2\)Lull, Herbert G. *Secondary Education*, p. 23.


Academies were strong in Ohio as late as 1850, 206 being listed that year compared to only 37 in Michigan. The State University in Ohio was not organized until 1870 and in the meantime the high schools were struggling for existence.¹

The program of studies offered in the high school at Painesville from 1852-1860 were practically the same as that which was set up by those in charge of the Painesville Academy when it closed its doors in 1851. The influence of the Academy in Painesville on the early course of study can not be underestimated. The branches offered in the early years of the high school were borrowed from the private schools of New England and the eastern states. The general trend was toward cultural and classical training. Yet, the trend toward expansion of the program had already started during the days of the Academy in Painesville when such work as art, music, handicraft (waxwork in fruit), knitting and sewing were introduced. With all of the eastern cultural influence, the pioneer's wanted strict emphasis placed on the basic or common subjects (reading, writing and arithmetic.) So we find the common subjects taught in the secondary school along with a scattering of the cultural and artistic subjects. The offering of subjects in these early days of the secondary school was remarkably large in comparison to the small teaching staff and the handful of pupils enrolled.

Primary Department

Mc Guffie's (sic) Reader.
Webster--Spelling and Writing.
Mrs. Willard's History of the U. S.
Colburn's Arithmetic.
Adam's Beginning Arithmetic.
Olney's and Morse's Geography.
Watts' Improvement of the Mind.

Junior Class

Adam's Arithmetic.
Davies' Algebra.
Comstock's Philosophy and Chemistry.
Davies' Geometry.
Preston's Geometry.
Burritt's Geography of the Heavens.

Senior Class

Newman's Mental and Moral Philosophy.
Hedge's Rhetoric.
Kames' Logic.
Kames' Elements of Criticism.
Parley's Natural Theology and Evidences of Christianity.
Herschel's Astronomy.
Davies' Surveying and Navigation.

Classical Department

Bulbon's Latin and Greek Grammar.
Sallust's Virgil and Cicero.
Ainsworth Dictionary.
Donnegon's Greek Lexicon.
Homer's Iliad.

*Taken from the catalog of the Academy published in 1845. This catalog is on file at the Western Reserve Historical Library in Cleveland, Ohio.
In 1852 the School Directors of Painesville asked the School Examiners to recommend texts to be used in the Painesville high school. The following books were recommended and accepted. In arithmetic, Colburn's Mental Arithmetic and Davies' Uniform Series; in geography, Mitchel's Series; in grammar, Well's; in reading, the Mandeville Series; in spelling, Webster's Spelling Book; in history, the Willard Universal History; and in Philosophy, Parker's Compendium of School Philosophy. Titles to the other subjects offered in the classical languages could not be determined as no records were available to disclose the names.

The first courses of study to be listed by the Records of the Board of Education were in 1861 when three courses, English, Latin and Classical were being offered to the pupils. From this imposing course of study we find the influence of the academy still at work. The high school of Painesville in 1861, as well as in Ohio, tried to teach a wide variety of subjects, both the college preparatory and the common or finishing subjects. At a meeting of the National Educational Association in 1870, the controversy between the high school and the academy came up for discussion. The colleges asked that the high schools desist from intruding upon the rights of the academy, while the public school men plead for a right to prepare students for the colleges under an
accrediting system. Even under a fire of criticisms from the colleges the high schools were starting to flourish. The English Course in the main was the finishing course for the pupils who were not interested in going to college or who could not afford to go. The Latin Course was for the students who wanted an emphasis on the classical languages yet did not want to take Greek. The Classical course gave a general training of the English Course for the first two years and then spent the last two putting practically all the emphasis on Greek which at that time was required by many of the colleges in the United States for entrance into their institutions.

COURSES OF STUDY AT PAINESVILLE HIGH SCHOOL*

1861

English Course

First Year

1st Term. Arithmetic, English Grammar, Ancient History, Geography.

Second Year

1st Term. Algebra, English Composition, Physical Geography and Bookkeeping.
2nd Term. Geometry, English Composition, Natural Philosophy.
3rd Term. Geometry, Botany, Natural Philosophy.

1 Lull, Herbert G. Secondary Education, p. 29.
Third Year

1st Term. Geometry, Physiology and Geology.
3rd Term. Higher Algebra, Rhetoric, Chemistry.

Fourth Year

1st Term. Trigonometry, Chemistry, Moral Science.
2nd Term. Surveying, Mental Philosophy and Elements of Criticism.
3rd Term. Higher Astronomy, Mental Philosophy and Political Economy.

Latin Course

First Year

1st Term. Arithmetic, Ancient History, Geography, Latin Lessons and Grammar.
2nd Term. Arithmetic, Ancient History, Geography, Latin Lessons and Grammar.

Second Year

1st Term. Algebra, Physical Geography and Sallust.
2nd Term. Geometry, Natural Philosophy and Sallust.
3rd Term. Geometry, Natural Philosophy and Sallust.

Third Year

1st Term. Physiology (sic), Geology and Cicero.
3rd Term. Rhetoric, Chemistry and Vergil.

Fourth Year

1st Term. Moral Science, Chemistry and Vergil.
2nd Term. Elements of Criticism, Mental Philosophy, Vergil.
3rd Term. Higher Astronomy, Mental Philosophy and Reviews.
Classical Course

The Classical Course is identical with the English Course for the first two years.

Third Year

1st Term. Greek Lessons and Grammar, Geology and Cicero.
2nd Term. Greek Lessons and Grammar and Cicero.
3rd Term. Greek Lessons and Grammar and Vergil.

Fourth Year

1st Term. Xenophon's (sic) Anabasis and Vergil.
2nd Term. Xenophon's Anabasis and Vergil.
3rd Term. Xenophon's Anabasis and Reviews.

*Taken from the Records of the Board of Education, 1861.

The program of studies as set up in 1861 was in use for six years. In 1867 the Board of Education adopted a change in the program. The essential changes were: (1) One single course which was required of all students; (2) Latin and Greek were dropped from the course. These changes were made through the influence of Mr. Thomas Harvey who became Superintendent of Painesville Schools in 1866. The reduction in the number of elective courses was made as an economy measure and to improve the quality of teaching in the high school. The change was also thought to be time-saving and to be more attractive to a greater number of pupils. This course of 1867 called for the fundamental subjects of Grammar and Mathematics with a touch of the newer subjects, such as
Chemistry and United States History instead of the Ancient and Modern Histories which were omitted.

In 1870, a music teacher was employed by the Board of Education, and music, as a course, was offered for the first time to the high school students. A resolution was passed by the Board in 1876 making Botany, Natural History, and Philosophy required subjects. In 1891 the study of music was made compulsory for all high school students.

PAINESVILLE HIGH SCHOOL
Course of Study, 1867.*

First Year
1st Term. Arithmetic, English Grammar, Physical Geography.
3rd Term. Algebra, Natural Philosophy, U. S. History.

Second Year
1st Term. Algebra, Natural Philosophy, U. S. History.
2nd Term. Algebra, Chemistry, Physiology.
3rd Term. Geometry, Chemistry, Civil Government.

Third Year
1st Term. Geometry, Rhetoric and Bookkeeping.
2nd Term. Geometry, Rhetoric, Logic and Botany.
3rd Term. Trigonometry, Logic, Botany.

Fourth Year
1st Term. Astronomy, Surveying, Mental Philosophy.
2nd Term. Astronomy, Political Economy, Mental Philosophy.
3rd Term. Geology, Political Economy, Moral Philosophy.

*Taken from the Records of the Board of Education, 1867.
Note: Only one course offered.
In 1893 at the meeting of the National Education Association, the famous "Committee of Ten" was formed.\(^1\) This Committee made many important recommendations for high schools. Some of the recommendations were: (1) English should include the study of literature and the expression of thought and should not only have the largest share of time and attention but should have continuous and concurrent treatment throughout four years. (2) Latin was to be offered as a help to the mastery of English. Learning to read Latin fluently and to pronounce Latin words accurately was an important aim. (3) History was to be given with an idea of training the mind in useful facts and for preparing for citizenship. These recommendations carried great weight. The tone of liberalism was there with the classical-college influence still in dominance.

The Board and Superintendent at Painesville studied the recommendations which were made and consequently, in 1894, they adopted a good number of these important ideas. A choice of three courses was again offered to the pupils at Painesville High School in 1894. The new courses introduced were: Literary, Latin-Scientific, and English. Subjects were mapped out for each of these three courses and the subjects offered were required of the pupils taking a particular course.

Some of the additions made in the subjects offered in this course of study in 1894 were: Commercial Arithmetic, English History, Physiology, Literature, Physics, Zoology, Greek History, Roman History, Latin, German, Geology, and a wider spread of English subjects than had ever been given before. From the Board of Education Records in 1894, we find that the number of weeks of class work in the various subjects varied from twelve to forty. Laboratory work in Physics and Chemistry were introduced for the first time. Music was given to the pupils twice each week throughout the year. The Literary Course gave a wider spread of different types of subjects (a direct influence of the recommendations of the Committee of Ten) than the Latin-Scientific Course, which put emphasis on the languages and sciences, just as the English Course laid great emphasis on all phases of English work. Some of the subjects offered in the English Course were: Phonetics, Diacritical Markings, Accentuation, Common Errors in Composition, Etymology and Synonyms of Words, Figures of Speech and a very comprehensive study of American and English Literature. One noteworthy fact about the English Course is that no other subjects except those directly dealing with English grammar, composition or literature were listed. However, this course was used as a supplementary course in connection with the other two. The name English Course did not appear on the commencement programs in the years 1894 or 1895.
PAINESVILLE HIGH SCHOOL
Course of Study, 1894 *

Literary Course

First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>40</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>16</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>24</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>16</td>
</tr>
<tr>
<td>English History</td>
<td>12</td>
</tr>
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<td>Physiology</td>
<td>12</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>40</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>40</td>
</tr>
<tr>
<td>Physics</td>
<td>40</td>
</tr>
<tr>
<td>History</td>
<td>16</td>
</tr>
<tr>
<td>Zoology</td>
<td>12</td>
</tr>
<tr>
<td>Botany</td>
<td>12</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>40</td>
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</table>

Third Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>16</td>
</tr>
<tr>
<td>Algebra</td>
<td>12</td>
</tr>
<tr>
<td>Trigonometry (Plane)</td>
<td>12</td>
</tr>
<tr>
<td>History</td>
<td>16</td>
</tr>
<tr>
<td>Greek History</td>
<td>12</td>
</tr>
<tr>
<td>Roman History</td>
<td>12</td>
</tr>
<tr>
<td>German or Latin</td>
<td>40</td>
</tr>
<tr>
<td>Literature and Composition</td>
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Fourth Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Government</td>
<td>16</td>
</tr>
<tr>
<td>Astronomy</td>
<td>12</td>
</tr>
<tr>
<td>Geology</td>
<td>12</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>16</td>
</tr>
<tr>
<td>Grammar</td>
<td>12</td>
</tr>
<tr>
<td>U. S. History</td>
<td>12</td>
</tr>
<tr>
<td>German or Latin</td>
<td>40</td>
</tr>
<tr>
<td>Literature and Composition</td>
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</tbody>
</table>
Course of Study, 1894

**Latin-Scientific Course**

**First Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>40</td>
</tr>
<tr>
<td>Latin Grammar and Reader</td>
<td>40</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>16</td>
</tr>
<tr>
<td>English History</td>
<td>12</td>
</tr>
<tr>
<td>Physiology</td>
<td>12</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>40</td>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry</td>
<td>40</td>
</tr>
<tr>
<td>Physics</td>
<td>40</td>
</tr>
<tr>
<td>Caesar and Latin Prose</td>
<td>40</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>40</td>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
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</thead>
<tbody>
<tr>
<td>Vergil and Latin Prose</td>
<td>40</td>
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<tr>
<td>Chemistry</td>
<td>16</td>
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<tr>
<td>Greek History</td>
<td>12</td>
</tr>
<tr>
<td>Roman History</td>
<td>12</td>
</tr>
<tr>
<td>German or Greek</td>
<td>40</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>40</td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cicero and Latin Prose</td>
<td>28</td>
</tr>
<tr>
<td>Ovid and Latin Prose</td>
<td>12</td>
</tr>
<tr>
<td>German or Greek</td>
<td>40</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>16</td>
</tr>
<tr>
<td>Grammar</td>
<td>12</td>
</tr>
<tr>
<td>U. S. History</td>
<td>12</td>
</tr>
<tr>
<td>Civil Government (optional)</td>
<td>16</td>
</tr>
<tr>
<td>Astronomy</td>
<td>12</td>
</tr>
<tr>
<td>Geology</td>
<td>12</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>40</td>
</tr>
</tbody>
</table>

**English Course**

**First Year**

**First Term**

Language—Phonetics, diacritical marking, accentuation.

Literature—Study of Irving and Whittier.

Composition—Study of common errors.
Second Term
Language--Classification, inflection, etymology and synonyms.
Literature--Study of Longfellow.
Composition--Punctuation, capitalization, letter writing.

Third Term
Language--Synonyms.
Literature--Study of Hawthorne.
Composition--Paraphrases, abstracts and amplifications.

Second Year

First Term
Language--Figures of speech.
Literature and Composition--Study of Bryant and Holmes.

Second Term
Language--Diction and sentences.
Literature--Study of Lowell.

Third Term
Language--History of English Language.
Literature and Composition--Study of Scott.

Third Year

First Term
Language--Style, invention, forms of discourse.
Literature--Study of Tennyson.
Composition--Argumentative discourse.

Second Term
Language--History of English Literature.
Literature--Study of Dickens.
Composition--Argumentative discourse.

Third Term
Language--History of American Literature.
Literature and Composition--Study of Emerson.

Fourth Year

First Term
Language--History of English Literature.
Literature and Composition--Study of Shakespeare.
Second Term
Language--History of English Literature.
Literature--Study of Bacon and Macaulay.
Composition--Essays and Orations.

Third Term
Language--History of English Literature.
Literature--Study of Milton and Arnold.
Composition--Essays and Orations.

*Taken from the Handbook of the Painesville Public Schools of 1894.

The Records of the Board of Education in 1896 listed, for the first time since 1852, some of the names of textbooks in use and their authors. The following books listed for use in Painesville High School were: Spencer's Writing Series, White and Ray's Intellectual Arithmetic, Harvey and Tarbell's Grammar, Gray's Botany, Packard's Zoology, Young's Elementary Astronomy, Goodwin's Greek Grammar, Allen and Greenough's Latin Grammar and Chart's Natural Music Course. The next listing of books was in 1901. The following new texts were added that year: Wentworth's Algebra, Geometry, and Trigonometry; Myer's General History; Carhart and Chute's Physics; Davis' Physical Geography; and Allen and Greenough's Cicero. It would appear that at intervals of approximately five years, new textbooks would be added to the book list. In 1906 the following books were added: Smiley and Stork's Beginner's Latin; Packard's Commercial Arithmetic; Hammond's Bookkeeping
System; French's Animal Activities; Peck's Ovid; Greenough and Kittridge's Vergil; Seymour's Iliad; and Pearson's Greek Prose. No mention was made in the Records as to which old texts were continued and which were dropped. In 1911 a complete list of books was given as reprinted in the following pages.

BOOK LIST FOR PAINESVILLE HIGH SCHOOL*

1911

Freshman Year
Hitcock's English Practice Book.
Collin's Elementary Algebra.
Pearson's First Year Latin.
Overton's Advanced Physiology.
Moore's Commercial Arithmetic.
Williams and Rogers' Modern Illustrative Bookkeeping.
Gilbert and Brigham's Physical Geography.
Bergen's Elements of Botany.

Sophomore Year
Wentworth's Plane Geometry.
Walker's Caesar.
Bennett's Latin Grammar.
Daniell-Brown Latin Prose Composition.
Graham's Shorthand.
Graham's Dictation Book.
Myers' General History.
Lessons in Animal Life.

Junior Year
Garhart and Chute's High School Physics.
Wentworth's Solid Geometry.
German Reader.
Vos' Elements of German.
Stewart's Classroom German.
Halleck's History of English Literature.
West's Modern History.
Allen and Greenough's Cicero.
Senior Year
Channing's American History.
Greenough and Kittridge's Vergil.
McPherson and Henderson's Elementary Chemistry
and Exercises.
Palmer's Wilhelm Tell.
Pancoast's Introduction to American Literature.
Young's Elements of Astronomy.
Pope's German Composition.

*As recorded by the clerk in the Records of the Board of Education, 1911.

In 1910 a part-time bookkeeping teacher was employed to organize a commercial course on a small scale. Manual training and domestic science were first introduced in 1913. An exhibit of wood work made in the classes of the Manual Training Department was shown in April of that year. The girls of the high school were given an opportunity to take domestic science at Lake Erie College with the high school teachers in charge of the classes offered.

Again, we find influences from the outside playing a part in the formation of the courses at Painesville High School when in 1913 the Commission on the Reorganization of Secondary Education of the National Education Association met and made the following recommendations, some of which were incorporated in the courses of study set up the next year at Painesville High School: ¹

¹Douglass, A. A. Secondary Education, pp. 86-87.
(1) The preparatory functions of the high school should not be overshadowed by the other important functions.

(2) English composition should be offered with the idea of helping the pupil in speaking and writing correctly.

(3) Latin should be offered as a help to enlarge the English vocabulary, to make intelligent critics of our own language and speech and to understand the great and remote civilizations.

(4) History and Social Science should have as their aim to keep pupils posted with every-day living and problems, and to assist in obtaining social efficiency.

(5) Science should be socialized in content and instruction with the job of preparing for life, directly.

From the report of the Commission of 1913, we find more and more the democratic principles of education. By this time the colleges had become more liberalized in their entrance requirements and the accrediting system quite universally in use. Other influences on the curriculum of the high school were, the industries, which brought the high schools out of the clouds of classical culture down to the real life of business, the influences of immigrants in the schools, child labor laws, and compulsory attendance laws.

In 1914 the Course of Study was organized into three more modern divisions. They were: College Preparatory,
General, and Commercial. These three courses have remained in the program at Painesville since 1914 and are being used today much in the same manner as they were in 1914, with the exceptions of the adding or dropping of subjects at different times for various and sundry reasons.

The change to these courses were made due to the changes that came about in the life of Painesville and in the United States. The colleges were setting the requirements up until this time to a great extent and now they became more liberal in their requirements, yet to satisfy the group of students who must prepare for the colleges, the College Preparatory Course was established to meet the specific requirements of the colleges and universities. The compulsory attendance laws were taking their hold on the boys and girls of the community and a course was needed to take care of these folks who were not planning on college work, yet were anxious to obtain a high school diploma. The General Course seemed to meet this need and, consequently, soon became one of the most popular courses. To meet the need of those students who wished to go into business upon graduation, the Commercial Course was introduced. The Commercial Course offered shorthand, typing, and bookkeeping in 1914 just as it does in 1936. The fact that these courses have remained through these twenty-two years tends to show that they have been at least reasonably well adapted to the needs of the students of Painesville.
PAINESVILLE HIGH SCHOOL

Course of Study, 1914#

College Preparatory.

First Year

English
Latin
Algebra
Drawing
Physical Geography, \( \frac{1}{2} \) year
Physiology or Agriculture, \( \frac{1}{2} \) year each

Second Year

English
Plane Geometry
History of Greece and Rome
Latin
Drawing (elective)

Third Year

English or Solid Geometry, \( \frac{1}{2} \) year
Advanced Algebra, \( \frac{1}{2} \) year
Physics
Latin or German
Elect one: Latin, German, Modern History

Fourth Year

English
American History, \( \frac{1}{2} \) year
Civics, \( \frac{1}{2} \) year
Latin or German
Elect one: Chemistry, Latin, German, Trigonometry,
Reviews

General Course

First Year

English
Algebra
Physical Geography, \( \frac{1}{2} \) year
Agriculture, \( \frac{1}{2} \) year
Elect one: Commercial Arithmetic, Accounting, Drawing
Second Year

English
Plane Geometry
History of Greece and Rome
Biology
Drawing (elective)

Third Year

English
Elect one: Physics, General Science
Modern History
Elect one: German, Solid Geometry, Advanced Algebra, 1/2 year

Fourth Year

English, one year, or
English, 1/2 year, and Economics 1/2 year
American History, 1/2 year
Civics, 1/2 year
Elect two: General Chemistry, Household Chemistry, German, Trigonometry, Reviews

Commercial Course

First Year

English
Algebra
Accounting
Commercial Arithmetic
Drawing

Second Year

English
Plane Geometry
History of Greece and Rome
Stenography and Typing
Drawing (elective)

Third Year

English
General Science
Modern History
Stenography and Typing
Fourth Year

English, one year, or
English, \(\frac{1}{2}\) year, and Economics, \(\frac{1}{2}\) year
American History, \(\frac{1}{2}\) year
Civics, \(\frac{1}{2}\) year
Accounting, \(\frac{1}{2}\) year
Reviews, \(\frac{1}{2}\) year

*Taken from the Records of the Board of Education, 1914.

The newer concepts of education as we think of them today were introduced in 1918 by the National Education Association's Commission on the Reorganization of Secondary Education\(^1\) which gave to the educational world the famous Cardinal Principles of Secondary Education which in no small way changed the secondary school's program in Painesville as well as in all parts of the United States. These principles were simply that the high schools or secondary schools should provide in their programs for: (1) training in the worthy use of leisure time; (2) training in the formation of ethical character; (3) the health of the students; (4) training in the fundamental processes; (5) training in worthy home membership; (6) training in vocations and vocational guidance; and (7) training in citizenship. This was a big order, but the high schools of the United States set about to put this program in effect and they have done a good job of it.

The program of studies listed in 1930 still had the three courses, College Preparatory, General, and Commercial listed. The only essential changes of this 1930 course over the 1914 course was that certain subjects were added to the course and certain other ones dropped. Those subjects dropped were: German, which came about in 1918 when patriotic feeling ran high; History of Greece and Rome; and Agriculture, which was introduced in 1918 and dropped the following year. The subjects added were: Home Economics, which came with the new high school building in 1923 (previous to that, Home Economics was offered at Lake Erie College, but only as a supplementary course, and was found not to be satisfactory); Woodwork or Shop, which also came with the new building; Commercial Geography; Community Civics; Economics; Sociology (which shows the trend toward citizenship training); and French, which took the place of German during the World War and has kept its place in the program ever since.

PAINESVILLE HIGH SCHOOL

Course of Study in Agriculture
1918-1919*

First Year

English and Rhetoric
Algebra
Biology
Farm Crops
Horticulture
A supervised home project
Second Year

English and Composition
Geometry, Plane
Ancient History
Animal Husbandry
Poultry
A supervised home project

Third Year

Literature--American and Readings
Modern History
Chemistry
Dairying
Soils
A supervised home project

Fourth Year

Literature, English and Readings
U. S. History
Civics
Physics
Farm Engineering
Farm Management
A supervised home project

*Taken from the original course which is filed in the office of the principal.

COURSES OF STUDY--1930

General Course

First Year

English (R, 1-2)\(^1\)
Algebra (R, 1-2)
Industrial Arts (E, 1-2)
Home Economics (E, 1 or 2)
Commercial Arithmetic (E, 1 or 2)
Commercial Geography (E, 1 or 2)
Physical Geography (E, 1 or 2)
Commercial Civics (E, 1 or 2)

---

\(^1\) The symbols (R, 1-2) mean required subject both first and second semesters; (E, 1-2) means an elective subject for the first and second semesters.
Second Year

English (R, 1-2)
Biology (R, 1-2)
Geometry (E, 1-2)
Ancient History (E, 1-2)
Bookkeeping (E, 1-2)
Industrial Arts (E, 1-2)
Home Economics (E, 1-2)

Third Year

English (R, 1-2)
General Physics (R, 1-2)
Modern History (E, 1-2)
Latin (E, 1-2)
French (E, 1-2)
Solid Geometry (E, 1-2)
Algebra (E, 2)
Commercial Law (E, 2)
Stenography (E, 1-2)
Typewriting (E, 1-2)

Fourth Year

English (R, 1-2)
American History (R, 1 or 2)
Civics (R, 1 or 2)
Chemistry (E, 1-2)
Reviews (E, 1)
Sociology (E, 2)
French (E, 1-2)
Latin (E, 1-2)
Stenography (E, 1-2)
Typewriting (E, 1-2)

Commercial Course

First Year

English (R, 1-2)
Algebra (R, 1-2)
Commercial Arithmetic (R, 1 or 2)
Industrial Arts (E, 1-2)
Home Economics (E, 1-2)
Physical Geography (E, 1 or 2)
Commercial Civics (E, 1 or 2)
Commercial Geography (R, 1 or 2)
Second Year

English (R, 1-2)
Bookkeeping (R, 1-2)
Biology (E, 1-2)
Ancient History (E, 1-2)
Geometry (E, 1-2)
Industrial Arts (E, 1-2)
Home Economics (E, 1-2)

Third Year

English (R, 1-2)
General Physics (R, 1-2)
Economics (R, 1)
Commercial Law (R, 1-2)
Stenography (R, 1-2)
Typewriting (R, 1-2)

Fourth Year

English (R, 1-2)
American History (R, 1 or 2)
Civics (R, 1 or 2)
Stenography (R, 1-2)
Typewriting (R, 1-2)
Chemistry (E, 1-2)
Reviews (E, 1)
Sociology (E, 2)
French (E, 1-2)
Latin (E, 1-2)

College Preparatory

First Year

English (R, 1-2)
Algebra (R, 1-2)
Latin (R, 1-2)
Industrial Arts (E, 1-2)
Home Economics (E, 1-2)
Commercial Arithmetic (E, 1-2)
Commercial Geography (E, 1 or 2)
Commercial Civics (E, 1 or 2)

Second Year

English (R, 1-2)
Geometry (R, 1-2)
Caesar (R, 1-2)
Ancient History (R, 1-2)
Second Year (Continued)

Industrial Arts (E, 1-2)
Home Economics (E, 1-2)
Biology (E, 1-2)
Bookkeeping (E, 1-2)

Third Year

English (R, 1-2)
General Physics (R, 1-2)
Latin or French (R, 1-2)
Algebra (R, 2)
Solid Geometry (E, 1)
Stenography (E, 1-2)
Typewriting (E, 1-2)
Economics (E, 1)
Commercial Law (E, 2)
Modern History (E, 1-2)

Fourth Year

English (R, 1-2)
American History (R, 1 or 2)
Latin or French (R, 1-2)
Civics (R, 1 or 2)
Chemistry (E, 1-2)
Reviews (E, 1)
Sociology (E, 2)
Trigonometry (E, 1-2)

The Courses of Study for 1936 are reprinted to show exactly what is being offered today at Harvey High School. The additions to the courses since 1930 are: Public Speaking, Journalism, Art, Music, General Mathematics, Third Year Home Economics, Third Year Mechanical Drawing, Third Year Shop, Junior Business Training, World History, Poster Making, Vocabulary Drill, Vocations, and Study Guidance. The subjects that were dropped were: Modern History, Ancient History, Reviews, and Commercial Arithmetic.
The subjects of Modern History and Ancient History are combined into the subject of World History and required of all students in the 1936 courses. Study Guidance is a supplementary subject which is offered only to sophomores. The addition of more vocational subjects will be eventually brought about within a few years, but at present there is no available space in the building for such an addition nor are funds sufficient to bring this about. An adopted list of books for 1935-36 is also reprinted.

More electives for pupils seems to be the trend in today's curriculum, keeping in mind the need to provide for the individual differences of pupils and their wide variety of interests and abilities. The 1936 curriculum provides more for the training of pupils to make a living and to treat the problems of every-day life rather than the things of the past. The move toward more vocational work in shop, home economics and mechanical drawing is in line with the philosophy of the times, where we are facing a complex form of society. The training of pupils in buying for the home, health, budgeting, along with training for advanced work in colleges is in keeping with the needs of Painesville's pupils today.
COURSES OF STUDY, 1936
(Freshman Year at Junior High School)

**College**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
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<tbody>
<tr>
<td>*D1 English (R)</td>
<td>*D2 English (R)</td>
</tr>
<tr>
<td>D1 Algebra (R)</td>
<td>D2 Algebra (R)</td>
</tr>
<tr>
<td>D1 Latin (R)</td>
<td>D2 Latin (R)</td>
</tr>
<tr>
<td>D1 Physical Geography (E)</td>
<td>D2 Commercial Civics (E)</td>
</tr>
<tr>
<td>D1 Manual Training (E)</td>
<td>D2 Manual Training (E)</td>
</tr>
<tr>
<td>D1 Home Economics (E)</td>
<td>D2 Home Economics (E)</td>
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<tr>
<td>D1 Business Training (E)</td>
<td>D2 Commercial Geog. (E)</td>
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<tr>
<td><strong>D1 General Mathematics (E)</strong></td>
<td><strong>D2 Mathematics (E)</strong></td>
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**General**

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>D1 English (R)</td>
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<tr>
<td>D1 Algebra (R)</td>
<td>D2 Algebra (R)</td>
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<tr>
<td>D1 Latin (E)</td>
<td>D2 Latin (E)</td>
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<tr>
<td>D1 Physical Geography (E)</td>
<td>D2 Commercial Civics (E)</td>
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<tr>
<td><strong>D1 General Mathematics (E)</strong></td>
<td><strong>D2 Mathematics (E)</strong></td>
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**Commercial**

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<td>D1 Algebra (R)</td>
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<td>D1 Latin (E)</td>
<td>D2 Latin (E)</td>
</tr>
<tr>
<td><strong>D1 General Mathematics (E)</strong></td>
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</tbody>
</table>

**If General Mathematics is taken, Algebra is not required.**

**Key to symbols: D1 First half of freshman year.**

**D2 Second half of freshman year.**
Sophomore Year

College

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>*C1 English (R)</td>
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<tr>
<td>C1 Geometry (R)</td>
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<tr>
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</tr>
<tr>
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<td>C2 World History (R)</td>
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<tr>
<td>**C1 Biology (E)</td>
<td>**C2 Biology (E)</td>
</tr>
<tr>
<td>C1 Drawing (E)</td>
<td>C2 Drawing (E)</td>
</tr>
<tr>
<td>C1 Home Economics (E)</td>
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<tr>
<td>C1 Bookkeeping (E)</td>
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<td>C1 Study Guidance (R)</td>
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<tr>
<td>Poster Making (E)</td>
<td>Poster Making (E)</td>
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<tr>
<td>Arts (E)</td>
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General

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<td>**C1 Biology (E)</td>
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<tr>
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<td>C2 World History (R)</td>
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<tr>
<td>C1 Geometry (E)</td>
<td>C2 Geometry (E)</td>
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<tr>
<td>C1 Drawing (E)</td>
<td>C2 Drawing (E)</td>
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<td>C2 Home Economics (E)</td>
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<td>C1 Bookkeeping (E)</td>
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<tr>
<td>C1 Study Guidance (R)</td>
<td>C2 Study Guidance (R)</td>
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<tr>
<td>Poster Making (E)</td>
<td>Poster Making (E)</td>
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<tr>
<td>Art (E)</td>
<td>Art (E)</td>
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Commercial

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<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>C1 English (R)</td>
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<td>C1 Bookkeeping (R)</td>
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<tr>
<td>C1 Study Guidance (R)</td>
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<tr>
<td>Poster Making (E)</td>
<td>Poster Making (E)</td>
</tr>
<tr>
<td>Art (E)</td>
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</tbody>
</table>

**If Biology is taken, Physics is not required.**

*C1 First half of sophomore year; C2 second half of sophomore year.*
Junior Year

College

First Semester

*B1 English (R)
B1 Physics (R)
B1 Latin or French (R)
B1 Solid Geometry (E)
B1 Stenography (E)
B1 Typing (E)
B1 Economics (E)
   Journalism (E)
   Art (E)
   Music Appreciation (E)
   Poster Making (E)
   Public Speaking (E)

Second Semester

*B2 English (R)
B2 Physics (R)
B2 Latin or French (R)
B2 Algebra (R)
B2 Stenography (E)
B2 Typing (E)
B2 Law (E)
   Journalism (E)
   Art (E)
   Music Appreciation (E)
   Poster Making (E)
   Public Speaking (E)

General

First Semester

B1 English (R)
B1 Physics (R)
B1 Latin or French (E)
B1 Solid Geometry (E)
B1 Economics (E)
B1 Stenography (E)
B1 Typing (E)
   Journalism (E)
   Art (E)
   Music Appreciation (E)
   Poster Making (E)
   Public Speaking (E)

Second Semester

B2 English (R)
B2 Physics (R)
B2 Latin or French (E)
B2 Algebra (E)
B2 Law (E)
B2 Stenography (E)
B2 Typing (E)
   Journalism (E)
   Art (E)
   Music Appreciation (E)
   Poster Making (E)
   Public Speaking (E)

Commercial

First Semester

B1 English (R)
B1 Physics (R)
B1 Economics (R)
B1 Stenography (R)
B1 Typing (R)
B1 Latin or French (R)
B1 Journalism (E)
   Art (E)
   Music Appreciation (E)
   Poster Making (E)
   Public Speaking (E)

Second Semester

B2 English (R)
B2 Physics (R)
B2 Law (R)
B2 Stenography (R)
B2 Typing (R)
B2 Latin or French (E)
   Journalism (E)
   Art (E)
   Music Appreciation (E)
   Poster Making (E)
   Public Speaking (E)

*Bl First half of junior year; B2 second half of junior year.
Senior Year

College

First Semester

Al English (R)
Al History (R)
Al Latin or French (R)
Al Chemistry (E)
Al Trigonometry (E)
Al Stenography (E)
Al Typing (E)
Journalism (E)
Al Occupations (E)
Art (E)
Music Appreciation (E)
Al Vocabulary Drill (E)
Public Speaking (E)
Poster Making (E)

Second Semester

A2 English (R)
A2 Civics (R)
A2 Latin or French (R)
A2 Chemistry (E)
A2 Sociology (E)
A2 Typing (E)
Journalism (E)
A2 Occupations (E)
A2 Vocabulary Drill (E)
Poster Making (E)
Art (E)
Music Appreciation (E)
Public Speaking (E)

General

First Semester

Al English (R)
Al History (R)
Al Latin or French (E)
Al Chemistry (E)
Al Stenography (E)
Al Typing (E)
Al Trigonometry (E)
Journalism (E)
Al Occupations (E)
Poster Making (E)
Art (E)
Music Appreciation (E)
Al Vocabulary Drill (E)
Public Speaking (E)

Second Semester

A2 English (R)
A2 Civics (R)
A2 Latin or French (E)
A2 Chemistry (E)
A2 Sociology (E)
A2 Typing (E)
Journalism (E)
A2 Occupations (E)
A2 Vocabulary Drill (E)
Poster Making (E)
Art (E)
Music Appreciation (E)
Public Speaking (E)

Commercial

First Semester

Al English (R)
Al History (R)
Al Stenography (R)
Al Chemistry (E)
Al Typing (R)
Al Latin or French (E)
Al Trigonometry (E)

Second Semester

A2 English (R)
A2 Civics (R)
A2 Stenography (R)
A2 Typing (R)
A2 Chemistry (E)
A2 Sociology (E)
A2 Latin or French (E)
First Semester

Journalism (E)
*A1 Occupations (E)
Poster Making (E)
Art (E)
Music Appreciation (E)
Al Vocabulary Drill (E)
Public Speaking (E)

Second Semester

Journalism (E)
*A2 Occupations (E)
Poster Making (E)
Art (E)
Music Appreciation (E)
A2 Vocabulary Drill (E)
Public Speaking (E)

* Key to symbols: D1 First half of freshman year.
D2 Second half of freshman year.
C1 First half of sophomore year.
C2 Second half of sophomore year.
B1 First half of junior year.
B2 Second half of junior year.
A1 First half of senior year.
A2 Second half of senior year.
R - Required subject.
E - Elective subject.

GRADUATION REQUIREMENTS AND GENERAL INFORMATION

For graduation from any course, the student must complete at least sixteen units of work. Three courses are open to students: College Preparatory, General, and Commercial. It is desirable that the subjects be taken under the year and semester indicated. The following important facts about graduation requirements are frequently overlooked by students:

1) American History and Civics are required in all courses by state law before a diploma may be granted any student.

2) Students in the College Preparatory and General Courses must take either Ancient, Modern, or World History.

3) Students in the Commercial and General Course may substitute a credit in general mathematics for the algebra requirement and a credit in biology for the physics requirement.

4) All College Preparatory students must take general physics.

5) College Preparatory students may take two units of Latin and two of French in place of four units of Latin.
6) Four units of English are required of all students in all courses.

7) Music is credited towards graduation in several ways:

   A. Members of the band who attend all rehearsals and public performances of the band will receive $\frac{1}{4}$ unit credit per year.

   B. Members of the orchestra who attend all rehearsals and public performances of the orchestra will receive $\frac{1}{4}$ unit credit per year.

   C. Members of glee clubs who attend all rehearsals and public performances of the club will receive $\frac{1}{4}$ unit credit per year.

8) One year of typewriting counts $\frac{1}{2}$ unit.

9) Credits of students entering Harvey High School from any other accredited high school of the first class will be accepted at face value.

10) No credit will be given for less than one whole year of a subject unless the subject is such that it is completed in one-half year.

11) It is not always possible for students to take the various subjects in the exact order in which they are outlined in the course. Where possible, however, the subjects must be taken in the order prescribed.

12) Only one credit in music may be applied toward graduation.

13) World History is required of all sophomores.

14) Study Guidance is required of all sophomores. One-fourth credit per year's work.

15) Journalism - $\frac{1}{2}$ credit (semester course).

16) Vocabulary Drill - $\frac{1}{2}$ credit (semester course).

17) Poster Making - $\frac{1}{2}$ credit per year.

18) Music Appreciation - $\frac{1}{2}$ credit per year.

19) Art - $\frac{1}{2}$ credit per year.

20) Occupations - $\frac{1}{2}$ credit (semester course).

21) Senior students not permitted to take freshman subjects.
HARVEY HIGH SCHOOL, PAINESVILLE, OHIO
Adopted List of Books, September, 1935

Grade

9 B English - High School English Book 1 Correct English - Tanner-Ginn.
Algebra - Modern First Year Algebra - Wells and Hart - D. C. Heath.
Elements of Business Training - Caseman - Ginn.
Civics - Community Civics - Hughes - Allyn and Bacon.
Industrial Arts - Mechanical Drawing for High Schools - Svensen - McGraw-Hill.
Commercial Geography - Economic Geography for High Schools - Colby - Ginn and Company.

9 A English - Literature and Life - Book 1 - Scott, Foresman.
Latin, Algebra, Civics, Industrial Arts, Commercial Geography - Same as for 9B.

World History - Hayes, Moon and Wayland - Macmillan Company.
Biology for Beginners - Moon - Henry Holt and Company.
Bookkeeping - 20th Century #104 - Southwestern Publishing
20th Century Blanks #109 - Southwestern
Industrial Arts - Mechanical Drawing for H. S. - Svensen - McGraw

Bookkeeping Blanks #129 for Advance - Southwestern.
History, Latin, Geometry, Biology, Bookkeeping text, Industrial Arts, and Home Economics - same as for 10 B.
### 11 B Courses
- **English**: H. S. English Comp. & Rhetoric - Tanner - Ginn
- **Economics**: New Introduction to Economics - Lutz - Row, Peterson.
- **French**: Cours Pratique - De Sauze - John Winston Co.
- **Geometry**: Modern Solid Geometry - Wells & Hart - D. C. Heath.
- **Physics**: Practical Physics - Black & Davis, Macmillan.
- **Stenography**: Gregg Shorthand Manual - Gregg Publishing.
- **Typewriting**: 20th Century Touch Typewriting - Southwestern.
- **Latin**: Third Year Latin - Ullman & Henry - Macmillan.

### 11 A Courses
- **English**: Literature & Life Book 3 Spec. Ed. - Scott, Foresman.
- **Law**: Introduction to Business Law - Bogert - Ginn & Co.
- **Algebra**: Advanced Second Year - Wells & Hart - D. C. Heath.
- **Industrial Arts**: Mechanical Drawing for H. S. - Svensen - McGraw
- **French, History, Physics, Stenography, and Typewriting**: Same as for 11 B.

### 12 B Courses
- **English**: High School English - Composition & Rhetoric - Tanner - Ginn & Co.
- **History**: The American People - Muzey - Ginn & Co.
- **French**: Contes Gais - DeSauze.
- **Vocations**: Proctor - Houghton Mifflin
- **Chemistry**: A First Book in Chemistry - Bradbury - Appleton.
- **Stenography**: Gregg Speed Studies - Gregg Publishing Co.
- **Typewriting**: 20th Century Touch - Lessenberry - Southwestern.
- **Latin**: Third Year Latin - Ullman & Henry - Macmillan.
- **French**: Perrichon.

### 12 A Courses
- **Sociology**: Problems in American Life - Arnold - Row, Peterson.
- **Civics**: American Government - Magruder - Allyn & Bacon.
- **English**: Literature and Life Book 4 - Scott, Foresman.
- **French, Chemistry, Stenography, Typing**: Same as 12 B.
2. Appearances and disappearances of subjects in the curriculum.

The need for trained teachers was felt badly, and in order to fill this need, a Normal Training Course was introduced into the high school curriculum in 1895. A board of education entry for July 13, 1896, reads as follows:

"In accordance with a resolution adopted September, 1895, the following young ladies entered the class for Normal Training: May Shattuck, Gertrude Wakeler, Lizzie Connor, Annie Gould, Ada Lord, Mary Cleary, Helen Hopkins, Bernice Allen, Nellie Laracy, Mae Ready, and Alice Condon. By careful observation, we find that the greatest benefit has been shown in the individual work done with pupils who needed more attention than the teacher had to give to them. The superintendent has been relieved of a great deal of annoyance and loss of time in the case of absence of teachers as all the substitute work has been done by these young ladies. The committee is gratified with the hearty cooperation of the teachers and with the earnest efforts of the young ladies themselves. We believe that the observation and actual work done in our schools will prove of greater value to them than two years of unguided teaching would be. We are confident that adding a Normal Department to our school system was a wise measure and we look for even better results another year." 1

The normal training remained a part of the educational program for about ten years and then was dropped in view of the large numbers of colleges and normal schools that were making their appearances at that time, offering work in the field of teacher training.

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1 Records of the Board of Education, 1896.
Physical education for both boys and girls was introduced in 1927 and dropped in 1933 as an economy measure in spite of the state regulation which requires it to be taught. However, many schools in the state were obliged to do this, and the State Department of Education has been very lenient during the years of the depression concerning the enforcement of some of their regulations.

During the year 1918, military training was required of all boys at the high school. Mock army rifles were purchased and drilling was maintained daily under the leadership of Gilbert Kleeberger who was paid $150 for his work. The training was discontinued shortly after the signing of the Armistice.

Agriculture was introduced in 1918. Agriculture courses were popular all over the United States at that time, the immediate incentive being furnished by the Smith-Hughes Law which provided for part payment of teachers' salaries.

3. Agencies and features of the school affecting the program.

The library at the high school has always been given an important place in the school program. Student librarians and later part-time teacher librarians were in charge, up to 1926; since that time a full-time librarian has been employed. A room on the second floor of the old high school building (erected 1898), was set aside for library purposes. It
contained many fine books. The citizens of the town augmented the books purchased by the Board with gifts and donations of books from their private libraries. In 1923 a new high school building was erected, the library in this new building being placed on the stage of the auditorium. This arrangement was found to be very unsatisfactory due to the conflict between the use of the stage for dramatic rehearsals and the library usage. In 1927 the library was transferred from the auditorium stage to a classroom on the second floor which was made over to accommodate the tables, shelves and books. In 1929 it was found that more space would be needed for library purposes and so an additional classroom adjoining the first classroom was put into use. The partition between the two rooms was removed and the rooms were redecorated. Today the library is considered one of the best equipped school libraries in the county. The Morely City Library in Painesville works in close harmony with the high school library. In 1933 the school librarian inaugurated a course in library instruction for the pupils of the high school through the home rooms. This course was given over a period of six weeks and proved to be very valuable to the pupils.

The high school at Painesville for more than thirty years (with the exception of one year) has been run on a schedule of eight 45-minute classes per day. School begins
at 8:30 and closes at 3:30. One hour and fifteen minutes--
from 12:00 Noon to 1:15--is used for the lunch hours. When
the enrollment at the high school reached the 815 mark in
1932, it was necessary, for that year, to install a nine-
period day, with double lunch periods. One-half of the
pupils went to lunch at 11:15, and the other half at 12:00
Noon. The cafeteria at the high school accommodates about
150 pupils at one time. When the enrollment reached its
peak, the cafeteria could not take care of the pupils in
an adequate manner. The double lunch period solved this
for that year. In 1933, the freshmen were moved to the old
high school building and the old eight-period schedule with
the single lunch hour was again put back into operation. This
schedule is in operation today.

During the depression years of 1931, 1932, 1933, and 1934,
a large number of high school graduates came back to the high
school to take further school work. The peak number was
reached in 1933 when more than sixty were enrolled for part-
time work. No additional subjects or courses were added to
the program for them but they were enrolled for subjects
which were already being offered. Careful consideration was
given to the matter of establishing a special course for these
students, but in 1934-35 there was a sharp decrease in the
number, and no action was taken. Today not more than six are
taking the advanced or additional work. These post-graduate
students during the depression were of two general types, the students who wished to qualify for college or nursing, and those who wished to fit themselves for business by taking the stenography and typing work. Others simply came to school as a means of keeping busy.

4. Extra-curricular activities and their incorporation into the program.

Athletics have long been a part of the program at the high school. The early games were conducted at leisure times and received very little attention from the teachers. From 1852 to 1893, games were merely pickup affairs with little attention to inter-scholastic or "out of town" games. These early sports and games included baseball, played without the use of gloves, wrestling, running, jumping, bicycle races, hammer throwing and "pulling and hauling." The baseball games were played in the clearing of the grove near the old academy building. Pulling and hauling was a makeshift game which was described by an old resident as a form of tug-of-war with teams divided into equal numbers and a chain formed by locking arms around each other's waists. The first organized football team was formed in 1893 under the supervision of Harry House, a graduate of the class in 1894. Football has continued since that time as a major sport of the school. Lake County championships have been won several years with the first major football championship being won in 1935, when the high school won the coveted Lake Shore League Football Championship.
The first out-of-town baseball games were played in 1897, when the merchants of Painesville bought new suits for the team. Baseball has been played rather irregularly at the school with teams being formed at intervals of from five to ten years apart. The last baseball team to represent the high school was the team of 1932. Basketball and track have been a regular part of the athletic program for the last twenty-five years. A Lake Shore League Championship in Track was won in 1929. When formal physical education as a part of the curriculum was dropped from the program in 1933, period eight, from 2:45 to 3:30 was given over to the use of the football, basketball, and track rehearsals. This plan is still in use. Competent coaches and assistant coaches are employed for each of these major sports. Wrestling was introduced in 1933 as an inter-scholastic sport. The team joined the Greater Cleveland Conference and has had a fair degree of success. In 1937 the wrestling will occupy a place in the athletic program as a major sport.

Other minor sports for boys that are carried on informally without any pretense of holding inter-scholastic meetings are: tennis, golf, softball, and rifle shooting. The school is equipped with an excellent gymnasium, a fine tennis court, a well-lighted football field for night games, and a playground for soft ball and track. A stadium for the football field is being considered for construction during the summer of 1936.
Athletics for girls has been less well provided for. Basketball and track for girls were introduced in 1926 with very few inter-scholastic games or meets being held. In 1930, girls' track was dropped and in 1937 girls' basketball will be dropped as an inter-scholastic sport. More attention will be given to the intramural side of sports for girls. The high school has had the full cooperation of Lake Erie College in maintaining a sports program for girls. The Athletic Department at the College has permitted the use of their excellent athletic facilities to the high school girls and have even supplied the teachers to take charge. The high school girls today have the opportunity to take part in swimming, field hockey, tennis, archery, basketball, playground ball, bowling, tap dancing, and physical education exercises. The girls are at the disadvantage of having to report to the college for these activities and consequently very few girls have taken advantage of the offer.

Music in various ways has been related to the program at the high school from 1852 to 1936. The first music mentioned in 1852 was an extra course which could be taken in addition to the regular courses offered. No mention as to just what music was taught was made in the available material. From the Records of the Board of Education it is found that music teachers and music supervisors have been employed rather intermittently through the years. Music for credit
toward graduation is rather recent. Although band, glee club, orchestra, choral work have been at different years a part of the program as an extra-curricular activity, no mention in the available records, until 1925, was made of giving credit toward graduation. From 1925 to 1934, these musical groups earned for their participants one-fourth credit a year toward graduation with not more than one credit in music allowed to count. The first public appearance of a glee club, in the more recent years, was in 1911, when the school glee club and chorus took part in the commencement exercises of that year. The following year, 1912, the first mention in the commencement programs was made of this organization. The high school orchestra played for the commencement exercises that year. Prior to the year 1912, the orchestras mentioned in the programs of commencements were town or citizen's groups who supplied the music for these occasions.

The band is a more recent development, coming about the year 1916. In 1934, a class in Music Appreciation was given a place in the school program with school time assigned to it, and credit allowed for it. Prior to this the music taught was given during odd times, usually before or after school. In 1935, another class in music was added to the regular program, and, starting in the fall semester of 1936, band, orchestra, a capella chorus, music appreciation, and vocal work will be listed as a part of the course of study with
regular daily periods and credit toward graduation given. From 1925 to 1934, music work which was wholly extra-curricular was given one-fourth credit for each year's work. Today a student may earn as much as one credit per year. The high school purchased new band uniforms of military style for this organization in the fall of 1935. Early in 1936, the high school organized an a capella choir and outfitted this group of ninety students with maroon choir robes. This newly organized group of singers has met with success. They have appeared over Radio Station WTAM in Cleveland and at public gatherings, notably the commencement exercises this year and a community church program. Music has undergone many ups and downs in its travel from 1852 to the present time. Some years little music was given, other years it was not, but today it is firmly entrenched in the program of the high school with official recognition accorded it.

Art had an existence similar to that of music. Mention is made of art in the early days of the school, but presumably it was an "extra" subject not given regularly. In 1932 a class in art was given recognition in the regular program for the first time. Art clubs had existed as an extra-curricular activity prior to that time in the high school. The 1936 program calls for two classes of art to be given, namely, Art Appreciation and Poster Making. Art will eventually broaden out but the lack of space and equipment is holding back the work at the present time.
Dramatics and public speaking have played a big part in the extra-curricular program of high schools in Painesville from the very first high school to the one today. Declamations, essays, readings, orations and debates have followed the school programs down through the years. These activities took form through debating and literary societies, dramatic clubs, class plays, assemblies, class days, and commencement programs. This type of activity was first taken into the regular school curriculum in 1933 when public speaking was first introduced as a regular class subject with full credit and standing. The 1936 fall program calls for both public speaking and debate to come into the school's curriculum on school time. The high point in recent debate work came in 1934 when the local high school debate team won the district championship of the Ohio State Debating League. This team was defeated by the Columbus North High School team in the regional finals. Dramatics have been on a very high plane at the high school in recent years. The high spot came in 1934 when two members of the school's dramatic club, Le Masque, were appointed to the Playhouse staff, an exclusive "Little Theatre" of Cleveland.

Newspaper work has been, until recent years, a purely extra-curricular endeavor with faculty support and sanction. The earliest school newspapers were merely descriptive essays which were read before the student bodies and assemblies or in the literary societies. The first printed and distributed
so-called newspaper was published at the high school in 1910. It really was a magazine and was printed at a local job-printing shop and issued once a year at graduation time in honor of the seniors. The first newspaper, in the present sense of the term, was published in 1923 and was given the title of the Anvil. This school paper was issued from four times a year to once a week at various years from 1923 to 1929. At this point the newspaper was given a new name of Reflector and was then issued twice each month until 1933, when a magazine of the same name was issued once a month in its place. In 1934 a newspaper was again published and took the name of the Har-Binger. This newspaper has been published since that time at intervals of every two weeks during the school year. The Har-Binger has entered and won many prizes in the various newspaper clinics throughout the United States. Last year this school paper was given first prize and declared the best in editorial writing of any school newspaper of its class in the United States by the Columbia Scholastic Press Association which is affiliated with Columbia University.

The first year book to be published at Painesville High School was in 1923 when a volume which bore the name of "Yearbook" was presented to the pupils. The annuals at Harvey High School have had a continuous existence since that time. The name of the annual was changed in 1929 to the Anvil, which name it still bears today. This book in
recent years has won distinction from Quill and Scroll, Columbia University Scholastic Press Association, and Northwestern University. The cost of producing these yearbooks has ranged from five hundred dollars to eighteen hundred dollars per book. The sources of income are from the advertising given by local merchants and from the sale of books. The total distribution of books this year was five hundred and fifty copies. Small coat-pocket handbooks bearing information concerning schedules, rules, regulations, and school activities have been published in the following school years: 1925 (the first book presented as a senior class gift), 1927, 1930, and 1933. The title given to this handbook in 1925 and the one which it still bears is the "Book."

In 1934 the work of the publications was taken into the curriculum. Journalism was introduced that year as a regular class with the staffs of the publications coming from the classes in journalism. A regular classroom was fitted up for these staffs into the form of a publications office with typewriters and other essential equipment. The publications are, as they have always been, printed at a commercial printing house. The school has no printing department.

Meager work in manual training, mechanical drawing, and home economics were given in the high school in the form of
outside work from 1913 to 1923. In 1923, with the building of a new high school, these subjects were introduced with proper rooms and equipment set aside for them. Today the work in these fields is growing in popularity. In 1934, advanced work in all three of these subjects was introduced. A student now may take three years work in any one of these fields. Up until 1934, only two years work were available.

Home room meetings were instituted in 1932 as a scheduled extra-curricular feature. At many of these home room meetings the subject of occupations was reviewed and discussed. The local Kiwanis Club took great interest in the work and offered much cooperation and help. Enthusiasm for this type of work grew and out of this interest on the part of the students and the need which was in evidence, the subject of Vocational Guidance was introduced as a regular class subject in 1934. It has met with much popularity and is growing in size.

Student government was first introduced into the school program in 1923 by the principal, Mr. Q. G. Billett. It was then, as it is now, purely an extra-curricular activity. Mr. Billett, at the time a student of the Graduate School at Ohio State University, introduced a program that was modern and adaptable. This program of student government as introduced by Mr. Billett has remained essentially the same during the last thirteen years. The program set-up is as follows:
1) The Student Association is composed of all students enrolled in the high school with the exception of those who are under penalty. The Association elects a president, vice-president, and secretary. The president presides at school assemblies.

2) The Student Council is composed of students elected by the various classes. The sophomore class elects six, the junior class elects nine, and the senior class elects twelve. This group, with the faculty, forms the governing body of the school. This group sets the code of conduct and manners, represents the voice of the student body, and suggests ways and means for bettering the school.

3) Student boards are appointed by the various faculty sponsors to serve for the year. The following boards compose the group: Building and Grounds Board, Noon Board, Publicity Board, Attendance Board, Assembly Board, Library Board, Anvil Board, Newspaper Board, Social Board, Traffic Board, and Point-Merit Board. The students appointed to these boards and their faculty sponsors carry out the work assigned to them throughout the year.

4) The clubs were formed with the hope that every student would take part in some one. These clubs are informal, social groups that have interests in common. Some of the clubs organized in 1923 and which are still in existence today are: Le Masque (a dramatic club), Girl Reserves, High Y, Science and French.
5) Student-controlled honor study halls were established. These study halls are carried out today under much the same plan, whereby the students in each hall elect their own committees to govern them. These committees take attendance, issue punishment, remove pupils for offenses, arrange lighting and ventilation, and confer with faculty sponsors (who do not stay in the study halls except for brief periods at a time and then on business with the committee members).

An activity association was formed in 1931 in order to reduce the cost of tickets to school functions, which has operated successfully since that time, claiming as members more than seventy per cent of the student body. The students contract for all functions that are sponsored during the school year. They sign the contract and pay ten cents each week to their home room sponsors who in turn give them tickets to all school functions. The students thus make a tremendous saving on their tickets to the various activities. Included in the activities coming under this plan are all athletic contests, plays, dances, school newspapers, yearbook, outside paid assemblies, and debates. More money is brought in than under an independent activity plan; it gives a fifty per cent saving to students and increases school spirit and attendance at the contests and functions. Thus, the high school has a well organized and purposeful plan of activity giving the pupils guidance, social life, health and citizenship training along with mental development.
There was practically no mention made of awards in any available material concerning the early secondary schools of Painesville. The first known system of awards came with organized baseball and football in the early 1900's. These first awards were in the form of felt letters given to the players who played the most games during the season. From 1920 to the present, the number of awards have increased until today there are many given for all types of high school endeavor. Awards are given as a means of promoting good morale among the students and increasing interest in the lines of scholarship and extra-curricular endeavor. It is the belief of the school officials at Painesville that awards encourage self-discipline or a disciplining within by the students. Pupils will push themselves just a little harder in their studying in order to gain a coveted award or they will make themselves keep training in order to make the football team and get a letter. The system of awards as found in Harvey High School today is as follows:

I. Athletics.

Eight-inch chenille letters (H) are given to those boys who are recommended by the coach for awards in football, basketball, track and wrestling. Each letter is black with scarlet trim and a figure designating the sport woven into the letter.

II. Service Letters.

Eight-inch chenille letters (P) are given to those
students who have earned a total of thirty points of service. Service points may be obtained by high scholarship, taking part on boards and student council, taking part in debate, dramatics and music, journalistic work, cheer leader work, student court, honor study hall committees, and band and orchestra. In addition to this, the various organizations may give awards within their groups in the form of certificates or pins.

III. National Honor Society Emblem.

Those students who are elected to the National Honor Society each year are given the insignia of the society in the form of a pin. To gain this honor, a student must rank in the upper third of his class in scholarship and be outstanding in service, character, and leadership.

IV. National Athletic Scholarship Society.

Certificates are given to letter earners in athletics and who are excellent in scholarship.

V. D.A.R. History Award.

A check for five dollars is given to that student who was adjudged most proficient in American History during the year.

VI. Certificates of attendance.

Certificates are given to those students who have been neither absent nor tardy during the entire school year.

VII. Honor Rolls

Certificates are given to those students who are
highest in scholarship during the year. There are four groups ranking from one to four with the "one" group the highest in scholarship. In addition to this, the names of the leading contestants are published in the local newspaper every six weeks. One hundred and eighty students received this award last year.

VIII. Quill and Scroll.

Students are admitted to this society provided they have done an outstanding piece of work in journalism and are in the upper third of their class scholastically.

IX. College Scholarships.

College scholarships are given to graduating seniors for high scholastic achievement and school leadership in high school by many leading colleges and universities.

X. Colby Award.

A prize of ten dollars is given each year to that student who has been adjudged by the faculty as having done most for the school during the past school year.

These many awards stimulate the students to do their best in school. The attending evils of jealousy and hard feeling which sometimes accompanies awards are offset by the real good that accrues.
5. Discipline and Teaching Procedure.

The strong-arm discipline that was in use in the early days of the high school has gradually been replaced with the merit system and student government. The old notion of discipline was, "Thou shalt not." Many restrictions were placed on the students of the early high school. There was little freedom. There were many rules and student conduct became a battle of wits between the pupils and the teachers. The pupils would try to break the rules and not get caught, and the teachers would try to prevent them or to catch them if they did break the rules. It was this spirit that caused pupils to play pranks and tricks on the teachers. Old residents tell of how the pupils would hide rats or snakes in the teachers' desks or lunch baskets. Bringing cows or goats into the school rooms was quite common. The teachers used the ruler upon the hands and heads of the pupils to make them obey. Another means of punishment which was used in the early schools was ridicule. Pupils were required to stand in the corner of the school room or to sit on the stool before the class, sometimes wearing a dunce cap. The old conception of discipline was to have absolute respect for authority and to maintain in a rigorous manner favorable conditions of study. This conception was generally accepted even up to 1910.
The new view of discipline which prevails today is that it must be positive, constructive, indirect, and in harmony with the social ideals of the times. The disciplinary ability of a teacher today is rated from what the teacher can inspire pupils to do, not what he can make them refrain from doing. The keynote of the discipline used today in the high school at Painesville is to keep pupils busy through the offering of an enriched curriculum and extra-curricular activities.

Punishment as a means of discipline is still in use in Painesville. The removing of privileges from pupils, such as the removal from the honor study halls or the removal from participation in activities are the common punishments used. The demerit system as a form of punishment had also been in use since 1923. The original plan called for each student to be given 100 merit points at the beginning of each semester. If and when the pupil was guilty of an infringement of the rules or through general misconduct violated the ethical code of the school, he would lose a certain number of merit points. The various violations were rated from one to 20 points in proportion to their gravity. At the end of the year, the merit points were added and that represented the pupil's social-civic index. Pupils who did not receive any punishment were given a bonus of 25 points at the end of the year. This plan was used up to 1933, when the plan was
changed. The essential changes were:

1) The pupils were not given any merit credits at the beginning of the semester.

2) Infractions of the rules were penalized by a certain number of demerits (varying from one to fifteen).

3) It was required of pupils to remove the demerits given.

4) To remove the demerits, pupils must report to ninth period study hall where credit would be given at the rate of one merit for each period of 45 minutes spent in study under the supervision of the ninth-period faculty sponsor.

5) The demerit standing of all students under penalty were posted each succeeding day on the bulletin board.

6) No grades or credit were given to pupils until the demerits were made up. This plan is in use at the present time. The use of awards as a means of discipline is also in present practice.

Discipline and teaching are so closely related that it is difficult to distinguish between them. The aim of classroom discipline is to provide a wholesome atmosphere for learning. The method of teaching up to a comparatively few years ago was the question and answer system. The early conception of learning was that facts must be memorized for the sake of mental discipline and growth. Textbooks were followed religiously. Teachers in the early days taught as many
as fifteen or twenty different subjects, ranging from Latin to Chemistry. Public examinations were common. At these examinations, pupils would recite the many facts that they had memorized. The recitations of these facts at the public examinations were impressive to those who attended, but the process did not constitute educational learning as we interpret it today.

In 1913, the Commission on the Reorganization of Secondary Education of the National Education Association recommended teaching those things that would tie up with every-day living and every-day problems. To teach the pupils to think for themselves and to prepare for their life in a democracy was the new philosophy of education. Today the high school teachers of Painesville use a combination of the old and new methods. The methods differ with the subjects that are being taught and the pupils who make up the classes. Questions and answers are still used. The questions are divided into three kinds, namely, the: (1) fact-drill; (2) evaluation or appraisal; and (3) thought provoking. In addition to the oral and written questions, other methods are used, as: (1) lectures; (2) socialized recitation or group discussion; (3) laboratory work where the pupils observe, experiment, reason, and discuss; (4) field trips in which the pupils observe certain items in connection with the particular subject that is being studied; (5) contracts in which the pupil
decides for himself tasks or the amount of work to be done; and (6) activity in which the pupil takes part in debate, plays, reports, outside reading, and special projects. The textbooks of years past have not fit the age of the pupils for which they were intended. Today textbooks are more readable and attractive and certainly more thought-provoking. The results of teaching today are measured by the use of achievement tests that check on the pupil's performance. The high school today has at its command many instruments and tools of teaching; among these are the radio, motion pictures, assemblies at which lectures are given by people in all lines of endeavor, and the modern textbooks which bring the material "down" to the level of the pupils.

The general philosophy back of the teaching and educational processes in use at the high school of Painesville today may be expressed in the terms of the Cardinal Principles of Secondary Education, which the teachers attempt to follow.

From a meager beginning, the high school at Painesville has grown to a school offering a wide scope of studies to a wide variety of students. The educational program underwent many changes from 1852 to 1936, finally evolving into a well-balanced program. Languages and mathematics still receive considerable attention today, yet the program is more closely related to life activities than ever before. The
changing social order in recent years with its high degree of mechanization, of increasing leisure time and economic interdependence, has called for an increased emphasis on the practical arts and vocational education. Leaving the educational program, we will next consider the changes in the student body and the administrative and teaching staff.
CHAPTER VI

SECONDARY EDUCATION IN PAINESVILLE FROM 1852 TO 1936:
THE STUDENT BODY; THE ADMINISTRATIVE AND
TEACHING STAFF

A. The Student Body.

1. Enrollment

The United States enrollment figures for secondary schools show that in 1870, only 1.2 per cent of the total school enrollment were in attendance at the public secondary schools of the country.\(^1\) In 1890, 3.2 per cent, in 1915, 6.7 per cent, and in 1918, 15.6 per cent out of the total school enrollment were in the secondary schools. The reasons for this increase can be summed as: (1) growth of industry and wealth in the United States, allowing pupils of high school age to postpone their entrance into gainful occupations; (2) child-labor laws; (3) the belief of the American people in their public secondary education program; (4) the compulsory attendance laws; and (5) the enrichment of the secondary school curriculum and the retentive power through this enrichment.

The compulsory attendance laws that require attendance in school between certain ages have been introduced by the

\(^1\) Douglass, A. A. Secondary Education, p. 227.
various states from 1852 (Massachusetts) to 1918 (Mississippi). Ohio's first compulsory attendance law was passed in 1877. This law was not effective, and it was not until 1889 that the state had an attendance law that really was effective. Various changes have been made in Ohio's attendance laws from year to year. The law in Ohio at the present time calls for attendance in schools between the ages of six and eighteen. This span of compulsory attendance is the largest that is to be found in any state in the Union.¹

The high school of Painesville in the early years contained nearly twice as many girls as boys. The superiority of the girls over the boys as to numbers has been maintained constantly from the earliest secondary school to the present time. The trend in the past four years has been toward a more even distribution of boys and girls in the high school, The boys, being needed as bread-winners, leave school at a much earlier age than do the girls. The current idea of the need of a high school education in the making of a living has reduced this to a minimum. School, for many boys prior to 1900, was terminated at the end of the seventh or eighth grade. High school, formerly, was meant only for those pupils who were planning on the professions and college training. Today, this has all changed and the high

¹ Heck, Arch O. *Administration of Pupil Personnel*, 1925.
school is attempting to meet the needs of all types of pupils with varied interests.

TABLE I

ENROLLMENT OF PUPILS AT PAINESVILLE HIGH SCHOOL AT VARIOUS YEARS FROM 1853 TO 1936*

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1853</td>
<td>50</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>1872</td>
<td>95</td>
<td>0</td>
<td>95</td>
</tr>
<tr>
<td>1882</td>
<td>58</td>
<td>70</td>
<td>128</td>
</tr>
<tr>
<td>1892</td>
<td>48</td>
<td>90</td>
<td>138</td>
</tr>
<tr>
<td>1902</td>
<td>103</td>
<td>150</td>
<td>253</td>
</tr>
<tr>
<td>1912</td>
<td>118</td>
<td>169</td>
<td>287</td>
</tr>
<tr>
<td>1922</td>
<td>233</td>
<td>264</td>
<td>497</td>
</tr>
<tr>
<td>1932</td>
<td>373</td>
<td>415</td>
<td>788</td>
</tr>
<tr>
<td>1936</td>
<td>442</td>
<td>458</td>
<td>900</td>
</tr>
</tbody>
</table>

*Taken from Ohio School Report, and Records of Board of Education of various years from 1853 to 1936.

The high school course of study in the early years was made for the boy or girl who leaned toward the professions. Then came the advent of newer subjects. The introduction of agriculture, mechanical drawing, music, manual arts, domestic science, physics, chemistry, typing, bookkeeping, journalism, public speaking, and stenography attracted a large number of students who would otherwise never have attended high school.
There is little doubt that the enlargement of the field of athletics in the high school has helped to hold many students who would otherwise have no interest. The addition of track, wrestling, golf, tennis, swimming, cross country running, and boxing to the older sports of football, basketball, and baseball did much to create an interest on the part of many boys who were over-age and mentally retarded. Activities of many kinds, new-comers to the high school curriculum, are serving as big retentive factors of the high school today. Activities such as dramatics, musical productions, stage craft, debate, student government, clubs, home room meetings, and dances have tended to make the learning process interesting and pleasurable to the pupils.

For many years the academies dotted Lake County and adjoining counties. These institutions drew many students of the wealthier homes. The academies today do not exist in Ohio except in rare instances. Their decline helped swell the attendance at the public high school.

In 1892 Ohio passed the Boxwell Law which permitted students of rural schools to come into high schools upon passing examinations which were given at intervals at a central place. The Boxwell Law was a stimulus to the rural people to secure education on the secondary level for their
children, and this helped swell the enrollments of the high schools at that time. The townships of Painesville, Leroy and Concord, having no high schools, have sent their pupils of high school age to Painesville for many years. This number has increased to important proportions. Today nearly 250 of the total enrollment of the high school come from these townships as tuition pupils.

The natural increase in population of Painesville has accounted for much of the increase in enrollment, especially during the years from 1922-1932, when the city gained nearly four thousand residents. The high school during that period gained nearly four hundred students to keep pace with the city's increase.

A slight increase in enrollment was made during the depression years when many students stayed in school due to lack of opportunities for work, while other pupils remained for one year as post-graduates to prepare themselves for college or for business.

Some of the causes of students leaving school early in the secondary level are: poor health, lack of education of parents, poor home conditions, lack of libraries in the home, absence, lack of industry on the part of the pupils, defective hearing and sight, mental inability, and poor grade-school training. However, the retention of pupils in the high schools is constantly improving, as figures for the United
States will show.\textsuperscript{1} Thirty-five out of one hundred pupils entering as freshmen became seniors in 1910, thirty-nine in 1912, forty in 1914, forty-four in 1916, forty-five in 1922, forty-nine in 1924, and it is estimated that today about sixty out of one hundred freshmen will become seniors in our secondary schools of the United States.

\textbf{TABLE II}

\begin{center}
\textbf{COMPARISON BETWEEN HIGH SCHOOL ENROLLMENT FOR GRADES 9-12 AND POPULATION OF PAINESVILLE FOR VARIOUS YEARS FROM 1852 - 1936*}
\end{center}

\begin{tabular}{|c|c|c|c|}
\hline
Year & Population & High School Enrollment & Per Cent of Enrollment According to Population \\
\hline
1852 & 2500 & 50 & .020 \\
1862 & 2676 & & \\
1872 & 3728 & 95 & .025 \\
1882 & 3841 & 128 & .033 \\
1892 & 4755 & 138 & .029 \\
1902 & 5024 & 253 & .050 \\
1912 & 5501 & 287 & .051 \\
1922 & 7272 & 497 & .068 \\
1932 & 11000 & 788 & .072 \\
1936 & 11500 & 900 & .078 \\
\hline
\end{tabular}

\*Data for this table taken from Records of the City of Painesville, Ohio School Reports, and Records of the Board of Education at various years from 1852-1936.

\textsuperscript{1}Douglass, A. A. \textit{Secondary Education}, p. 227.
2. Interests and activities.

Very little material was available on student interests and activities for the years preceding 1923. Perhaps the reason for this is that no organized and definitely planned programs of activities were in evidence before that year. The sources of information for the period before 1923 were the local newspapers, commencement programs, school bulletins and personal interviews with old residents. None of these sources throw much light on the subject. Some bits of information, however, were obtained.

The first Literary Society of the Painesville High School was organized the first year of its existence as a public secondary school. This society met during school time, usually at the end of the month. Students of the early high school would divide into groups of two and select some name for their organization. Many times the names selected would be of Latin origin. At the meetings of these societies, the students would present programs consisting of debates, essays, orations, readings, music, comedy skits and the reading of the school paper, which contained newsy gossip about the personal affairs of the members. The first school paper of this type was called the "Sunbeam" and read before the pupils in 1852.

The mention of athletics is rather uncommon up until about 1895, and then it is still in the background. From 1895
on, an increasing enthusiasm for athletics was in evidence. However, until about 1915 no general or large interest was shown. Athletics in the past ten years have occupied much of the interest of the pupils and the people of Painesville. Large attendances at football and basketball games were not known until recent years, and in 1934, when night football was inaugurated, a crowd estimated at five thousand attended. Painesville's high school has had many fine athletes during the past fifty years. Many of these men never went to college, but probably would have made excellent college players if they had attended. Professional football and baseball teams of Painesville composed mainly of former high school players, have had outstanding success, not only in support and interest from the people, but from the standpoint of victories. It may be said that the material and ability of the athletes in the past has been of very high caliber but the support and organization was lacking.

Social life among the students as promoted and regulated by the high school today was unknown in Painesville until about 1920. Former students and old residents told how parties were very few and were usually held in the homes. Dinners and banquets were more commonly held. These were in the form of Junior-Senior dinners and Alumni banquets, which often were held at church parlors. Class spirit was more
in evidence before 1920 than it is today. Color days, at which times the classes would actually battle for supremacy, were a part of the social life in the high school before 1920. Better facilities for taking care of the social life of the students were incorporated into the new high school building, erected in 1923. Cafeteria, gymnasium, auditorium and kitchen of the new building all aided in the development of an organized social life. After the construction of this building we find class parties, dances, dinners, all held at the school building as a regular part of the program. This movement to take over the social function was in perfect agreement with the National Education Association's Cardinal Principles of Secondary Education. School clubs were given much impetus during the last ten years. Prior to this, clubs were not nearly so numerous as they are at the present time. The high school idea of "teaching pupils to do better the things which they are going to do anyway" is the philosophy back of the new modern plan. Clubs come and go according to the interests of the pupils; however, certain clubs such as dramatics, music, French, and other subject-matter clubs have had a fairly steady existence since their inauguration.

It may be said that, quite generally speaking, the most mention ever made of the early high school students and their activities is related nearly always to the music, literary,
debating and scholarship fields. The pupils of Painesville's secondary schools have had more interest and success in literary lines than in athletics. Before 1900, the subjects used by the graduates at commencement time for their essays and declamations were inclined to lean toward education, scholarship and literature. Such subjects as these were found to be common: "Fifteen Minutes with Dickens," "Incentives to Culture," "A Dream about Books and Authors," "Departments of English Literature," "The Classics from a High School Standpoint," "Education," and "The Spirit of Poetry." After 1900 the trend of subjects was somewhat more towards politics, science and current problems.

An activity list for 1936 is reprinted to show exactly the variety and scope of the program at Harvey High School today. The pupils' interest and participation in this program make it a valuable and purposeful enterprise. The activities at the high school are so set up as to engage as many pupils as possible in the work. Its aim has been to interest a large percentage of the students in taking part in some worthwhile organization. It was estimated in 1934 that eighty percent of all students enrolled were taking part in at least one activity. To prevent the overloading of activities on any one particular student who may be unusually talented, a point plan was put into effect in 1924 and later revised in 1932 and again in 1936. A point board keeps a record of the
activities of each pupil and assigns a designated number of points to each activity. The board then sees to it that no student oversteps the allotted quota of twenty points. If a student's point total for any one year goes beyond the twenty point mark, he is requested to resign from some activity in order that his points may be reduced.

HARVEY HIGH SCHOOL ACTIVITY LIST, 1936

I. Student Government.

A. Student Council
B. Student Association
C. Student Court
D. Boards
   Noon Hour, Social, Traffic, Assembly, Publicity, Attendance, Point, Merit, Study Hall, Building and Grounds, and Hall Guards.

II. Clubs


III. Societies

National Honor, Quill and Scroll, and National Athletic.

IV. Musical Organizations

Band, Orchester, and A Capella Chorus.

V. Dramatics

Class one-act plays and Senior three-act play.

VI. Debate

(The team is a member of the Ohio State Debating League)
VII. Publications

Anvil (yearbook), Har-Binger (newspaper), The Book (handbook).

VIII. Athletics

Major sports - Football, basketball, track, and wrestling.

Minor sports - Cross country, tennis, golf, and soft ball.

IX. School Functions

Halowe'en Dance, Christmas Dance, Spring Dance, Junior-Senior Prom, Basketball Game Dances, Stunt Night, Faculty Reception to Leaders, Basketball Banquet, Football Banquet, Quill and Scroll Banquet, Class Parties, and Mock Political Conventions.

X. Home Room Meetings

XI. Activity Period (8:30--9:12)

Assemblies, home room meetings, board meetings, council meetings, and rehearsals are held during this period at regularly assigned times.

In 1932 a regular time was set aside for activity purposes and called the activity period. A schedule was put into effect and each activity had an assigned time. This activity period was purely extra-curricular, being held after school hours from 3:30 to 4:00. Participation in the activities was and is voluntary on the part of the pupil. In 1935, the move to incorporate more of the activities into the regular school day was made so that the work would be placed on a higher plane with better supervision.
3. Changes in class size.

No records have been kept by administrators of Painesville High School of the size of various classes from year to year until the past three years. The class rooms at the new Harvey High School Building were so constructed as to accommodate on the average about thirty pupils. This new building was built with an idea of accommodating about 650 pupils. In 1932, when the total enrollment went above the 800-mark, the class rooms of the building were not large enough, which resulted in extremely overcrowded rooms. Room and space utilization that year reached a very high point.

In constructing the Harvey High School Building, no real definite plan was considered for taking care of the unusual growth. In 1927 the Board of Education asked the people of Painesville to vote bonds for an 18-room addition to the building, but the request was turned down. That a new building or an addition to the old one within the next ten years will be necessary is very evident. The growth of the high school in the past five years has been between 50 to 70 pupils per year.

From the Records of the Board of Education, data concerning the teacher-pupil ratio from year to year was obtained and is shown in Table III. It was found that the ratio ranged from one teacher to 30 pupils to one teacher to 45
pupils. The early high school of 1871 had, next to the current year, the best ratio, that of 1-31, while this year a ratio of 1-30 was maintained. The high ratios were due to lack of funds for supporting more teachers and the lack of classrooms and space for teaching. The year before the Harvey High Building was erected, the high school worked on a "double session" plan of having half of the pupils come in the morning and the other half in the afternoon.

TABLE III

<table>
<thead>
<tr>
<th>Years</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1871-1872</td>
<td>1-31</td>
</tr>
<tr>
<td>1881-1882</td>
<td>1-43</td>
</tr>
<tr>
<td>1891-1892</td>
<td>1-44</td>
</tr>
<tr>
<td>1901-1902</td>
<td>1-32</td>
</tr>
<tr>
<td>1911-1912</td>
<td>1-36</td>
</tr>
<tr>
<td>1921-1922</td>
<td>1-45</td>
</tr>
<tr>
<td>1931-1932</td>
<td>1-35</td>
</tr>
<tr>
<td>1935-1936</td>
<td>1-30</td>
</tr>
</tbody>
</table>

*Taken from Ohio School Reports and Records of Board of Education of various years from 1872-1936.*

Although the public secondary school of Painesville began operation in 1852, no mention was ever made in the available material concerning the school, of a graduating class until the year 1868. There were no commencement programs to be found for the graduating classes of 1868 and 1869. However, the names of the graduates as listed in the Telegraph for those years were as follows: Samuel W. Curtiss, Kate M. Gray, Agnes Bailey, and Julia B. Everett for the class of '68; Mary A. Bacon, Melville William Carter, Frank Curtiss, Alice J. Cumings, Harriet E. Fisher, and Hattie E. Warren for the class of '69. The names of the graduates and commencement programs for each class were obtained for all the years from 1870 to 1936. These programs may be found in the Appendix. The credit for inaugurating the first commencement exercises at Painesville High School in 1870 goes to Thomas Harvey, who was superintendent at the time. These early graduates were students who had completed the two years of study in the high school as was set up by Mr. Harvey. It was not until 1877 that the four-year high school course was established.

The Painesville High School Alumni Association was organized in 1875. For many years the Alumni held annual reunions to discuss their old school days and...
friends and acquaintances. The organization was strong until about 1910 when it started to decline. It was revived in 1925 and soon again went into a steady decline and was finally disbanded. In 1934 an attempt was made to revive the association which met with a small degree of success. Another meeting was held in 1935 and a large attendance resulted; however, in 1936 no meeting was called. It appears that the Alumni Association has grown to such large proportions that it makes it a very unwieldy organization.

Many prominent men and women have graduated from the Painesville High School, some of whom have become nationally and even internationally known. In this group should be mentioned William Lathrop, an artist of international reputation, who graduated from Painesville High School in 1875. Another is Paul Lincoln of the Lincoln Electric Company of Cleveland, an electrical engineer of national reputation, who graduated in 1888.

Table IV has been prepared to show the occupations of many of the graduates from the years 1868 to 1925. This table was originally printed in the Painesville High School Alumni Record of 1925, a book which listed the activities of the graduating classes and their members. The occupations listed and the numbers of men and women in each do not cover all of the occupations in which the graduates are engaged. This table represents about fifty per cent of all graduates
who had graduated before 1925. Information concerning the occupations of many of the alumni was unobtainable.

**TABLE IV**

**OCCUPATIONS OF VARIOUS ALUMNI MEMBERS FROM 1868-1925**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army Officer in Regular Army</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>Graduate of College or University</td>
<td>62</td>
<td>61</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Farmer</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Lawyer</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Landscape Architect</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Librarian</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Minister</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Physician</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Missionary (foreign)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Newspaper Work</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Social Service</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
<td>68</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Student in College or University</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Attended College (not a graduate)</td>
<td>43</td>
<td>79</td>
</tr>
<tr>
<td>Nurse</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Stenographer</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Architect</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Business College Graduate</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>Engineer</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

*From Alumni Record, Painesville High School, 1925.*
TABLE V

SOME OUTSTANDING GRADUATES OF PAINESVILLE HIGH SCHOOL*

<table>
<thead>
<tr>
<th>Names</th>
<th>Year Graduated</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addie Nye Norton</td>
<td>1901</td>
<td>Probate Judge, Lake County</td>
</tr>
<tr>
<td>Bertha R. Barden</td>
<td>1901</td>
<td>Librarian, Berea College</td>
</tr>
<tr>
<td>Henry C. Beardslee</td>
<td>1883</td>
<td>Expert Botanist</td>
</tr>
<tr>
<td>Harry Clyde Brooks</td>
<td>1877</td>
<td>Musician extraordinary</td>
</tr>
<tr>
<td>Mrs. Lydia Cone Curtis</td>
<td>1872</td>
<td>Missionary</td>
</tr>
<tr>
<td>Nellie M. Dingley</td>
<td>1900</td>
<td>War Nurse</td>
</tr>
<tr>
<td>George M. Fisher</td>
<td>1876</td>
<td>Insurance Broker</td>
</tr>
<tr>
<td>Colbert H. Greer</td>
<td>1876</td>
<td>Artist and Reporter</td>
</tr>
<tr>
<td>Charles Hawley</td>
<td>1904</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>Frank J. Jerome</td>
<td>1873</td>
<td>Railroad Executive</td>
</tr>
<tr>
<td>Lillian E. Kurtz</td>
<td>1881</td>
<td>Teacher</td>
</tr>
<tr>
<td>William Lathrop</td>
<td>1875</td>
<td>Artist of renown</td>
</tr>
<tr>
<td>Eleanor Loomis</td>
<td>1900</td>
<td>War Nurse</td>
</tr>
<tr>
<td>Paul Lincoln</td>
<td>1888</td>
<td>Manufacturer, professor of engineering, Cornell Univ.</td>
</tr>
<tr>
<td>Alfred Mathews</td>
<td>1871</td>
<td>Author, Journalist</td>
</tr>
<tr>
<td>George McGwinn</td>
<td>1896</td>
<td>Manager, Vice President of Union Trust Company</td>
</tr>
<tr>
<td>Helen A. Pepoon</td>
<td>1873</td>
<td>Traveler, Professor</td>
</tr>
<tr>
<td>Harry Spillman</td>
<td>1901</td>
<td>Industrial Engineer</td>
</tr>
<tr>
<td>Matilda Spence</td>
<td>1910</td>
<td>American Red Cross Worker</td>
</tr>
<tr>
<td>Jessie M. Turney</td>
<td>1891</td>
<td>Teacher</td>
</tr>
<tr>
<td>Franz C. Warner</td>
<td>1896</td>
<td>Architect</td>
</tr>
<tr>
<td>Charles Lloyd Wyman</td>
<td>1899</td>
<td>Major in Army</td>
</tr>
<tr>
<td>Thomas B. Wyman</td>
<td>1898</td>
<td>Forester, City Manager</td>
</tr>
</tbody>
</table>

*From Alumni Record, Painesville High School, 1925.
Table VI, showing the number of graduates each year from 1868 to 1936 is presented to show the great growth that has taken place during the 84 years of Painesville High School's operation. From the small class of three girls and one boy in 1868, to the class of 1936 with a membership of 98 girls and 85 boys, 183 in all, the classes have grown. The graduating totals have fluctuated greatly during the years. For example, 17 graduates were listed for 1873, and twenty years later in 1893 we find only 14 listed, a loss of three over that span of time. In 1895, 28 students graduated and nine years later in 1904 we find only 27, a loss of one in the nine-year period. A more consistent gain is shown from the year 1914 to the present. A large gain was made in 1933 when 37 more were graduated than the previous year of 1932. Mid-year graduating exercises were established in 1928 but were discontinued in 1933. The mid-year senior classes still hold onto their identity as classes but do not hold special exercises in mid-year, preferring to wait and join in with the June class. These mid-year students have been planning their work so as to be in school throughout the entire year, and those who are working take time out to come back for the exercises. The largest class to have been graduated was in 1936 when a total of 183 students received their diplomas at the colorful commencement exercises held at Lake Erie College Morely Music Hall.
<table>
<thead>
<tr>
<th>Year</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Year</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1868</td>
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<td>1</td>
<td>4</td>
<td>1903</td>
<td>21</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>1869</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1904</td>
<td>19</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>1870</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>1905</td>
<td>21</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>1871</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>1906</td>
<td>29</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>1872</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>1907</td>
<td>20</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>1873</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>1908</td>
<td>22</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>1874</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>1909</td>
<td>20</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>1875</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>1910</td>
<td>22</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>1876</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>1911</td>
<td>30</td>
<td>21</td>
<td>51</td>
</tr>
<tr>
<td>1877</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>1912</td>
<td>28</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td>1878</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>1913</td>
<td>27</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>1879</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>1914</td>
<td>23</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>1880</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>1915</td>
<td>29</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>1881</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>1916</td>
<td>32</td>
<td>19</td>
<td>51</td>
</tr>
<tr>
<td>1882</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>1917</td>
<td>26</td>
<td>18</td>
<td>44</td>
</tr>
<tr>
<td>1883</td>
<td>9</td>
<td>12</td>
<td>21</td>
<td>1918</td>
<td>33</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>1884</td>
<td>6</td>
<td>14</td>
<td>20</td>
<td>1919</td>
<td>33</td>
<td>23</td>
<td>56</td>
</tr>
<tr>
<td>1885</td>
<td>8</td>
<td>12</td>
<td>20</td>
<td>1920</td>
<td>41</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>1886</td>
<td>12</td>
<td>14</td>
<td>26</td>
<td>1921</td>
<td>37</td>
<td>25</td>
<td>62</td>
</tr>
<tr>
<td>1887</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>1922</td>
<td>49</td>
<td>26</td>
<td>75</td>
</tr>
<tr>
<td>1888</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>1923</td>
<td>47</td>
<td>34</td>
<td>81</td>
</tr>
<tr>
<td>1889</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>1924</td>
<td>51</td>
<td>41</td>
<td>92</td>
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<td>1890</td>
<td>12</td>
<td>18</td>
<td>30</td>
<td>1925</td>
<td>51</td>
<td>37</td>
<td>88</td>
</tr>
<tr>
<td>1891</td>
<td>11</td>
<td>14</td>
<td>25</td>
<td>1926</td>
<td>37</td>
<td>35</td>
<td>72</td>
</tr>
<tr>
<td>1892</td>
<td>9</td>
<td>14</td>
<td>23</td>
<td>1927</td>
<td>55</td>
<td>31</td>
<td>86</td>
</tr>
<tr>
<td>1893</td>
<td>12</td>
<td>14</td>
<td>26</td>
<td>1928</td>
<td>68</td>
<td>40</td>
<td>108**</td>
</tr>
<tr>
<td>1894</td>
<td>15</td>
<td>17</td>
<td>32</td>
<td>1929</td>
<td>48</td>
<td>34</td>
<td>82**</td>
</tr>
<tr>
<td>1895</td>
<td>21</td>
<td>28</td>
<td>49</td>
<td>1930</td>
<td>61</td>
<td>41</td>
<td>102**</td>
</tr>
<tr>
<td>1896</td>
<td>19</td>
<td>32</td>
<td>51</td>
<td>1931</td>
<td>64</td>
<td>35</td>
<td>99**</td>
</tr>
<tr>
<td>1897</td>
<td>15</td>
<td>22</td>
<td>37</td>
<td>1932</td>
<td>72</td>
<td>51</td>
<td>123**</td>
</tr>
<tr>
<td>1899</td>
<td>16</td>
<td>27</td>
<td>43</td>
<td>1933</td>
<td>95</td>
<td>65</td>
<td>160</td>
</tr>
<tr>
<td>1900</td>
<td>26</td>
<td>34</td>
<td>60</td>
<td>1934</td>
<td>59</td>
<td>65</td>
<td>124</td>
</tr>
<tr>
<td>1901</td>
<td>39</td>
<td>49</td>
<td>88</td>
<td>1935</td>
<td>73</td>
<td>61</td>
<td>134</td>
</tr>
<tr>
<td>1902</td>
<td>25</td>
<td>38</td>
<td>63</td>
<td>1936</td>
<td>98</td>
<td>85</td>
<td>183</td>
</tr>
</tbody>
</table>

*Taken from the original collection of commencement programs now filed in office of principal at Harvey High School.

**Includes mid-year graduating class.
Table VII, the relationship of graduates of Painesville High School to the enrollment of the school for various years from 1872 to 1936, shows the percentage the graduates are to the total enrollment of the school. In 1872 only 7.5 per cent of the entire student body graduated that year. In 1899 the percentage was raised to 10.1, and to 15.0 in 1902. The percentage has stayed at approximately 15 per cent for the ten-year intervals from 1902 to 1932. In 1936 the percentage was raised to 20.3, a gain of nearly five per cent over 1932. This record high of 20.3 per cent shows that the high school today is exerting a better holding power on the students than has been shown in the last thirty-six years.

**TABLE VII**

**THE RELATIONSHIP OF GRADUATES OF PAINESVILLE HIGH SCHOOL TO THE ENROLLMENT OF THE SCHOOL FOR VARIOUS YEARS FROM 1872 TO 1936***

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Graduates</th>
<th>Percentage graduates are of total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1872</td>
<td>95</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>1882</td>
<td>128</td>
<td>10</td>
<td>7.8</td>
</tr>
<tr>
<td>1892</td>
<td>138</td>
<td>14</td>
<td>10.1</td>
</tr>
<tr>
<td>1902</td>
<td>253</td>
<td>38</td>
<td>15.0</td>
</tr>
<tr>
<td>1912</td>
<td>287</td>
<td>44</td>
<td>15.4</td>
</tr>
<tr>
<td>1922</td>
<td>497</td>
<td>75</td>
<td>15.1</td>
</tr>
<tr>
<td>1932</td>
<td>788</td>
<td>123</td>
<td>15.7</td>
</tr>
<tr>
<td>1936</td>
<td>900</td>
<td>183</td>
<td>20.3</td>
</tr>
</tbody>
</table>

*From the Records of the Board of Education at various years from 1872 to 1936.
B. The Administrative and Teaching Staff.

1. The character and training of the faculty.

The little information available tends to show that the majority of teachers in the Painesville High School have been persons who made teaching their life work. In general, they came from good, substantial American parents of moderate means and high moral character. A considerable number of the teachers were from Painesville and Lake County. The practice of employing local teachers has long been used and remains today. On the other hand, the majority of the administrative staff have come from communities outside the county. The information from which the above general deductions are made comes from scattered data covering the entire period from 1852 to 1936.

Superintendents George Ready, W. W. Boyd, and C. C. Pierce came from Pennsylvania, while Superintendent E. H. Hawley came from New York State, Superintendent James Shepherd from Nova Scotia, Superintendent F. H. Kendall from Steubenville, Ohio, and Superintendent O. H. Lowary from Wellsville, Ohio. Of the superintendents, Mr. Harvey and Mr. Boyd probably have attained more state and national prominence than any others. Mr. Harvey was appointed as Commissioner of Common Schools of Ohio by Governor Hayes in 1871 and was the author of many nationally-known textbooks. Mr. Boyd was given the degree of Doctor of Philosophy from Miami University. He was President of the Western
School for Girls at Oxford, Ohio, and organized the College of Education at Ohio State University and was its first dean. He has been President of the North Central Association of Colleges and Secondary Schools and a trustee of the Western Reserve Academy at Hudson, Ohio. Mr. C. C. Underwood, superintendent of schools from 1913 to 1923, has been assistant superintendent of the Indianapolis, Indiana, schools, and at present is the Sales Manager of the John C. Winston Company for Indiana and Western Kentucky. Mr. R. O. Billett, principal from 1923 to 1928, served with the Bureau of Education, Department of the Interior for the United States Government and is now a professor at Boston University. Miss Jessie Turney, a teacher in the high school from 1899 to 1911, was very popular with the students and did much to create a desire for English, and was responsible for great advancements in the cultural life of the community. Miss Turney gave the money for the purchase of new equipment for the Harvey High School Gymnasium. One of the best remembered teachers was J. Powell Jones, who possessed a magnetic personality and did much for the school and community in the field of music. Mr. Jones was responsible for creating the desire for music which is still reflected in the pupils of the school. He served as music supervisor for the years 1899 and 1900 and was connected with the school indirectly for a number of years. Miss Mary Cumings who holds the longest teaching record of any teacher in the high school,
was a fine cultural influence on the pupils and citizens of Painesville. Well read, a noted traveler, and an ardent philosopher, Miss Cumings has left her mark of culture upon the city of Painesville. Many of Painesville High School's teachers have successfully taken up other occupations in distant communities.

Due to an absence of available material on the topic of training of the faculty, the subject of teacher certification is used as a substitute. Prior to 1923, the high school teachers who did not possess state life certificates were obliged to take the examinations set up by the County Board of Examiners. These examinations were usually held in the spring and fall, and covered such subjects as were then commonly taught in the high schools.

In 1923 the Painesville City Board of Examiners was established, which consisted of two teachers and the superintendent. This Board was entirely independent of the county board and set up new regulations for high school teachers. Certificates were granted to teachers who had not quite the required number of years training, yet who had been teachers for a great number of years. All other teachers in the high school were required to have at least four years of college training and at least fifteen hours in educational subjects. Those teachers who had the four
years of college training and fifteen hours of education were required to take a special examination as set up by the board, the passing of which meant a temporary certificate for one year.

In 1923 the Painesville City Examining Board recognized the State Department of Education's four-year provisional high school certificates. These provisional certificates prior to 1935 were exchangeable for life certificates after 24 months of teaching service with proper recommendations.

The new certification law for Ohio which was adopted in June, 1935, changes the years of service before a life certificate may be granted. A summary of this law which affects the teachers of Painesville who do not have the life certification, follows.

The grades of certificates are designated as temporary, provisional, professional and permanent. Temporary certificates are valid for one year for those who do not meet the rules, standards and regulations for the provisional certificates. Provisional certificates are valid for four years, professional certificates for eight years, and permanent certificates for life.

From 1920 on, the Board of Education did not hire teachers for high school purposes who did not have the four-year college training, and today all but one of the
high school teachers at Painesville have degrees from colleges and five of the teachers hold Master of Arts degrees. The general trend has been toward hiring teachers who hold Master's degrees, in recent years, providing all other things are equal.

2. The increase in the faculty.

For the first four years of the existence of Painesville's public high school, it had one teacher, Mr. George Howe, who served as both high school teacher and administrator. In 1856 he was given an assistant and from then on the staff has consisted of two or more teachers. As the student enrollment increased, the faculty was increased, and in 1875 six teachers were employed in the high school. From 1914 on, when eleven teachers were employed, until the present, a rather rapid increase in teaching numbers was made. The Records of the Board of Education show that in 1916 the staff consisted of 16 teachers; in 1920, 18; in 1922, 21; in 1927, 25; in 1930, 31; and in 1932 and 1936, 33. In 1935-1936 we find the same number of teachers taking care of the pupils as in 1932. In spite of increased enrollment this was possible through the elimination of certain supervisory positions and the enlarging of class sizes and teaching loads. Table VIII has been prepared to show the increase in the faculty for various years from 1852 to 1936, and may be consulted for information on other years not mentioned above.
TABLE VIII

THE INCREASE IN NUMBERS OF THE PAINESVILLE HIGH SCHOOL FACULTY AT VARIOUS YEARS FROM 1852 TO 1936*

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1852</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1855</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1856</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1862</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1872</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1875</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>1882</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>1898</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>1902</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>1909</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>1912</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>1918</td>
<td>4</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>1922</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>1928</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>1932</td>
<td>12</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>1936</td>
<td>14</td>
<td>19</td>
<td>33</td>
</tr>
</tbody>
</table>

*Data for this table was taken from the Records of the Board of Education at various years from 1852 to 1936.
3. The salaries paid to the faculty.

The salaries of the teachers, especially for women, were very low for the first sixty years—averaging from $250 (for a six months term) to $1,000 (for the ten months term). Salaries started to increase during the World War and continued to climb until 1932 when drastic cuts were made as an economy measure, which was brought on by the depression. The salaries of the teachers and administrators which may be found in the Appendix, shows that the lowest salary paid to a superintendent was in 1851-52 when $250 was given to Mr. Howe for a half year's work. The highest salary paid to a superintendent was in 1931-32 when Superintendent C. C. Pierce received $5,000. The lowest salary paid to a principal was in 1876-77 when Miss Louisa Porter, the high school's first principal, received $700. The highest principal's salary was paid to R. O. Billett, $3,750 in 1927-28. The teacher who received the lowest salary was Miss Martha Eastman who received $206.25 for the year's work in 1857-58 and the teacher to receive the highest salary was Mr. Louis Corbat who received $2,600 in 1926-27. A salary schedule was adopted by the Board of Education in 1923 which called for a one-hundred dollar annual increase to all high school teachers showing satisfactory proof of professional growth by study in summer schools at colleges and universities, extension courses and professional
reading, and provided further that in fixing the salaries of teachers in the employ of the Board, account be taken of the years of experience. This salary schedule, so-called, was very loosely planned and consequently never amounted to a great deal. It was later dropped and no attempt at making or setting up a salary schedule has been tried since that time. Many requests for a salary schedule have come to the superintendent during the past five years and it is believed that such a schedule will be adopted within a very few years.

Table IX, the average annual salaries of teachers at Painesville High School at various years from 1851 to 1936, discloses some interesting facts. The average salary of high school teachers in 1881 was $1125, which was higher than the average reached thirty years later, that of $917 in 1911. A sharp increase came during the World War, and the post-war years brought the salaries to their high peak when an average of $2,000 was made in 1922. The depression years of 1931 to 1936 have brought about drastic reductions until today the average annual salary is $1,525. A notable fact is that the men's salaries up until 1911 were far larger than the women's. From 1911 until today this difference has diminished and in 1936 the average salaries of men and women were nearly equal, only a difference of $77 being between them, with the men holding the advantage.
### TABLE IX

AVERAGE ANNUAL SALARIES OF TEACHERS IN GRADES 9-12 IN PAINESVILLE HIGH SCHOOL AT VARIOUS YEARS FROM 1851 to 1936*

<table>
<thead>
<tr>
<th>School Year</th>
<th>Men</th>
<th>Women</th>
<th>Average of all Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1851-52</td>
<td>$250</td>
<td></td>
<td>$250</td>
</tr>
<tr>
<td>1861-62</td>
<td>600</td>
<td>$500</td>
<td>550</td>
</tr>
<tr>
<td>1871-72</td>
<td>1500</td>
<td>440</td>
<td>970</td>
</tr>
<tr>
<td>1881-82</td>
<td>1700</td>
<td>550</td>
<td>1125</td>
</tr>
<tr>
<td>1891-92</td>
<td>1250</td>
<td>500</td>
<td>875</td>
</tr>
<tr>
<td>1901-02</td>
<td>950</td>
<td>520</td>
<td>735</td>
</tr>
<tr>
<td>1911-12</td>
<td>1025</td>
<td>810</td>
<td>917</td>
</tr>
<tr>
<td>1921-22</td>
<td>2300</td>
<td>1700</td>
<td>2000</td>
</tr>
<tr>
<td>1931-32</td>
<td>2038</td>
<td>1857</td>
<td>1948</td>
</tr>
<tr>
<td>1935-36</td>
<td>1564</td>
<td>1487</td>
<td>1525</td>
</tr>
</tbody>
</table>

*Includes the salaries of superintendents and principals in cases where the administrators were teachers. Taken from the Records of the Board of Education at various years from 1851-1936.


All but two superintendents of schools at Painesville have been men. The two women were Miss Betsy Cowles, who served from 1858 to 1861, and Miss Augusta Hawley, who served in 1871 and 1872. The first principal of the high school was a woman, and women principals were employed for the following eight years. In 1884 the first man principal was employed in the person of Mr. John Borden, and all
principals since that time have been men. Women teachers have outnumbered the men nearly two to one in the years that the high school has existed. The wide gap between the numbers of men and women has been narrowed from 1922 to the present. Today we find that fourteen men and nineteen women make up the faculty. During 1917, 1918, and 1919, men teachers were scarce but the depression in the last few years has brought many more men into the teaching field. The administration at the high school has taken advantage of the larger supply of men in the teaching profession by hiring more men than heretofore.

5. The teacher turn-over (years served).

The teacher turn-over at Painesville High School shows clearly that the women teachers served for only short periods of time before leaving to go into marriage or other types of work.

The data from the Records of the Board of Education (Table X) show that a total of 117 out of 138 women teachers at Painesville High School served less than five years before leaving. Only 14 per cent of the women teachers before 1932 served more than five years. Miss Mary Cumings of Painesville holds the record for having served the greatest number of years as a teacher at Painesville High School. Miss Cumings taught American History and Government from 1902 to 1932, a total of thirty years.
The men teachers hold a somewhat better percentage in the years of service. A total of 56 out of 78, or 62 per cent served less than five years, making a total of 21, or 28 per cent, who served more than five years. Mr. Franklin Kendall of Painesville holds the record for the greatest number of years of service for the men, having served as principal and superintendent from 1891 to 1913, a total of 22 years.

**TABLE X**

**NUMBER OF YEARS SERVED BY MEN AND WOMEN TEACHERS OF PAINESVILLE HIGH SCHOOL DURING THE YEARS FROM 1852 to 1936**

<table>
<thead>
<tr>
<th>Years served before leaving</th>
<th>Number of Women</th>
<th>Number of Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Data taken from Records of the Board of Education at various years from 1851 to 1936.
The early teachers served for shorter periods than do the teachers today. The trend in teaching has been toward longer contracts, better security and tenure, and also better salaries. These factors have helped in lengthening the terms of service in Painesville as well as in the state at large. The meager salaries given to the early teachers attracted only those who were wanting quick employment and consequently used the teaching profession as a stepping stone or a tiding-over period. This is somewhat true today. Teachers leave the profession because of poor salaries and insecurity of positions. A certain amount of turn-over among the women teachers due to marriage has been accepted by school administrators for years as being inevitable. The greatest cause of turn-over at Painesville has been due to low salaries and a lack of some sort of salary schedule. During the depression years, the turn-over decreased tremendously and it was not until last year that any sign of an increase was in evidence.

6. Personal sketches of some Painesville administrators.

Biographies of the Painesville administrators are presented with the purpose of showing the type of men who were responsible for building up the public secondary schools of Painesville. An attempt was made to obtain the biographies of all the administrators, but in many cases no material was available from the families or descendants, or from any other source. The information
concerning the lives of the superintendents of Painesville has been furnished by the families of these men. They are written as the families wished them to be used for this thesis. An attempt was made to locate biographical material concerning the principals and outstanding teachers of the past, to no avail.

In the ensuing pages, biographies of the following Painesville Public School Superintendents are presented. Mr. Thomas Harvey, Reverend Edwin Henry Hawley, Mr. James Howell Shepherd, Mr. George Washington Ready, Miss Augusta M. Hawley, Mr. William Wadell Boyd, Mr. Franklin H. Kendall, Mr. C. C. Underwood, Mr. Oakman H. Lowary, and Mr. Clyde C. Pierce.
TABLE XI

SUPERINTENDENTS AT PAINESVILLE AT VARIOUS YEARS FROM 1852 TO 1936 *

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. E. Howe</td>
<td>1852-57</td>
</tr>
<tr>
<td>E. H. Hawley</td>
<td>1857-58</td>
</tr>
<tr>
<td>Miss Betsey Cowles</td>
<td>1858-60</td>
</tr>
<tr>
<td>M. J. Oatman</td>
<td>1860-64</td>
</tr>
<tr>
<td>H. H. Merrill</td>
<td>1864-65</td>
</tr>
<tr>
<td>Thomas Harvey</td>
<td>1865-71</td>
</tr>
<tr>
<td>Augusta Hawley</td>
<td>1871-72</td>
</tr>
<tr>
<td>E. E. Spaulding</td>
<td>1872-75</td>
</tr>
<tr>
<td>I. M. Clemons</td>
<td>1875-77</td>
</tr>
<tr>
<td>Thomas Harvey</td>
<td>1877-83</td>
</tr>
<tr>
<td>James Shepherd</td>
<td>1883-87</td>
</tr>
<tr>
<td>George W. Ready</td>
<td>1887-98</td>
</tr>
<tr>
<td>W. W. Boyd</td>
<td>1898-1902</td>
</tr>
<tr>
<td>F. H. Kendall</td>
<td>1902-1913</td>
</tr>
<tr>
<td>C. C. Underwood</td>
<td>1913-1923</td>
</tr>
<tr>
<td>O. H. Lowary</td>
<td>1923-1928</td>
</tr>
<tr>
<td>C. C. Pierce</td>
<td>1928--</td>
</tr>
</tbody>
</table>

*Taken from the Records of the Board of Education at various years from 1852 to 1936.
Reverend Edwin Henry Hawley

Reverend Hawley was born in 1818 at New Canaan, New York. He joined the Baptist Church at an early age, taught school, clerked in a country store, worked on a farm, and attended Union College, Schenectady, New York, graduating with the Degree of Bachelor of Arts in 1838. A short time later he continued his education at Newton Theological Institute near Boston, graduating in 1840. He was ordained as a Baptist minister in New York City on November 3, 1840.

Soon after his ordination, he went to Lorain, Ohio, as a missionary. After spending a few years in that city he moved to Bedford, Ohio, where he served as pastor of the Baptist Church. While preaching in Bedford he became interested in the teachings of the Disciples of Christ (now known as the Christian Church) and so strongly did the doctrines of this church appeal to him that he transferred his membership and became a clergyman for this denomination in Braceville, Ohio.

In the fall of 1854 he came to Painesville where he became the first pastor of the Disciples Church. He was elected Superintendent of the Painesville Schools in 1857 and served in this capacity for one year.
After spending four years in Painesville as a successful pastor and teacher, he was called to Wilmington, Ohio, where he remained two years. He then returned to Lake County and preached in the villages of Mentor and Perry. In 1864 he took the pastorate of the Euclid Avenue Church in Cleveland and in 1865 he moved to Hiram, Ohio. His children attended the Eclectic Institute (now Hiram College) during his stay in this town.

In 1870, due to a throat ailment, he gave up preaching and opened a book store in Cleveland where he carried on a successful business for twenty years.

Mr. Hawley was a man of profound erudition and was familiar with several languages. He was preeminent as a student and continued to read and study every day whenever the opportunity afforded. He was happy in his family life and never hesitated in denying himself in order to advance the interests of his children. He died on November 18, 1893, and was buried in Harvard Grove Cemetery, Cleveland.

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The data for this biography were supplied by the immediate family of Mr. Hawley.
Thomas Wadleigh Harvey was born on December 18, 1821, on a farm located in northern Vermont. As a young man he spent his winters attending the district schools near his home and the remainder of the time working on his father's farm.

In 1833 his father, Judge Moses Harvey, moved the family to a farm near Concord, Ohio, which is in Leroy Township of Lake County. For the first three years of his life in Ohio, he remained on the farm working for his father, and attended the district schools whenever he could be spared from work.

At the age of fifteen, he entered the newspaper office of the "Republican" published in Painesville. Here he learned the printers trade and remained as a printer in this office for six years. In 1841 he secured a teaching certificate and taught his first school the same year. In 1845 he entered the Western Reserve Teachers Seminary at Kirtland where he was under the instruction of Dr. Asa D. Lord. He formed an attachment toward Dr. Lord and received from him an inspiration and enthusiasm for teaching that never ceased. After graduating from the seminary he founded the Geauga High School at Chardon in 1849, where he remained for three years.
In 1851 he was elected as superintendent of the schools at Massillon, Ohio, where he served for fourteen years. Mr. Harvey did an outstanding piece of work in Massillon, grading the schools, establishing a course of study, and placing the schools on a high plane of scholarship and healthy public opinion toward the school. His success was so marked at Massillon that he became known throughout the state. In 1865 he returned to Painesville, the scene of his youth, and took over the superintendency of the schools where he served for six years.

He was appointed State Commissioner of Common Schools in 1871 by Governor Rutherford B. Hayes. While in this office he worked constantly to systematize and broaden the schools of the state. During Mr. Harvey's administration, teachers' associations were formed in many sections of the state, some of which are still in existence today.

In 1877 he again became superintendent of schools at Painesville and retained this position for six years until 1883 when he retired to devote his time to the writing of textbooks and lecturing. Mr. Harvey kept himself in touch with the school interests and school men of the state until his death in Painesville on January 20, 1892.

*Data for this biography taken from the Ohio Educational Monthly of August, 1892, supplied by Mrs. Franklin Kendall.*
The Harvey Textbooks*

Grammars

A Practical Grammar of the English Language for the Use of Schools of Every Grade. Cincinnati: Wilson, Hinkle and Company, 1868.


Geographies


Spellers


Readers


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# Foster, Charles Smalley. The Life and Educational Labors of Thomas W. Harvey, Unpublished Doctor's Dissertation, Ohio State University, 1933, p. 254.
James Howell Shepherd was born at Aylesford, Nova Scotia on March 8, 1850. His early schooling was received in the public schools of his native town. In 1860 the family moved to Perry, Ohio. James received further education at the Madison Seminary, located on the Middle Ridge Road, the present site of the Soldiers and Sailors Home. He also attended the South Kingsville Academy near Ashtabula.

After his preliminary education, he taught school in Perry Township for some time, and subsequently moved to Painesville, where he became Superintendent of the Painesville Schools in 1883 and served in this capacity until 1887.

For a short time after his incumbency as superintendent of schools, he engaged in business in Cleveland. Mr. Shepherd married Miss Eva Gaylord in 1876 and to this union were born two children, Lola who died as a small child, and Frank who at the present time resides in Cleveland. Mr. Shepherd's health failed shortly after his adventure into business and he was forced to retire to his original home in Perry, where he died on January 12, 1898. His son Frank and his wife Eva survive him.

*Written from data supplied by Mr. Frank G. Shepherd of Cleveland.
George W. Ready was born August 12, 1836 on his grandfather's farm in Mills Valley, Fulton County, Pennsylvania. Mr. Ready's family, of English descent, originally came to Pennsylvania from Maryland.

From earliest childhood, George Ready was of an intellectual turn of mind. His first educational training was obtained in the district schools near his Pennsylvania home. After completing the work offered by the district schools he began to teach in neighboring schools. In 1854 he entered Alleghany College, received the Bachelor of Arts degree in 1858, and the Master of Arts degree in 1861. Shortly after he graduated from the college he married Miss Adeline Dickson. Although born in Pennsylvania, Mr. Ready's sympathies were with the southern states during the Civil War, which probably accounts for his moving to Tennessee in 1861. On June 22, 1861, Mr. Ready enlisted in the Confederate Army and was subsequently discharged in October, 1862, on the grounds that he was a citizen of Pennsylvania. After his discharge he went to Canada and later returned to the United States in September, 1863, to resume his education at the law school of the University of Michigan--from which school he graduated Magna Cum Laude in 1865, receiving the degree of Bachelor of Laws.
In the fall of 1865, the war being over, he returned to Tennessee and opened a law office in Nashville. A fire, after two years of business, destroyed his office and law library. This event changed the course of Mr. Ready's life. Finding his funds depleted and the South in bad condition, he went to Sedalia, Missouri where he taught in a private school, and later became Superintendent of the Sedalia Public Schools. Soon after his establishment in Missouri, his wife's health failed and they were forced to return to Meadville, Pennsylvania, the home of his wife's parents, where she died in 1894.

Through his friend, Thomas W. Harvey, Mr. Ready obtained the position of Superintendent of the Painesville Schools in 1887, at which post he remained until 1898. During the last years of his life, Mr. Ready traveled and spent much time in reading. Mr. Ready was a member of the Presbyterian Church, a Thirty-Second Degree Mason, and a member of the Knights Templar. He died in Altoona, Pennsylvania, on July 5, 1911.

*Data for this biography was furnished by Mrs. Ernest F. Crummel of Cleveland, Mr. Ready's only daughter.*
Augusta M. Hawley

Augusta Hawley, daughter of Cyrus A. and Caroline E. (Grosvenor) Hawley, was born on February 27, 1842 at Painesville, Ohio. She received her early education at the Painesville Public Schools and the Oxford Female Seminary in Oxford, Ohio. She later attended Lake Erie Female Seminary and graduated in 1861. After graduation, she entered the teaching profession and taught at a private school in Painesville, the Painesville High School, and Lake Erie Female Seminary. In 1871, Miss Hawley was appointed superintendent of the schools in Painesville and remained in this position for two years, leaving this post to become the principal of Hughes High School of Cincinnati. While at Painesville Miss Hawley assisted Mr. Harvey in compiling his material for his first grammar textbook. For this service, tradition has it, Miss Hawley was presented with a handsome fur coat.

She was married in 1877 to Mr. Elisha Pratt of Chagrin Falls, Ohio. Following the death of her husband in 1898, she moved to Cleveland where she lived until the time of her death in January, 1919.

*Data for this biography was furnished by Mr. E. Bruce Pratt of Cleveland, Mrs. Pratt's (Miss Hawley) only son.
William Waddell Boyd*

William W. Boyd, son of Reverend and Mrs. Joseph R. Boyd, was born in Allegheny, Pennsylvania, March 8, 1862. Mr. Boyd's boyhood days were spent in Lancaster, Ohio, where his father was pastor of the Presbyterian Church. After completing his early education in the Lancaster schools, he attended Muskingum College and later transferred to Marietta College where he was graduated in 1884. Mr. Boyd and his classmate, Charles G. Dawes, then headed an engineering corps that cross-sectioned a line of railroad from Marietta to Zanesville. In 1886 Mr. Boyd received the Master of Arts degree from Marietta College and in 1909 the college conferred upon him the degree of Doctor of Philosophy. In 1933, Miami University conferred upon him the degree of Doctor of Laws.

Mr. Boyd has been a teacher all his life. Soon after leaving Marietta College he was elected principal of a grammar school in Cambridge, Ohio, and from there he went to the Crawfis Institute (Fairfield County) as principal. In 1890 he was elected principal of the Marietta High School and in the following year promoted to the superintendency. He accepted the position of superintendent of schools in Painesville in 1898 and after four years work there went to Ohio State University to become the first inspector of high schools for the state. In 1907 he organized the College
of Education of Ohio State University and was appointed its first dean. He remained at Ohio State until 1914, going that year to Western College for Women to become its president. In the seventeen years of his presidency at the college he raised the assets of the school from $450,000 to over $2,000,000. In 1931 Dr. Boyd retired. During his life he has held many responsible positions, having served on the State Board of School Examiners, as President of the North Central Association of Colleges and Secondary Schools, as President of the Ohio College Association, and as chairman of the Committee on Academic Tenure and Freedom of the American College Association. He has written numerous magazine articles and reviews for educational publications and is the author of the book entitled, "Government and Civil Institutions of Ohio."

In 1887 Dr. Boyd married Mary Arnold Gates of Marietta, Ohio. Two children were born, a son who died in infancy and a daughter, Mrs. Marion (Walter) Havighurst. Dr. Boyd is a member of the Presbyterian Church and is a trustee of Marietta College. Since his retirement, he has been residing at 1170 East Broad Street, Columbus, Ohio.

*Material for this biography has been supplied by the immediate family of Dr. Boyd.
Franklin H. Kendall was born in Steubenville, Ohio, on January 15, 1862. He received his elementary and high school education in the Steubenville public schools, from which he graduated at the age of fifteen. After spending five years in the newspaper business in Steubenville, he continued his education at Ohio Wesleyan University, receiving the A. B. Degree in 1887, and later completed courses in Chautauqua Summer School and at Columbia University. In September, 1887, he entered upon his chosen work of teaching in the Marionville (Missouri) Collegiate Institute, and at the close of that year was elected principal. This position he resigned to accept the principalship of the Second Ward Schools of his native city, Steubenville, where he remained three years. During this period, he was also Director of Night Schools in that city. In July, 1891, he was elected to the teaching staff of the Steubenville High School, but resigned a little later to become principal of the Painesville High School. He came to Painesville in September, 1891. He remained in this position for eleven years, at the end of which time in June, 1902, he became superintendent of the Painesville schools, a position he held for another eleven years, or twenty-two years in all in the Painesville schools. During
this period many changes and improvements were made. A new high school building, well equipped for that time, was erected and occupied in 1899. Industrial arts courses -- manual training for boys, home economics for girls--were added. The business course was expanded into its present size. The enrollment increased, from 1891 to 1913, more than 200 per cent.

In 1913 he resigned his position as superintendent of schools and accepted the newly created position of superintendent of Lake County School District. The district included all rural and village schools in the county. This position he held for seventeen years, and was re-elected for three years more. But he decided to retire from school work, and his resignation took effect August 1, 1931. During that period, a county school system was developed which gave to rural and village children all essential educational advantages possessed by city children. Fifty-five one-room rural schools were closed and the pupils transferred to consolidated or centralized schools. Thirty-two modern new school buildings were erected in the county, and the remaining two buildings were enlarged and remodeled.

He was a member of the County Board of School Examiners for thirty-three years, and a member of the Painesville Library Board for ten years. In all of the teachers' associations--county, state, northeastern Ohio, and
national—he was active, serving officially in some of them. In 1931 he was presented by the Lake County Teachers with a life membership in the National Education Association. He was a charter member and first President of the Painesville Civitan Club. In the First Methodist Church of Painesville, of which he is a member, he is President of the Board of Trustees. Since coming to Painesville he has been a teacher of an adult Bible class. He and Mrs. Kendall, who is a daughter of Dr. Thomas W. Harvey, live in the Harvey home in Painesville.

*Data for this biography was supplied by Mr. Franklin Kendall of Painesville, Ohio.*
C. C. Underwood

C. C. Underwood spent his early preparatory school days at the Buchtel Military Academy. From there he went to Kenyon College at Gambier, Ohio, where he received the degree of Bachelor of Philosophy in 1907 and the degree of Master of Arts in 1910. He also spent five summers at Columbia University, New York City.

His first teaching experience came in 1907, when he accepted the position of superintendent of the Port Clinton, Ohio, schools. He stayed in Port Clinton from 1907 to 1913. He obtained the position of superintendent of schools at Painesville in 1913 and remained in this community for ten years. The years 1923 to 1928 were spent at Crawfordsville, Indiana, as superintendent of schools. In 1928 he was elected assistant superintendent of the Indianapolis City Schools where he remained until 1930. Since 1930 he has been the sales manager of the John C. Winston Book Company for the state of Indiana and western Kentucky.

#Data for this biography furnished by Mr. C. C. Underwood.
Oakman H. Lowary

Mr. Oakman H. Lowary was born in Wellsville, Ohio, May 21, 1878. After his graduation from Wellsville High School in 1898, he attended Cornell University, from which school he graduated with the Bachelor of Arts degree in 1902. Mr. Lowary received his Master of Arts degree from Ohio State University in 1930.

In 1910 Mr. Lowary was married to Anna E. Davidson at Wellsville, Ohio. Mr. Lowary's teaching experience began in 1902 when he taught at the high school at Castana, Iowa. He taught in 1903 at Nosa Springs, Iowa, and in 1904 at the Davenport, Iowa High School. In 1910 he was elected principal of the Painesville High School, holding this position for thirteen years. The high school grew steadily under Mr. Lowary's supervision, and in 1923 he became superintendent of the Painesville Schools, remaining in this position for five years. He went to Youngstown in 1928 to become supervising principal of schools in that city, and holds that position today.

Mr. Lowary is a member of Phi Delta Kappa, and the Congregational Church, serving as deacon in this church at Youngstown. Mr. Lowary was active in civic affairs and was for many years a member and treasurer of the Morely Library.
Board in Painesville. Among his other affiliations in Painesville were: Membership in the Painesville Civitan Club, membership in the Lake County Y. M. C. A. Board, and membership in the Civil Service Commission.

*Data for this biography furnished by Mr. Lowary.*
Clyde Cowan Pierce*

Clyde Cowan Pierce, the present superintendent of the Painesville schools, was born in California, Pennsylvania, on June 20, 1882. His father was Rev. David A. Pierce, a Methodist minister. Because of the many moves made by a minister's family, Mr. Pierce's early training was received in various types of schools. He graduated from the Newton Falls, Ohio, High School and attended college at Mt. Union and Wooster, finally graduating from the latter institution. The work for his Master of Arts degree was done at Western Reserve University in Cleveland, Ohio.

Mr. Pierce's teaching experience covers schools of all types. He started in a one-room country school and gradually worked his way to his present position. Most of his early teaching was done in Trumbull and Jefferson counties of this state.

In 1916 Mr. Pierce came to Cleveland where he taught for one year while studying the junior high development in the schools of that city. In 1917 he established the high school at Rocky River, a suburb of Cleveland. In 1921 he was promoted to the superintendency of the Rocky River schools, coming from that position to Painesville in 1928.

Mr. Pierce found on coming to Painesville a fine school system built by his able predecessors, and a fine school
spirit due to the splendid citizenry of the town. The noteworthy developments of the last few years have been the re-writing of the course of study by the teachers of the system, and the reorganization of all schools on the 6-3-3 basis. This latest move was made possible by the erection of two new grade school buildings--William Lathrop in the western part of town, and Huntington School in the northern part. These two schools each house pupils in the first six grades as does also the old Jackson Street school. Grade school children who had long been attending the Champion Junior High School were moved into these elementary buildings and the ninth grade was drawn back into the Champion Junior High School. Although not officially recognized as a junior high school by the state, it houses grades seven, eight, and nine. Further expansion will be necessary to perfect the system, but a foundation has been laid for developing local schools for young students and larger central schools for the older ones.

Believing that one must know his community well in order to shape schools to its benefit, Mr. Pierce has taken an active part in the community life. He is president of the Civitan Club, a member of the Chamber of Commerce, interested in the Boy Scout movement, and a member of the Methodist Church. He is a member of a number of teacher
groups, including the National Education Association; he has several times been chosen a delegate to the meetings of this Association.

Mr. and Mrs. Pierce live with their four children at 819 Mentor Avenue.

#Data for this biography was furnished by Mr. Pierce.
CHAPTER VII

SECONDARY EDUCATION IN PAINESVILLE FROM 1852 TO 1936:
SCHOOL COSTS AND FINANCES; SCHOOL BUILDINGS

A. School Costs and Finances.

Although very little data concerning the finances of the high school were available, some interesting tables picturing the school costs and finances of the entire Painesville School System have been prepared and will be presented in connection with this topic. The Ohio School Reports gave very irregular information on finances of local schools and the reports of the principals to the superintendents as well as the superintendents' reports to the Boards and State Department of Education have been destroyed, so the main source of data has been the Records of the Board of Education. These records are incomplete and for many years no definite information was listed.

The value of city school property in Painesville has grown to large proportions. Within the past five years, four grade schools have been erected, enhancing this value. In 1858 the total value of all school property was listed at $3,000 and in fourteen years it had increased to a total of $40,000. The gains from 1872 to 1912 were
gradual but not unusually rapid. The property listing in 1912 was $160,000 and today it has reached the large sum of more than a half-million dollars. The need for and subsequent building of a new high school or an addition to the present one will again boost this total which has already reached the point of a big business enterprise. (Table XII).

**TABLE XII**

<table>
<thead>
<tr>
<th>Years</th>
<th>Value of Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>1858</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>1872</td>
<td>40,000.00</td>
</tr>
<tr>
<td>1880</td>
<td>48,000.00</td>
</tr>
<tr>
<td>1892</td>
<td>64,790.00</td>
</tr>
<tr>
<td>1900</td>
<td>110,000.00</td>
</tr>
<tr>
<td>1912</td>
<td>160,000.00</td>
</tr>
<tr>
<td>1932</td>
<td>622,000.00</td>
</tr>
<tr>
<td>1936</td>
<td>764,000.00</td>
</tr>
</tbody>
</table>

*Taken from the Records of the Board of Education at various years from 1857 to 1936.*
The receipts and expenditures of the Painesville Public Schools have nearly always balanced in favor of the receipts column. To the credit of the Board of Education and people of Painesville must go this fine financial situation which has always prevailed in the business of running the schools of the city. In 1853, the second year of the establishment of the public high school, a total of $2,520 was expended for all school purposes. No data concerning the receipts for this year were available. In 1872, however, we find that $11,652 was received and $10,363 was expended, leaving a balance for the year of $1,289. In 1892 there was a balance of nearly $16,000. It is thought that a balance was being created at that time for the construction of the high school building which was erected in 1897-1898. The largest budget in the history of the schools was established in 1932 when $323,384.83 was received and $320,685.81 was expended for school purposes. This large budget has been pared considerably and today we find that the amount received and expended balanced at $196,419.79, a reduction of $124,266.02 made over a four-year period. The reduction in the budget caused by the poor tax collections (due in turn to the depression), called for reductions in teachers' salaries, cutting off certain supervisors, a reduced supply of educational materials, and strict economy in all
departments. The Board of Education weathered the depression storm and at no time did the teachers fail to receive their pay on time and in full.

**TABLE XIII**

TOTAL RECEIPTS AND EXPENDITURES FOR PAINESVILLE PUBLIC SCHOOLS FOR VARIOUS YEARS FROM 1853 TO 1936*

<table>
<thead>
<tr>
<th>School Year Ending</th>
<th>Receipts</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1853</td>
<td>$2,520.00</td>
<td></td>
</tr>
<tr>
<td>1872</td>
<td>$11,652.00</td>
<td>10,363.00</td>
</tr>
<tr>
<td>1882</td>
<td>18,367.00</td>
<td>14,006.00</td>
</tr>
<tr>
<td>1892</td>
<td>32,502.00</td>
<td>16,586.00</td>
</tr>
<tr>
<td>1902</td>
<td>30,221.00</td>
<td>28,414.00</td>
</tr>
<tr>
<td>1912</td>
<td>36,415.00</td>
<td>36,415.00</td>
</tr>
<tr>
<td>1922</td>
<td>(no data available for this period)</td>
<td></td>
</tr>
<tr>
<td>1932</td>
<td>323,384.83</td>
<td>320,685.81</td>
</tr>
<tr>
<td>1936</td>
<td>196,419.79</td>
<td>196,419.79</td>
</tr>
</tbody>
</table>

*Taken from the Ohio School Reports and the Records of the Board of Education at various years from 1853 to 1936.

The tax rate for school purposes has had a steady rise from 1852 to the present with the exception of several short spans. The first tax rate (4.50 mills) was listed in the Records of the Board of Education of 1852. This rate grew to five and one-half mills in 1882 and to six and one-half
in 1892. From 1899 to 1902, the rate jumped from seven mills to eleven due to the construction of the high school building for which the voters had endorsed a levy. In 1912 the rate dropped to three and one-tenth mills due to a state-wide law passed at that time requiring all taxes for local purposes to be paid out of the ten mills on the dollar. This was but short lived in Ohio, as the Legislature found that it would not work. The rate then climbed to nine mills in 1922 and to the peak of twelve in 1932. In 1936, due to the tax limitation placed on real estate, the rate is again down, being only 8.02 mills. Today we find a vastly different setup in the field of taxation for schools in Ohio. The school funds do not depend nearly so much upon the tax upon real estate as they once did, but instead look for their tax monies from the state which makes the distributions to the local school units from a central fund. The state funds are supplied through the current sales tax, the inheritance tax, the cigarette tax, and other similar types of taxes. The state funds are distributed at a set rate per pupil based upon the average daily attendance at the school.
The per pupil costs (the cost of keeping one pupil in high school for one year) were obtainable for only a few years. The first per-pupil cost to be found was that for the year 1882 when the low rate of $16.96 was in effect. The per pupil costs have also served as a tuition rate for those students who live outside the corporate limits. The
costs went from $20.55 in 1900 to $29.86 in 1912. In 1932 the high point was reached when the per-pupil cost reached $123.09. Since that time the costs have been reduced and in the school year ending June, 1936, the rate was lowered to ninety dollars.

**TABLE XV**

PER PUPIL COSTS AT PAINESVILLE HIGH SCHOOL FOR VARIOUS YEARS FROM 1882 TO 1936*

<table>
<thead>
<tr>
<th>Years</th>
<th>Per Pupil Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1882</td>
<td>$16.96</td>
</tr>
<tr>
<td>1900</td>
<td>20.55</td>
</tr>
<tr>
<td>1912</td>
<td>29.86</td>
</tr>
<tr>
<td>1932</td>
<td>123.09</td>
</tr>
<tr>
<td>1934</td>
<td>97.50</td>
</tr>
<tr>
<td>1936</td>
<td>90.00</td>
</tr>
</tbody>
</table>

*Taken from the Records of the Board of Education at various years from 1882 to 1936.

The costs of instruction have made a consistent gain from 1853, when fifty pupils were enrolled in the high school and the total salary for high school instruction was only $500, making an instruction cost per pupil of $10, to 1932 when the same cost was $79. In four years from 1932 to 1936 this instruction cost per pupil has dropped $27 to the present cost of $52. The highest
individual subject cost per pupil today is $24.41 in chemistry, and the lowest is $9.29 in mathematics.

TABLE XVI

PAINESVILLE HIGH SCHOOL INSTRUCTION COSTS PER PUPIL AT VARIOUS YEARS FROM 1853-1936*

<table>
<thead>
<tr>
<th>School Years</th>
<th>Enrollment</th>
<th>Total Salaries¹</th>
<th>Per Pupil Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1853</td>
<td>50</td>
<td>$ 500.00</td>
<td>$ 10.00</td>
</tr>
<tr>
<td>1872</td>
<td>95</td>
<td>2,440.00</td>
<td>26.00</td>
</tr>
<tr>
<td>1882</td>
<td>128</td>
<td>2,950.00</td>
<td>23.00</td>
</tr>
<tr>
<td>1892</td>
<td>138</td>
<td>3,000.00</td>
<td>23.00</td>
</tr>
<tr>
<td>1902</td>
<td>253</td>
<td>6,300.00</td>
<td>25.00</td>
</tr>
<tr>
<td>1912</td>
<td>287</td>
<td>9,125.00</td>
<td>32.00</td>
</tr>
<tr>
<td>1922</td>
<td>497</td>
<td>29,150.00</td>
<td>59.00</td>
</tr>
<tr>
<td>1932</td>
<td>788</td>
<td>62,040.00</td>
<td>79.00</td>
</tr>
<tr>
<td>1936</td>
<td>900</td>
<td>46,395.00</td>
<td>52.00</td>
</tr>
</tbody>
</table>

¹Total salaries for teachers includes administrators and supervisors.

The Painesville Public Schools have maintained a very sane and conservative schedule of school finances. They are probably in as good shape today as many of the better school districts of the state. During the depression years they held the enviable position of being one of the few school
districts in Ohio that maintained a balance each year. Evidence of their financial soundness is the fact that today they are building two grade-school buildings under W.P.A. without the necessity of a bond issue.

B. School Buildings.

Brief mention will be made of the early school buildings to serve as background for the description of the public secondary school buildings. In 1803 the first school building in Painesville was in use. It consisted of a log cabin near Treat and Baldwin's tin shop; school was taught by Abraham Tappan. In 1809 a two-story frame school house was built by Eli Bond. It was located at the corner of Main Street and the Park, the site now occupied by the Parmly Hotel. In 1823 an association composed of ten members built a one-story brick building on Phelps Street at a cost of $879.00. In 1831 the Painesville Educational Association built a two-story brick building accommodating about two-hundred pupils, on Washington Street at the site of the present Harvey High School. This was the Painesville Academy building which was deeded to the Board of Education in 1852. This building was used to house the grammar and high school pupils from 1852 to 1860. In 1860 the Board of Education, with Dr. H. C. Beardsley as president, constructed a high school and grammar school building on
Washington Street at the site of the old Academy Building which was torn down to make way for the newer building. It was a two-story brick edifice and cost $13,000. It served as a high school and grammar school from 1860 to 1898. From 1898 to 1923 it was used solely as a grammar school and was torn down to allow for the erection of the Harvey High School Building. This building affectionately maintained the name of "Old Academy Building" among the pupils and residents of the city for many years.

On October 15, 1897, the Board of Education passed a resolution setting forth the necessity of a new high school building and submitting to the electors of the town at the November elections the question of levying such taxes as would be necessary for the construction of a $45,000 high school building. The levy was approved by the electors of the town and the Board set about to purchase a site, approve plans and advertise for bids. The Kerr portion of the cemetery lot on Washington Street, east of Wood Street, was obtained for $1,800. The Painesville City Council in 1922 deeded their cemetery lot, which was east of and adjoining the original purchase, to the Board of Education, to be used for a playground. The Board, after visiting

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1 Records of the Board of Education, 1897.
OLD ACADEMY BUILDING
(Erected in 1860)
Later Known as Grammar School
various high school buildings over the state, notably the
one at Elyria, Ohio, approved the architect's plan and
obtained bids for the construction work. Bids were opened
on April 25, 1898, and it was found that the bids of Dan
Holwick ($46,334) for construction and L. L. Lord ($2,997.67)
for heating, and L. L. Lord ($1,298.63) for plumbing were
most suitable, and were accepted.² The dedicatory exer-
cises for the new building were held on Friday evening,
February 10, 1899.³ This building was used as a high
school from 1898 to 1923 and is at the present time the
so-called Champion Junior High School, which was organized
in 1933. The building is 150 x 121 feet in size, contains
19 classrooms, an office, a library, and an auditorium which
seats 800 people. This building was excellently constructed
and was considered the finest of its kind in Ohio for many
years. It is still giving service after thirty-seven years
of hard use.

²Records of the Board of Education, 1898.
OLD HIGH SCHOOL, NOW CHAMPION JUNIOR HIGH
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masonry</td>
<td>$ 16,605.00</td>
</tr>
<tr>
<td>Carpentry</td>
<td>20,743.00</td>
</tr>
<tr>
<td>Black Boards</td>
<td>175.68</td>
</tr>
<tr>
<td>Slate and Metal</td>
<td>1,490.00</td>
</tr>
<tr>
<td>Painting</td>
<td>850.00</td>
</tr>
<tr>
<td>Plastering</td>
<td>5,346.00</td>
</tr>
<tr>
<td>Steel and Iron</td>
<td>800.00</td>
</tr>
<tr>
<td>Heating and Plumbing</td>
<td>4,296.30</td>
</tr>
<tr>
<td>Architect's Fees</td>
<td>2,300.00</td>
</tr>
<tr>
<td>Chairs for Auditorium</td>
<td>735.20</td>
</tr>
<tr>
<td>Desks and Furniture</td>
<td>631.88</td>
</tr>
<tr>
<td>Chandeliers</td>
<td>982.25</td>
</tr>
<tr>
<td>Curtains</td>
<td>145.00</td>
</tr>
<tr>
<td>Decorating</td>
<td>191.00</td>
</tr>
<tr>
<td>Laboratories</td>
<td>200.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 55,491.31</strong></td>
</tr>
</tbody>
</table>

*Taken from the Records of the Board of Education, 1898. The above costs include certain equipment.*
In 1923 the Board of Education, finding that the rapid growth of the secondary school population necessitated a larger building, submitted to the people of Painesville a bond issue and tax levy for the purpose of constructing a new high school building. It was passed and the Board engaged Frank Packard as architect and awarded the contract for construction to the Hearn Construction Company. The new building was named the Thomas W. Harvey High School in honor of one of Painesville's most illustrious superintendents and was dedicated in November, 1924. The building is a three-story brick school with twenty-three classrooms and laboratories, a library, cafeteria, superintendent's office, principal's office, a gymnasium seating six-hundred people, and an auditorium and study hall combined, seating seven-hundred and eighty. Among the twenty-three classrooms and laboratories are the wood-working shop, the mechanical drawing room, the sewing room, the cooking room, the chemistry laboratory, and the physics laboratory. The total cost of the building was $294,456.64, an itemized cost sheet for which is given in Table XVIII. The building was constructed to take care of six hundred fifty pupils, and was soon overcrowded. There has been agitation for an addition to the building at various times from 1927 to the present.

The Harvey High School Building is better adapted to the teaching program than the previous high school buildings of Painesville. The assembly room, where plays,
lectures and rehearsals as well as study halls are conducted, has been of great help. The gymnasium of Harvey High School is the first one owned by the Board of Education. The gymnasium assists in the recreational and social program of the school. The cafeteria has met the need of many pupils who are unable, due to the long distances to their homes, to go home at noon time. The laboratories for science, wood work, drawing and home economics have enhanced the educational program.
HARVEY HIGH SCHOOL

EARLY VIEW OF HARVEY HIGH SCHOOL
TABLE XVIII

ITEMIZED COST OF HARVEY HIGH SCHOOL BUILDING,
ERECTED NOVEMBER, 1923*

General Contract -------------- $231,145.99

(Included: Excavation, concrete work, art stone,
brick work, painting, roofing material, structural
steel, plastering, wood work, glazing, black
boards, floors, removing old building, lift,
cess pool and sewers.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Contract</td>
<td>$4,249.00</td>
</tr>
<tr>
<td>Lockers</td>
<td>3,819.61</td>
</tr>
<tr>
<td>Architect's fees</td>
<td>11,938.23</td>
</tr>
<tr>
<td>Vacuum cleaner</td>
<td>2,426.00</td>
</tr>
<tr>
<td>Installation for air</td>
<td>115.00</td>
</tr>
<tr>
<td>Locks for lockers</td>
<td>695.00</td>
</tr>
<tr>
<td>Oliver Machinery</td>
<td>2,683.75</td>
</tr>
<tr>
<td>Sheldon Company</td>
<td>7,818.00</td>
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<tr>
<td>Bond Interest</td>
<td>14,750.00</td>
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<tr>
<td>Tools</td>
<td>75.60</td>
</tr>
<tr>
<td>Window shades</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Glass partitions</td>
<td>294.00</td>
</tr>
<tr>
<td>Microscope</td>
<td>168.93</td>
</tr>
<tr>
<td>Fixtures (electrical)</td>
<td>1,388.00</td>
</tr>
<tr>
<td>Blower in Chemistry Laboratory</td>
<td>700.00</td>
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Total Cost                                $294,456.64

*Taken from the Records of the Board of Education, 1924. The above costs include certain equipment.
Painesville's public secondary school rose out of a settlement of wealthy, frugal, Yankee people who believed in things cultural and were steeped in a desire for educational training for their children. The community has been a quiet, conservative one, inclined toward Protestantism in religion.

The origin of the public high school of Painesville covered roughly about forty-five years, from 1807 to 1852. The early private teachers, the academy, the seminary, the district schools, the common schools and the union schools all have played an important and dramatic part in the formation of the public secondary school. Some of the most important factors that aided the rise of the high school in Painesville were the following: (1) The Governors of Ohio who were on the side of public education; (2) the laws of 1821, 1825, 1838, 1847, 1848, and 1849; (3) the intelligent direction and guidance of the first state superintendent of common schools, Samuel Lewis; (4) the Painesville Academy and the Painesville Educational Association that deeded the Academy building to the first Board of Directors in 1852; (5) Dr. Asa D. Lord, who exerted much influence in
bringing about the decision to establish the union schools; and (6) the enthusiasm of the people of Painesville, especially those who not only aided the incorporation of the Western Reserve Teachers' Seminary and brought Dr. Lord to Painesville, but influenced the business men of the town toward the support of the public schools. It may be stated that the public high school of Painesville did not evolve itself out of the minds of a few individuals, but rather from the felt need of a great majority of the people who were willing to shoulder the community's responsibility toward the youth of Painesville.

The Painesville Academy contributed to the curriculum of the public high school by introducing a wide program of studies, including the classical and literary, the practical and realistic, and the social and moral discipline. The academy too, popularized education for girls and non-sectarian education. It also helped maintain public interest in higher education and to elevate the cultural level of the schools while the public became accustomed to the teaching of the higher branches.

Before the introduction of the public high school, many people were accustomed to look upon the common schools as a very inferior and cheap sort of institution, a sort of "ragged school for the masses." Now, the high school is no
longer asking for recognition of respectability and today we find the grade and junior high school pupils are stimulated in their studies by entrance into the high school.

The contacts with other classes of people, races, and nationalities other than the New Englanders have tended to democratize and enrich the program of the high school. The failure of the home, church, and other agencies to meet the needs of the pupils today for social guidance and use of leisure has brought within the public high school an ever-increasing group of offerings, such as music, art, physical education, athletics and vocational education.

It has been legal in Ohio since 1848 to establish high schools but the Law of 1853 definitely authorized all boards of education in city and village districts to provide secondary education for their children. Since 1873 state aid has been given to the public high schools but today the trend has definitely turned toward increasing the amount of state aid in the matter of financing the secondary school program.

From 1852 to 1900 the objectives of the secondary school have been to offer work that would discipline the mind, develop character, prepare for college entrance, and to
develop the cultural interests of the pupils. There was little election of subjects permitted and the holding power of the high school did not compare with that of today's school. The teaching was stilted; learning of texts and the reciting of material learned was the order of procedure.

From 1900 to 1923 the preparation of the activities of life received more attention and laboratory work in sciences increased. This period also was a time of heavy teaching loads with many subjects taught by each teacher whose training was not nearly on as high a plane as it is today.

From 1920 to 1936 the advances in economic growth and the emphasis on personal success and wealth coupled with the means of transportation and communication whereby people came in contact with all people of the world, brought about a shift in the high school's program to one which deals with every-day life, to give education that is vocational and realistic. Today, thought is given to the individual differences of the pupils, their capacities and abilities, their interests and future needs; hence the increase in the number of elective subjects and the lowering of requirements in foreign languages and mathematics.
Today we find well-trained teachers of boys' and girls' sports, a contrast of only a few years ago when the coaches many times had never played the games they were coaching and had never had the opportunity of a complete physical education and health training. The Lake Shore Athletic League, composed of Conneaut, Ashtabula, Ashtabula Harbor, Geneva, Fairport, Willoughby and Painesville, together with the Ohio High School Athletic Association, controls and directs athletic contests between the neighboring high schools on a dignified and efficient plane. Today we find more sports in the program than ever before with an increasing stress placed on intramural athletics for both girls and boys.

The student body of 1936 is composed of 72 per cent taking the general course, 16 per cent taking the college preparatory course, and 12 per cent the commercial course. In the high school of Painesville for 1936 we find a school in which there is an opportunity for self-expression, self-government, self-discovery, and self-discipline. The trend has been definitely toward a decrease in withdrawals, and the probability of a freshman graduating today is greater than ever before in the history of Painesville High School. Today the pupils select their own curriculum and they are taught to arrive at their own conclusions. The complexity
of society has called for an increasing number of student organizations. Perhaps too many have been organized, for the school tends to become standardized and over-organized, and there is no doubt a need at the high school to lean toward the informal in group organization. The limiting of failures in the last ten years in order to keep a continuous movement through the high school has tended to lower the quality of the training given to the pupils.

The training of the teachers has made definite steps for improvement. The new Ohio certification laws which increase the training of teachers, and the increasing difficulty of obtaining teachers' certificates will tend to professionalize teaching work. Today the trend is toward fewer classes for teachers and fewer students in the classes. The high school teaching trend has been toward fewer subjects to be taught with a high degree of specialization in subject fields. Thirty years ago, teachers were required to teach many subjects in a wide variety of fields, but in 1936 a teacher in the high school is working in only one subject field with the possible exception of a few who may be given work in two. There is a need to give our teachers more academic freedom and to remove the jeopardy of tenure. New ideas and new methods of the teachers should be encouraged and the mental stagnation of the past will not exist. The teaching of the 1936 high school is interesting,
vital, and meaningful. There is a great need for the teachers to be allowed to develop to the fullest extent the pupils' interests and abilities in special fields. The increase in salaries of the teachers at Painesville has nearly doubled during the last fifty years with the increases beginning about 1910 and the greatest move upward coming in the years between 1920 and 1932. There is a great need for a salary schedule for the teachers of Painesville High School and provisions for sick leave with pay. Walter Pitkins once said that "the teaching profession is one of the most difficult of all professions, consuming the greatest amount of energy through the intense emotional strain to which teachers are subjected." This statement should encourage all who deal with teachers to provide for their mental and physical happiness in order to obtain the best work and efficiency.

The high school of the future will branch out into fields including education for adults through night schools and community-home projects and including into the curriculum the things to which we now give little attention and call extracurricular. The future of the high school is well assured providing it will keep up with the needs of an ever-changing community. The high school holds an enviable position in the community as an agency which will
more and more tend to help mould and reconstruct the philo-
sophy of our future society. A new high school building or 
an addition to the old one within the next ten years will 
be necessary and with it will come the re-establishment of 
a physical education program of greater scope than we have 
ever before seen.

In conclusion, may I state that my opinion is, that the 
people of Painesville and its school administrators and 
teachers have made an honest attempt to build a good school 
system with a wise and conservative spending of money. The 
high school at Painesville is worthy of the descendants of 
those first settlers of the Western Reserve.
BIBLIOGRAPHY

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A. Official Documents.

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Annual Report of the Superintendent of Public Instruction to the Governor of the State of Ohio. 1913-1921.

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Report of the State Superintendent of Common Schools to the General Assembly of the State of Ohio. 1838-1840. (Ohio Executive Documents.)

B. Miscellaneous Sources.

Biographical Material. Biographical material was furnished by Mr. Charles Hawley, Mrs. Franklin Kendall, Mr. Frank Shepherd, Mrs. Ernest F. Crummel, Mr. E. Bruce Pratt, Mr. Franklin Kendall, Mrs. W. W. Boyd, Mr. C. C. Underwood, Mr. O. H. Lowary and Mr. C. C. Pierce.


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II. SECONDARY SOURCES


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Biography of Thomas W. Harvey, Columbus: Ohio Educational Monthly, August, 1892.

Boyd, W. W. Secondary Education in Ohio Previous to the Year 1841. Columbus; Ohio Archaeological and Historical Publication, 1915.


III. PERSONAL INTERVIEWS

Interviews were held with: Miss Mary Cumings, Mrs. Harry Colacott, Mrs. Franklin Kendall, Mr. Franklin Kendall, Miss Selina Huntington, Miss Hattie Fisher, the Reverend L. A. Kleeburger, and Miss Grace Wyman.
APPENDIX A

NAMES OF ALL TEACHERS, PRINCIPALS AND SUPERINTENDENTS
OF PAINESVILLE HIGH SCHOOL, WITH ANNUAL SALARIES FROM 1851 TO 1936

1851-52
Mr. George Howe  $250.00

1852-53
Mr. George Howe  500.00

1853-54
Mr. George Howe  600.00

1855-56
Mr. George Howe  800.00

1856-57
Mr. George Howe  800.00
Miss Cook, Assistant  400.00

1857-58
Mr. Howe, Superintendent  800.00
Miss Martha Eastman, Assistant  206.25

1858-59
Miss Betsy M. Cowles, Superintendent  500.00
Miss M. J. Walker, Assistant  500.00

1859-60
Miss Betsy M. Cowles, Superintendent  500.00
Miss M. J. Walker, Assistant  500.00

1860-61
Miss Cowles, Superintendent  500.00
1861-62
Mr. M. J. Oatman, Superintendent $600.00
Miss C. M. Currier, Assistant 500.00

1862-63
Mr. M. J. Oatman, Superintendent 600.00
Miss Mary E. Burton, Assistant (1/2) 270.00
Miss Maria Beardslee, Assistant (1/2) 320.00

1863-64
Mr. M. J. Oatman, Superintendent 540.00
Miss Maria Beardslee, Assistant (1/2) 240.00
Miss Augusta Hawley, Assistant (1/2) 280.00

1864-65
Mr. M. J. Oatman, Superintendent 540.00
Miss Augusta Hawley, Assistant 210.00

1865-66
Mr. H. H. Merrill, Superintendent 780.00
Miss Augusta M. Hawley, Assistant (1/2) 273.00
Miss M. J. Cadwick, Assistant (1/2) 252.00

1866-67
Mr. T. W. Harvey, Superintendent 1200.00
Miss Kate Patrick, Assistant (1/2) 336.00
Miss A. M. Hawley, Assistant (1/2) 300.00

1867-68
Mr. T. W. Harvey, Superintendent 1150.00
Miss A. M. Hawley, Assistant 515.00
Miss C. Branch, Assistant 440.00

1868-69
Mr. T. W. Harvey, Superintendent 2000.00
Miss A. M. Hawley, Assistant 600.00
Miss Martha B. Ladd, Assistant 440.00

1869-70
Mr. T. W. Harvey, Superintendent 2000.00
Miss A. M. Hawley, Assistant 600.00
Miss M. E. Ladd, Assistant 440.00
### 1870-71
- **Mr. T. W. Harvey**, Superintendent: $2000.00
- **Miss A. M. Hawley**, Assistant: $600.00
- **Miss L. A. Tone**: $440.00

### 1871-72
- **Mr. T. W. Harvey**, Superintendent ($\frac{1}{2}$): $2000.00
- **Miss A. M. Hawley**, Superintendent ($\frac{1}{2}$): $800.00 (Ast.)
- **Miss L. A. Tone**, Assistant: $440.00

### 1872-73
- **Miss A. M. Hawley**, Superintendent: $1500.00
- **Miss Mary L. Goodrich**, Assistant: $700.00
- **Miss L. A. Tone**, Assistant: $440.00

### 1873-74
- **Mr. E. E. Spaulding**, Superintendent: $1600.00
- **Miss Ann J. Miller**, Assistant: $600.00
- **Miss L. A. Tone**, Assistant: $440.00

### 1874-75
- **Mr. E. E. Spaulding**, Superintendent: $1800.00
- **Miss A. J. Miller**, Assistant: $700.00
- **Miss L. A. Tone**, Assistant: $600.00

### 1875-76
- **Mr. E. E. Spaulding**, Superintendent ($\frac{1}{2}$): $1800.00
- **Miss A. J. Miller**, Assistant: $700.00
- **Miss L. A. Tone**, Assistant: $600.00
- **Mr. I. M. Clemmons**, Superintendent ($\frac{1}{2}$): $1800.00
- **Miss Hall**, Assistant: $400.00
- **Miss Aggie Axtell**, Assistant: $400.00

### 1876-77
- **Mr. I. M. Clemmons**, Superintendent: $1800.00
- **Miss Louisa Porter**, Principal ($\frac{1}{2}$): $700.00
- **Miss Aggie Axtell**, Assistant: $400.00
- **Miss Abbie Cushman**, Principal: $700.00
### 1877-78
- Mr. I. M. Clemmons, Superintendent ($\frac{1}{2}$) $1800.00
- Miss Abbie Cushman, Principal 700.00
- S. B. Hamlin, Music 500.00
- Miss Ida Murray, Assistant 400.00
- Mr. T. W. Harvey, Superintendent ($\frac{1}{2}$) 1700.00

### 1878-79
- Mr. T. W. Harvey, Superintendent 1700.00
- Miss Abbie Cushman, Principal 700.00
- Miss Ida E. Murray, Assistant 400.00
- S. B. Hamlin, Music 500.00

### 1879-1880
- Mr. T. W. Harvey, Superintendent ($200$ deducted and part time free for writing) 1500.00
- Miss Abbie Cushman, Principal 700.00
- Miss Ida Murray, Assistant 700.00
- S. B. Hamlin, Music 500.00

### 1880-81
- Mr. T. W. Harvey, Superintendent 1700.00
- Miss Abbie Cushman, Principal 700.00
- Miss Ida Murray, Assistant ($\frac{1}{2}$) 400.00
- S. B. Hamlin, Music 500.00
- Miss Sue E. Harvey, Assistant ($\frac{1}{2}$) 400.00

### 1881-82
- Mr. T. W. Harvey, Superintendent 1700.00
- Miss Abbie Cushman, Principal 700.00
- Miss Sue E. Harvey 400.00

### 1882-83
- Mr. T. W. Harvey, Superintendent ($\frac{1}{2}$) 1700.00
- Miss Abbie Cushman, Principal ($\frac{1}{2}$) 850.00
- Miss Sue E. Harvey 400.00
- J. D. Suse, Music (two days week) 500.00
- Mr. James H. Shepherd, Superintendent ($\frac{1}{2}$) 1200.00
- Miss Annie M. Cottrell, Principal ($\frac{1}{2}$) 750.00
- Miss Minnie F. Babcock, Assistant ($\frac{1}{2}$) 400.00
- Miss Mary M. House (part-time) 200.00
1883-84

Mr. James Shepherd, Superintendent $1200.00
Miss Ann M. Cottrell, Principal (½) 800.00
Miss Minnie Babcock 400.00
Mr. John P. Borden, Principal (½) 1000.00
J. D. Suse, Music 500.00

1884-85

Mr. James H. Shepherd, Superintendent 1200.00
Mr. John P. Borden, Principal 1000.00
Miss Minnie F. Babcock, Assistant 450.00

1885-86

Mr. James H. Shepherd, Superintendent 1200.00
Mr. John P. Borden, Principal 1000.00
Miss A. E. Kimball, Assistant 600.00
Miss Minnie Babcock 475.00
J. D. Suse, Music 500.00

1886-87

Mr. James H. Shepherd, Superintendent 1200.00
Mr. John P. Borden, Principal 1050.00
Miss A. E. Kimball, Assistant 600.00
Miss Minnie Babcock 475.00
J. D. Suse, Music 500.00

1887-88

Mr. George W. Ready, Superintendent 1200.00
Mr. John P. Borden, Principal 1050.00
Miss A. E. Kimball 600.00
Miss Minnie Babcock 475.00
J. D. Suse, Music 500.00

1888-89

Mr. George W. Ready, Superintendent 1500.00
Mr. John P. Borden, Principal 1200.00
Miss Minnie Worcester (½) 600.00
Miss L. E. Kurtz (½) 500.00

1889-90

Mr. George W. Ready, Superintendent 1500.00
Mr. John P. Borden, Principal 1200.00
Miss L. E. Kurtz, Assistant 500.00
1890-91
Mr. George W. Ready, Superintendent $1500.00
Prof. A. C. Burrell, Principal 1100.00
Miss L. E. Kurtz, Assistant 500.00

1891-92
Mr. George W. Ready, Superintendent 1500.00
Mr. F. H. Kendall, Principal 1200.00
Miss L. E. Kurtz, Assistant 600.00

1892-93
Mr. George W. Ready, Superintendent 1500.00
Mr. F. H. Kendall, Principal 1200.00
Miss L. E. Kurtz, Assistant 600.00
Miss Margaret A. Murray, Assistant 500.00

1893-94
Mr. George W. Ready, Superintendent 1500.00
Mr. F. H. Kendall, Principal 1200.00
Miss L. E. Kurtz, Assistant 600.00
Miss Fannie C. Norris, Assistant 600.00

1894-95
Mr. George W. Ready, Superintendent 1500.00*
Mr. J. H. Kendall, Principal 1200.00
Miss L. E. Kurtz, Assistant 600.00
Miss Fannie C. Norris, Assistant 600.00

1895-96
Mr. George Ready, Superintendent 1500.00
Mr. F. H. Kendall, Principal 1200.00
Miss Sarah Barrows 600.00
Mr. John Haskell** 600.00
Miss Lillian Kurtz 600.00

1896-97
Mr. George Ready, Superintendent 1500.00
Mr. F. H. Kendall, Principal 1200.00
Miss Lillian Kurtz 800.00
Miss Sarah Barrows 600.00
Miss Adelaide Ready 400.00
Mr. John Haskell 700.00

* Given two-year contract. First notice of long contract.
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<td>Miss Jessie Turney, English</td>
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</table>
Miss Mary Cumings $\$825.00
Mr. Dale R. Smith 975.00
Miss Grace A. Page 775.00
Miss Laura J. King 675.00
G. C. Von Bessler, $40 per month, five one-half days per week

1911-1912

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<td>825.00</td>
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<tr>
<td>Miss Grace Wyman</td>
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<tr>
<td>Mrs. Harriet Gilbert</td>
<td>825.00</td>
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<tr>
<td>Miss Mary Cumings</td>
<td>825.00</td>
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<tr>
<td>Mr. Dale R. Smith</td>
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<td>B. W. Taylor</td>
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<td>Miss Annie Miller</td>
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1912-1913

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<tr>
<td>Miss Grace Wyman</td>
<td>850.00</td>
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<tr>
<td>Mrs. Harriet Gilbert</td>
<td>850.00</td>
</tr>
<tr>
<td>Miss Mary Cumings</td>
<td>850.00</td>
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<tr>
<td>Mr. Dale R. Smith</td>
<td>1000.00</td>
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<tr>
<td>Mr. B. W. Taylor</td>
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<tr>
<td>Miss Caroline A. Strong, Music</td>
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1913-1914

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<td>Mr. Dale R. Smith, Physics and Chemistry</td>
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<td>Mr. J. A. Wagner, Coach</td>
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<td>Miss Grace Wyman, English</td>
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<td>Mrs. Harriet Gilbert, Math. and Science</td>
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<td>Miss Mary Cumings, History</td>
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<td>Miss Freda Green, English</td>
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<td>Miss Hazel Sipe</td>
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1914-1915

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<tr>
<td>Miss Grace Wyman</td>
<td>English</td>
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<tr>
<td>Mrs. Harriet Gilbert</td>
<td>Math. and Science</td>
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<td>Miss Mary Cumings</td>
<td>History</td>
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<td>Miss Freda Green</td>
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<td>Miss Marian Corwin</td>
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<td>Miss Elizabeth Carlisle</td>
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<tr>
<td>J. C. Oldt</td>
<td>Mathematics and Science</td>
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<tr>
<td>Miss Ira M. Snyder</td>
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<td>Miss Alice Ward</td>
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1915-1916

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<td>Mr. Dale R. Smith</td>
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<td>Mr. John Wagner</td>
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<td>Miss Elizabeth Carlisle</td>
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1916-1917

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<tr>
<td>Mrs. Harriet Gilbert</td>
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<tr>
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<td>Mr. Ira Snyder</td>
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1917-1918

Mr. C. C. Underwood, Superintendent $2500.00
Mr. O. H. Lowary, Principal 1800.00
Mr. Dale R. Smith 1200.00
A. W. Collins 1100.00
Miss Grace Wyman 950.00
Mrs. Harriet Gilbert 950.00
Miss Mary Cumings 950.00
Miss Mary Frost 850.00
Miss Retta West 850.00
Miss Isabelle Winters 925.00
Miss Elizabeth Carlisle 900.00
Miss Lydia Beckwith 850.00
Miss Esther Wise 850.00
Miss Blanche Webster, (Opportunity) 885.00
W. Lee West, Music 900.00

1918-1919

Mr. C. C. Underwood, Superintendent 2600.00
Mr. O. H. Lowary, Principal 2000.00
Mr. Dale R. Smith 1400.00
Miss Grace Wyman 1100.00
Mrs. Harriet Gilbert 1050.00
Miss Mary Cumings 1050.00
Miss Mary Frost 1200.00
Miss Isabelle Winter 1100.00
Miss Alice Jean Struble 1250.00
Miss Hazel Miller 1100.00
Miss Blanche M. Stevens 1000.00
Miss Lillian M. Clark 1100.00
Miss Marie Speigle, (Opportunity) 900.00
Miss Lena Cone, Art 500.00
Miss Beatrice Smith, Domestic Science 125.00
Mr. Gilbert Kleeberger, Military Inst. 150.00

1919-1920

Mr. C. C. Underwood, Superintendent 3000-3150
Mr. O. H. Lowary, Principal 2300-2450
Mr. Dale R. Smith 1650-1800
Mr. Russell L. Guinn 1600-1750
Miss Grace Wyman 1250-1400
Mrs. Harriet Gilbert 1200-1350

*Note: In middle of year teachers petitioned for raise of $250 taking effect January 1. They were granted $150-250.
Miss Isabelle Winter $1200-1350
Miss Esther Wise 1150-1300
Miss Hazel Miller 1150-1300
Miss Blanche Stevens 1150-1300
Miss Lillian Clark 1150-1300
Miss Mildred Cumings 1150-1300
Miss Margaret E. Leahy 1150-1300
W. B. Spell 1350-1500
Miss Lena Cone, Drawing 550-610
Miss Ethel M. Conner, Music 1150-1300

1920-1921

Mr. C. C. Underwood, Superintendent $3450.00
Mr. O. H. Lowary, Principal 2450.00
Mr. Howard Hendershop 2000.00
Mr. Dean L. Ricketts 1900.00
W. L. Sowers 1900.00
Miss Grace Wyman 1800.00
Mrs. Harriet Gilbert 1750.00
Miss Mary Cumings 1750.00
Miss Edith Hurley 1750.00
Miss Isabelle Winter 1750.00
Miss Hazel Miller 1650.00
Miss Ruth Harper 1600.00
Miss Blanche Stevens 1500.00
Miss Mildred Cumings 1500.00
Miss Josephine Andrews 1500.00
Miss Lillian House 1600.00
Miss Lena Stamm 1400.00
Miss Ethel Connor, Music 1500.00

1921-1922

Mr. C. C. Underwood, Superintendent 3450.00
Mr. O. H. Lowary, Principal 2800.00
Mr. Howard Hendershot 2100.00
Mr. Dean L. Ricketts 2000.00
W. L. Sowers 2000.00
Miss Grace Wyman 1800.00
Mrs. Harriet Gilbert 1750.00
Miss Mary Cumings 1750.00
Miss Isabelle Winter 1750.00
Miss Hazel Miller 1750.00
Miss Ruth Harper 1600.00
Miss Lillian House 1600.00
Miss Mildred Cumings 1600.00
Miss Josephine Andrews 1600.00
Miss Ethel Connor, Music 1500.00
1922-1923

Mr. C. C. Underwood, Superintendent $3450.00
Mr. O. H. Lowary, Principal 2800.00
F. E. Marvin 2400.00
E. W. Morton 1850.00
Mr. Dean L. Rickets 2000.00
Miss W. L. Sowers 2000.00
Mr. Lester N. Bates 2000.00
Mr. Louis D. Corbat 2000.00
Mrs. Harriet Gilbert 1850.00
Miss Mary Cumings 1850.00
Miss Isabelle Winter 1850.00
Miss Josephine Andrews 1700.00
Miss Anna Troxel 1700.00
Miss Hazel Miller 1650.00
Miss Mildred Cumings 1650.00
Miss Ruth Harper 1600.00
Miss Lena Stamm 1500.00
Miss Laura Schleman 1500.00
Miss Francile Muck 1600.00
Miss Ethel Connor, Music 1600.00
Miss Harriet Gallup, Art and Dom. Science 1350.00

1923-24

Mr. O. H. Lowary, Superintendent $3700.00
Mr. R. O. Billett, Principal 2700.00
P. H. Gottshall 1850.00
A. J. Hyde 1700.00
Lovel H. Liles 1850.00
F. E. Marvin 2400.00
W. L. Sowers 2100.00
E. B. Whitcomb 2000.00
Louis D. Corbat 2400.00
E. W. Morton 1950.00
Miss Anna Troxel 1700.00
Miss Mary Cumings 1950.00
Miss Isabelle Winter 1850.00
Miss Josephine Andrews 1800.00
Miss Hazel Miller 1750.00
Miss Mildred Cumings 1750.00
Miss Ruth Harper 1700.00
Miss Francile Muck 1700.00
Miss Lena Stamm 1600.00
Miss Laura Schleman 1600.00
Miss Edith Honess 1700.00
Mrs. Eloise McDermott Schott 1350.00
Miss Ethel Connor, Music 1700.00
Miss Elizabeth Dolezal 1400.00
1924-1925

Mr. O. H. Lowary, Superintendent $4000.00
Mr. R. O. Billett, Principal 3000.00
Mr. Louis D. Corbat 2400.00
F. E. Marvin 2400.00
Paul H. Gottshall 1850.00
A. J. Hyde 1700.00
Mr. E. B. Whitcomb 2000.00
E. W. Morton 1950.00
Miss Clara Belle Watson 1600.00
Miss Edith Sechler 1500.00
Miss Marie Hauersen 1600.00
Mr. William Simpson 1600.00
Miss Mary Cumings 1950.00
Miss Anna Troxel 1700.00
Miss Hazel Miller 1750.00
Miss Mildred Cumings 1750.00
Miss Ruth Harper 1700.00
Miss Francile Muck 1700.00
Miss Laura Schleman 1600.00
Mrs. F. M. Wood 1750.00
Miss Mary Heald 1550.00
F. M. Wood 1800.00
Mr. Raymond Moffett 1700.00
Miss Ruby Reay 1600.00
Miss Rachel High 1600.00

1925-1926

Mr. O. H. Lowary, Superintendent 4000.00
Mr. R. O. Billett 3300.00
F. E. Marvin 2400.00
L. D. Corbat 2400.00
E. B. Whitcomb 2000.00
E. W. Morton 2000.00
P. H. Gottshall 1950.00
F. M. Wood 1900.00
Mrs. F. M. Wood 1850.00
Miss Mildred Cumings 1850.00
Miss Hazel Miller 1850.00
Miss Francile Muck 1800.00
Mr. Raymond Moffett 1800.00
Miss Clara Belle Watson 1700.00
Miss Laura Schleman 1700.00
Miss Edith Sechler 1600.00
Miss Rachel High 1650.00
Mr. Frank Harsch 1700.00
Mr. Howard Ham 1700.00
Miss Marjorie Minnick, Home Economics 1500.00
Miss Mary Heald $1650.00
Miss Laura Schleman 1800.00
Miss Alice Sowers, Home Economics 1700.00
Miss Carrie Elemy 1600.00

1926-1927

Mr. O. H. Lowary, Superintendent 4000.00
Mr. R. O. Billett 3500.00
Mr. Louis D. Corbat 2600.00
F. E. Marvin 2000.00
E. W. Morton 2000.00
Miss Mary Cumings 2000.00
Mr. E. B. Whitcomb 2000.00
Mr. Herbert Gottshall 1950.00
Miss MildredCumings 1850.00
Miss Hazel Warner 1850.00
Miss Francile Muck 1800.00
Miss Laura Schleman 1800.00
Miss Alice Sowers 1700.00
Miss Edith Sechler 1600.00
Miss Agnes Youmans 1700.00
Miss Eva Good 1800.00
Mr. Merle Touse 1650.00
Miss Elsie Flowers 1850.00
Miss Effie Travis 1600.00
Miss Eleanor Converse 1600.00
Miss Margaret Cadle 1600.00

1927-1928

Mr. O. H. Lowary, Superintendent 4300.00
Mr. R. O. Billett, Principal 3750.00
E. W. Morton 2200.00
F. E. Marvin 2200.00
Miss Mary Cumings 2200.00
Mr. E. B. Whitcomb 2100.00
Miss Elsie Flowers 1950.00
Miss Hazel Warner 1900.00
Miss Mildred Cumings 1950.00
Miss Eva Good 1900.00
Miss Francile Muck 1900.00
Miss Agnes Youmans 1850.00
Miss Alice Sowers 1900.00
Miss Esther Reynolds 1600.00
Miss Effie Travis 1800.00
Miss Norma Johnson 1500.00
Miss Margaret Cadle 1700.00
Miss Eleanor Converse 1700.00
Miss Evelyn Weit, Music 1900.00
Mr. Louis Corbat 2200.00
Miss Catheryne McMakin, Physical Ed. $1400.00
Mr. Russell Hull 1900.00
Mr. Lyle Kennedy 1900.00
Miss Frances Shipton 1650.00
Miss Ruth Snider 1600.00

1928-1929

Mr. C. C. Pierce, Superintendent 4500.00
Mr. O. F. Deetz, Principal 3200.00
Mr. Louis Corbat 2200.00
Miss Mary Cumings 2200.00
F. E. Marvin 2200.00
Mr. E. W. Morton 2200.00
Mr. E. B. Whitcomb 2100.00
Miss Mildred Cumings 1950.00
Miss Eva Good 1900.00
Mr. Lyle Kennedy 1900.00
Miss Francile Muck 1900.00
Mrs. Hazel Warner 1900.00
Mrs. Margaret Cadle 1700.00
Miss Norma Johnson 1500.00
Miss Effie Travis 1800.00
Miss Eleanor Converse 1700.00
Miss Frances Shipton 1650.00
Miss Esther Reynolds 1600.00
Miss Ruth Snider 1700.00
Miss Evelyn Wert, Music 1900.00
Miss Rosa Starr 1750.00
Miss Beulah Gerber, Nurse 1000.00
Mr. G. H. Elder 2200.00
Mrs. E. W. Morton, Librarian (Sec. Sem.) 1000.00
Francis Hendry, Band Director 1200.00

1929-1930

Mr. C. C. Pierce, Superintendent 4000.00
Mr. O. F. Deetz, Principal 3500.00
E. B. Whitcomb 2250.00
Miss Frances Shipton 1700.00
Miss Francile Muck 1950.00
F. E. Marvin 2250.00
Miss Mildred Cumings 2000.00
Miss Mary Cumings 2250.00
Mr. Louis Corbat 2250.00
Mrs. Margaret Cadle 1750.00
Miss Eleanor Converse 1750.00
Miss Eva Good 1950.00
Mr. Lyle Kennedy 1950.00
Miss Ruth Snyder 1750.00
Miss Rosa Starr 1800.00
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1930-1931

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1931-1932

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<tr>
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1932-1933 *

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<td>Mr. Ivan Hawk</td>
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*Note: Teachers were under week-to-week contracts during this year.
Miss Mary Cumings $54.48
Miss Mildred Cumings 48.56
Mr. Lester Dickey 48.56
Miss Coral Armstrong 36.85
Miss Anne Kennedy 37.90
Miss Alverna Koch 40.27
Mr. Theodore Cunningham 33.16
Miss Francile Muck 47.37
Miss Glenna Overholt 37.90
Mrs. Pearl Plumer 46.19
Miss Grace Wyman 36.85
Miss Verna Riley 31.98
Mr. Dale Smith 52.11
Miss Nancy Donaldson, Librarian 19.74
Miss Dorothy Straw 33.16
Miss Effie Travis 45.00
Mr. Wayne Pomfrey 39.08
Mrs. Hazel Warner 54.48
Mr. E. B. Whitcomb 54.48
Mr. Wallace Persons, Mathematics 32.90
Miss Mabel Lee, Art 36.72
Miss Margaret Lehmann 39.08
Miss Dorothy Lintner 36.72
Miss Winona Medaugh 47.37
Mr. R. K. Miller 50.93
Mr. Hendry, Band 15.79

1933-1934

Miss Alwilda Anderson 1449.72
Mr. A. L. Baumgartner 2425.00
Mr. Reign Bittner 1364.40
Miss Edna Cope 1321.92
Miss Mildred Cumings 1748.16
Mr. Theodore Cunningham 1193.76
Mr. Lester Dickey 1748.16
Mr. Ivan Hawk 1610.64
Miss Anne Kennedy 1364.40
Miss Alverna Koch 1449.72
Miss Francile Muck 1705.32
Miss Glenna Overholt 1364.40
Mr. Wallace Persons 1184.40
Mr. C. C. Pierce 3600.00
Mrs. Pearl Plumer 1662.84
Mr. Wayne Pomfrey 1406.88
Miss Verna Riley 1151.28
Mr. Dale Smith 1875.96
Miss Dorothy Straw 1193.76
Miss Effie Travis 1620.00
Mrs. Hazel Warner 1705.32
Mr. E. B. Whitcomb 1961.28
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1934-1935

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1935-1936

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1936-1937

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APPENDIX B
APPENDIX B

A REPRINT OF ALL COMMENCEMENT PROGRAMS OF PAINESVILLE HIGH SCHOOL FROM 1870 TO 1936

PAINESVILLE HIGH SCHOOL
COMMENCEMENT EXERCISES
Thursday P. M., June 30, 1870

Programme
Prayer
Music
Essay - The Shores of the Mediterranean
Declaration - Education
Essay - Reverie of a Graduate

Music
Declaration - Defense of the Union
Essay - Varieties of Character

Music
Essay - Change
Essay - What Shall I Plant in the King's Garden
Declaration - Evils of Ignorance

Music
Essay - Firmness in Duty
Essay - What Next?

Music
Poem - "Such a Sociable Time"
Essay - The Past and the Future

Music

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Presentation of Diplomas

Benediction

PAINESVILLE HIGH SCHOOL

COMMENCEMENT EXERCISES

Friday P. M., June 30, 1871

Music

Rusting Out
Fairies
Borrowers and Lenders

Frank Griswold
Carrie E. Marshall
Silas L. Thompson

"Toe the Mark"
The Spirit of Poetry
The Art of Keeping a Secret
Our New Master

Anna M. Clark
Alfred F. Mathews
Mary A. Smith
George C. Steele

Music

Hints
The Good Old Days
Shall We Study?

Charles O. Higgins
Mary F. Fisher
Albert C. Pepoon

Music

King Public and his Household
The Glory of the Heavens
Our Age and Work

Evelyn M. Cummings
Clara B. Ladd
Lucian B. Gibbs

Presentation of Diplomas

Class Song

Benediction
GRADUATING EXERCISES
of the
PAINESVILLE HIGH SCHOOL
Friday, June 28th, 1872
Order of Exercises

Music
Prayer
Music

Essay, Mediocrity
Essay, Fans

Music

Essay, The Mystery of Mind

Music

Essay, The Castle and the Prisoner

Music

Essay, Longfellow

Music

Essay, Cobwebs

Music

Essay, Book opens Book

Music

Presentation of Diplomas

Class Song

Benediction

* * * * * *
Class Song

Swiftly, time has borne us onward
To the hour when we must part,
Gladly would we turn it backward.
Joy and grief both fill our hearts;
Joy because we see the future
Bright and dazzling at our door—
Grief because the past is ever
Gone to be recalled no more.

Kindly now for years together
We've been working side by side;
But, at last, we can no longer
Drift together o'er life's tide.
We recall, with tender yearning,
All these joys forever o'er,
And it fills our hearts with sadness,
That we meet thus, never more.

In the future, faintly may be,
Gleams our life-work to our gaze.
If we work for "truth and triumph,"
We shall conquer life's dark maze;
But we turn with keen regretting
From the scenes we've loved so well,
And it brings a tear of sadness
Now to say our last farewell.

---

PAINESVILLE HIGH SCHOOL

Friday, June 27, 1873

GRADUATING EXERCISES

Programme

Music
Prayer
Music

Essay - Salutatory - Value of Purpose in Life - John H. Dayton
Essay - Wonders - E. Louise Collister
Essay - Buried Cities - Eunice A. Baker

Music
Essay - Influences of Early Training  
Essay - Inscriptions  
Essay - Destiny of our Nation  

Music  
Essay - Ghosts  
Oration - Success the Test of Effort  
Essay - Veneering  
Essay - Chance  

Music  
Essay - The Invisible Jailer  
Essay - Elements of Our National Strength  
Essay - Reflectors  

Music  
Discussion - Resolved, "That Capital Punishment Ought to be Abolished." Disputants - Aff., Frank J. Jerome; Neg., George B. Paine.  

Music  
Essay - Monarchs or Subjects?  
Essay - Valedictory - LIGHT  

Class Song  
Presentation of Diplomas  
Address to the Graduates  

Music  
Benediction  

PAINESVILLE HIGH SCHOOL  
Friday, June 26, 1874  
Graduating Exercises  
Programme  

* * * *
Salutatory
Essay - "It's so Common"

Essay - Adornments
Declamation - Extract From Channing

Essay - The Coming Race
Essay - Castles

Essay - Ideals

Discussion: Resolved, That the present Temperance Movement is fraught with More Evil than Good.
Disputants: Affirmative - Homer W. Bishop.
Negative - F. Ida Bacon

Valedictory

Class Song
Presentation of Diplomas

Music
Benediction

Class Song

Written by Homer W. Bishop

Time's revolving wheels have borne us
Thro' the happy, joyous past;
To the threshold of the Future,
Full of hope that long shall last.
We have striven long together,
Gaining knowledge year by year;
Now at last we've met to sever
All those ties that bind us here.
But 'tis hard to leave these school scenes,
With so many pleasures rife;
And our hearts are rent with sorrow,
Turning from this happy life.
Many joyous hours have ended,
Flown to dark oblivion's shore,
Bearing with them fadeless records,
Changeless now, forever more.

Sharp before us stands the future,
With a life all strange and new;
Banding, spreads the golden harvest,
Telling us there's work to do.
Ah! how swift the time is gliding!
Clear and sweet our motto rings;
In its spirit let us labor,
"Do, not dream of, noble things."

PAINESVILLE HIGH SCHOOL

Friday, June 25th

Graduating Exercises

1875

Programme

Music
Prayer
Music

Salutatory
Essay - History

Isaac J. Pierson
Mary E. Carter

Music

Essay - Unconscious Influence
Essay - From the Possible to the Real

Isaac J. Pierson
Nellie W. Green

Music

Essay - Art
Valedictory

William L. Lathrop
Nellie W. Green

Music

Presentation of Diplomas

Address to Graduates
Exercises of the Alumni

Music

Address before the Alumni  

Hon. T.W. Harvey

Music

Benediction

PAINESVILLE HIGH SCHOOL

Graduating Exercises

Wednesday, June 21, 1876

"Light, more Light."

Class of 1876
Kittie A. Baker #
Frank S. Bigler *
George M. Fisher *
Colbert H. Greer *
Lue E. Harvey *

Agnes Hine #
Laura T. Huntington *
Charles Loughridge #
Robert C. Moodey #
Celie M. Kurtz *

# Classical  # English

Programme

Music - Prayer - Music

Essay - The Fountain of Youth  
Kittie A. Baker

Oration - Our First Hundred Years  
Frank S. Bigler

Music

Essay - The Vein in the Marble  
Agnes Hine

Essay - The Battle of Marathon  
George M. Fisher

Music

Discussion - Is the Race Deteriorating?
Affirmative - Charles Loughridge
Negative - Robert C. Moodey
We are only in the dawning,
In the day-break of this life;
There is much of joy before us,
Much of sorrow, care and strife;
But our Sun is slowly rising,
Gilding shadows of the night,
And our youthful souls are lifted
By its holy, helpful light.

We are only ten in number,
We are young and weak we know.
Many'll be the clouds that gather
As we forth to battle go;
But our foes shall all be conquered,
By our swords of Truth and Right,
And our Sun, high in the Heaven,
Shines in splendor, with more light.

In the midst of raging conflict,
In the thickest of the field,
Let us follow our Good Leader,
He's our strength and He's our shield.
When battles all are ended,
When we falter in Life's Fight,
God will show us all His glory,
He will give us "Light, More Light."
PAINESVILLE HIGH SCHOOL

Commencement Exercises

Friday, June 22nd, 1877

"Hold fast that which is good."

Class of 1877
Stella H. Avery *
Mary R. Barrett *
Harry C. Brooks *

Agnes J. Child *
Henry I. Coe **
Geo. M. Marshall *

*Classical
**English

Valedictorian Chosen by Class

Programme

Music - Prayer - Music

Essay - Popular Ignorance
Harry C. Brooks

Essay - Woman as a Sovereign
Agnes J. Child

Music

Essay - Lanterns in Dark Places
Mary R. Barrett

Essay - Characteristic Features
Stella H. Avery

Music

Oration - Liberal Tendencies of the Day
Geo. M. Marshall

Oration - Incentives to Culture
Henry I. Coe

VALEDICTORY

Music

Presentation of Diplomas

Class Song
Stella H. Avery

We meet today, dear school-mates,
To sing our parting song;
We're full of hope and courage,
Our work has just begun;
And though we soon must sever,
Let each strive, day by day,
With hearts united ever,
Press on in wisdom's way.

We'll ne'er forget these school scenes,
Nor friends so kind and dear,
Sweet mem'ries with us linger
Of happy hours spent here;
But when life's duties gather,
May this, our motto, last,
And all with earnest effort
"That which is good, hold fast."

PAINESVILLE HIGH SCHOOL
Commencement Exercises
Thursday, June 20, 1878
"We live in deeds, not years."
Class of 1878

**Maggie M. Adams**
**Nellie G. Adams**
**George E. Andrews**
*Minnie F. Babcock*
*Mattie A. Bishop*
*Ida M. Carroll*
**Charles W. Durand**

**Julian J. Huntington**
**Willard J. Mead**
*Frank E. Morley*
*Fred C. Porter*
*Bella I. Pratt*
**Lillie C. Steele**
**Eliza Welch**

*Classical*

**English**

Valedictorian Chosen by Class

Programme

Music - Prayer - Music

Essay - Inventive Genius and Labor  
George E. Andrews
Essay - Nothing Insignificant  
Bella I. Pratt

Music

Essay - Method in Work  
Mattie A. Bishop
Essay - Customs  
Willard J. Mead
Essay - Antagonism  
Ida M. Carroll
Music

Essay - An Old Letter
Louise Wilkes
Essay - A Dream About Books and Authors
Minnie F. Babcock

Essay - The Philosopher's Stone
Eliza Welch
Essay - The Beginning and the Ending
Maggie M. Adams
Essay - Hope as an Incentive
Charles W. Durand

Essay - Superstition
Nellie G. Adams
Essay - Popular and Classical Music
Fred C. Porter
Essay - Inflation
Lillie C. Steele

Music

Essay - "What Can't be Cured must be Endured."
Frank E. Morley
Essay - The Coming Man - Valedictory
Julian J. Huntington

Presentation of Diplomas

Class Song

PAINESVILLE HIGH SCHOOL
Commencement
Class of 1879 -
Motto: "Deeds are Fruits: Words are but Leaves."
Thursday, June 26, 1879

Class of 1879
B. Frank Crofoot **
William A. Child *
Nathan T. Breed *
Rose M. Gilchrist **
Hattie E. Davis **
James C. Beardslee *

*Classical
**English

Programme

Music - Prayer - Music
Essay - Darkness Brings out the Stars  William A. Child
Essay - A Dismal Swamp  Rose M. Gilchrist

Music

Essay - Man and Nature  B. Frank Crofoot
Essay - A Busy Life  Hattie E. Davis

Music

Essay - The Mechanical Arts and Civilization  Nathan T. Breed
Essay - The Problem of Life, Valedictory  James C. Beardslee

Music

Presentation of Diplomas
Address to the Graduates
Music
Benediction

PAINESVILLE HIGH SCHOOL
Commencement
Class of 1880
"Nihil sine labore."
Programme
Music - Prayer - Music

Essay - Contributions of the New World to the Old  Walter W. Pratt
Essay - "More"  Sadie C. Bateham
Essay - "Know Thyself"  Alice Harrison

Music

Essay - Beneficial Effects of War  Charles T. Mehaffey
Essay - From Sunrise to Sunset  Rose M. Pomeroy
Essay - High Education and the State  Edward L. House

Music
Class Song

In Sheltered hall and school-room,
'Mid joys of school-time friends,
We've sought, as earnest students,
The light that wisdom lends;
We know our varied life-work
Will lead our paths apart,
And pausing on the threshold,
Regret fills every heart.

Wide lies the world before us,
A field of ripened grain
That waits the master's message
And the mower's hand and brain.
God gives us each a sickle,
And bids us enter in,
For part of that great harvest
No other hand can win.

There's nothing without labor,
E'er gained for truth and right,
And with the prize before us,
The harvest toil is light;
And when, our life-work ended,
The evening brings us rest,
May God's "well done" be given
To crown us with the blest.
PAINESVILLE HIGH SCHOOL
Commencement
Class of 1881
"Onward."
Wednesday, June 22, 1881
Programme
Music - Prayer - Music

Essay - Yeast
Essay - Face Making
Essay - Smooth Sailing Makes Poor
Seamen

Music
Essay - The Pilgrim Fathers
Essay - American Oratory
Essay - Fashion in Feasting

Music
Essay - The Gift and the Giving
Essay - Man's Inhumanity
Essay - Woman in Art

Music
Presentation of Diplomas
Benediction

Class of 1881

Classical
Field W. Swenzey
Luna Buys
Leora B. Seymour

Mary L. Gray
Alice H. Searl
Lillian E. Kurtz

English
Una W. Holcomb
Maynard W. Turner
Lucy N. Carroll

Anna Jefferson
Louisa S. Malin
Compliments of Senior Class
PAINESVILLE HIGH SCHOOL
June 21, 1882

An Hour with the English Novel

Departments of English Literature
Character Forming
Growth of the Novel
"A Dream of Fair Women"
Scott, a Teacher of History
A Character Painter
The Reformer
Our Own Writers
A Problem
Novel Reading

"Pursuits Become Habits"

Class of 1883

Commencement Exercises of the
PAINESVILLE HIGH SCHOOL
at Childs Hall
Thursday, June 28, 1883
2 o'clock
"Work and Win"

Program

Music - Prayer - Music

Oration - Responsibility for Citizenship
Essay, An Outlook
Essay, Take Aim
Essay, Afloat

Music

Essay, Stone in the Road
Oration, False or True
Essay, Hope
Essay, "For Thyself"
Commencement Exercises of the
PAINESVILLE HIGH SCHOOL
Tuesday, June 24, 7:30 P. M.

Program

Music - Prayer - Anthem

Oration, "Principle, Not Party"
Essay, "Make Ready Thy Distaff and Spindle and God will send Thee Flax"
Oration, "Wendell Phillips"
Essay, "The Divine Huntress"

Music

Song of the Hop Pickers
Philip

Essay, "Ghosts of Departed Hours"
Oration, "The Position of the American Lawyer"
Essay, "Green Pastures and Still Waters"

Music

Gloria (12th mass)

Essay, "Iconoclasts"
Oration, "Mobs and Mob Spirit"
Essay, "Delusions"
Oration, "Who are the People?"

Music

Sweet Memory

Harry G. Beardslee*
Elizabeth M. Burridge#
Frances M. Brown#
Martha Haskell#
Commencement Exercises of the 
PAINESVILLE HIGH SCHOOL 
at Congregational Church 
Wednesday, June 24, 1885 
7:30 P. M.

Program

Music    To God on High    Chr. H. Rinck

Salutatory
Essay, "Girolamo Savonarola"
Essay, "Shooting Stars"
Oration, "Two Naval Heroes"

Music    "Soldier's Choruc"	Gounod's "Faust"

Essay, "Be Conceited and you will be Happy"
Oration, "The Nobility of Labor"
Essay, "Why"
Oration, "The Dangers of Immigration"

Music    "O'er Forest, O'er Mountain and Meadow," From "Mose in Egitto."

Essay, "Aftermath,"
Oration, "The Classics: From a High School Standpoint"
Essay, "An Ancient Poet"
Music  "Let the Hills and Vales Resound"
       Brinley Richards
Recitation, "Ritter Toggenburg"                Grace W. Trumbull
Essay, "Humorists"                              Agnes Boalt
Oration and Valedictory, "The World's
       Conquerors"                                       Harry W. Woodward
Music  "Night, O Sacred Night"      Fr. X. Chwatal
Presentation of Diplomas
Benediction
Class of 1885
Claire F. Luther                             Mary J. Paine
Harry W. Woodward                        Agnes Boalt
Donald Reynolds                                   LITERARY
Albert G. Dickinson                             Henry McFarland
Grace W. Trumbull                                Margaret Daniels
Grace A. Hough                                   Hattie L. Robinson
                                   Nellie Brick

MOTTO
"Nondum est finis"

Commencement Exercises of the PAINESVILLE
HIGH SCHOOL at Congregational Church
Tuesday, June 22, 1886
7:30 P. M.

Program
Anthem - Send Out Thy Light    Gounod
Prayer
Salutatory
Oration, "Gladstone"
Essay, "Plodders"
Essay, "A Sketch from the Fifteenth
Century"
Music  Were I the Nightingale    Hay
Essay, "Vergilius, Naturae Poeta"  Flora E. Breed
Essay, "Bassanio's Choice"  Mary A. Brick
Essay, "The Blessing of Books"  Lily E. Kendrick
Oration, "The Inefficiency of the Navy"  Fred A. King

Music  The Heavens are Telling  Hadyn
Essay, "Memories of Mediterranean"  Mary L. Trumbull
Essay, "Luck"  Laura F. Post
Essay, "The Angel in the Marble"  Lottie F. Coe

Music  Jack Frost  Alfred R. Gaul
Essay, "Genes in Literature"  Agnes E. Laracy
Essay, "Popular Taste"  Alma Steele Paige
Oration and Valedictory, "Earnestness"  J. C. Hathaway

Music  Oh! Italia Beloved  Donizetti
Presentation of Class - Supt. James H. Shepherd
Presentation of Diplomas
Benediction
Motto: "Esse quam videri"

Class of 1887
Program
Music

Salutatory
Oration, "Two Civilizations"  John H. Curtiss
Class History  E. Jay House
Declamation, "The American Scholar"  Matie E. Storrs
Essay, "The Progress of Education"  Charles E. Booth

Music  May E. Sullivan

Class Poem, "School Memories"  Minnie Stockwell
Oration, "Parnell"  Ozie N. Brainard
Class Prophecy  Margaret W. Cole
Address to Undergraduates  Mildred E. Armstrong

Music
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Class of 1888

PAINESVILLE HIGH SCHOOL

Tuesday Evening, June 19, 1888

Program

Music

Salutatory Essay, "Pearls Lie Deep"
Oration, "The Compromises of our Government"
Essay, "Enthusiasm"

Music

Essay, "White Lies"
Oration, "Climatic Influence"
Essay, "One Note Wrong"
Oration, "Martyrdom"

Music

Essay, "The Hero of Winchester"
Essay, "The Poet's Mission"
Oration and Valedictory, "America's Peril"

Music

Presentation of the Class, Supt. Geo. W. Ready
Presentation of Diplomas, Hon. Perry Bosworth

Benediction

Class of 1889

"Honor Pro Honoribus"

Program

March

Prayer

Orchestra

C. Ralph Tuttle
Elnora L. Keener
Paul M. Lincoln
Lena Belle Upham
Orchestra

Cora Lynn Pitcher
Martin A. Tuttle
Carrie Belle Webb
C. Ralph Tuttle
Orchestra

Margaret L. Sullivan
Sadie Everitt Post
Charles W. Stage
Orchestra

Germania Orchestra
Commencement Exercises of the PAINESVILLE HIGH SCHOOL AT the Congregational Church, Tuesday, June 24, 1890 7:30 P. M.

Program

Grand March

Invocation

Overture - "Mazeppa"

Oration, "My Relation to the State"
Essay, "The Development of Principle"
Essay, "Nursery Rhymes"
Oration, "The Nation's Wards"

Presentation of Diplomas

Benediction

Music

Salutatory
Oration, "Evil of Standing Armies"
Essay, "Beacon Lights"
Oration, "The Federal Convention"

Essay, "Honor pro Honoribus"
Oration, "John Bright"
Essay, "Lake Erie"

Oration, "Danger Ahead"
Essay, "Why Distance Lends Enchantment"
Oration, "American Flag"

Essay, "Man Wanted"
Essay, "Adam and Eve"
Oration and Valedictory, "Is Patriotism on the Decline"

Music

Germania Orchestra
Jessie Wells Bunnell
Willard C. Harrison
Glenn Hemenway
Robert C. Rogers

Germania Orchestra
Mary L. Malin
Herbert B. Harrison
Catherine F. Condon

Germania Orchestra
George W. Baptiste, Jr.
Eva D. Upham
Jessie Wells Bunnell

High School Chorus
Grace L. Pratt
Ada B. Doty
Albert R. Green

Germania Orchestra

Germania Orchestra

Harry M. Childs
Helen Gertrude Shelby
Henrietta B. Storrs
Harry R. Collacott
Duett - For Cornet and Trombone

Essay, "Who is Who?"
Essay, "Harriet Beecher Stowe,"
Oration, "The Social Waste of Great Cities"
Essay, "Hidden Treasure"
Essay, "As We Appear to Others"
Oration, "The Strength of Mormonism"

Selection - "Bohemian Girl"

Essay, "Conquest"
Essay, "Nature Abhors a Vacuum"
Oration, "Henry M. Stanley"
Essay, "Three Talismanic Words"

Gavotte - "Whispered Love"

Essay, "Bread Winners"
Essay, "Truth, Crushed to Earth, Shall Rise Again"
Oration, "The Centralization of Wealth"
Essay and Valedictory, "All the World's a Stage"

Overture - "The Diamond"

Presentation of Diplomas

Benediction

Class Motto: "Spectemur Agendo"

PAINESVILLE HIGH SCHOOL, Class of 1891

Tuesday, June 23, 7:30 P. M.

Programme

Music March and Overture  Beck's Orchestra

Invocation

Rev. T. H. Armstrong

Essay, The Language of Nature
Essay, The Wind and Whirlwind
Oration, Our Opportunities
Essay, Grapes
Essay, "Dum Vivimus, Vivamus"
Commencement of the PAINESVILLE HIGH SCHOOL,
Tuesday Evening, June 21, 1892, 7:30 P.M.
Congregational Church
Program

Music
Oration, Mind or Money
Essay, Wrecks
Oration, Life of the American Republic
Essay, Hobbies
Oration, Our Nation's Birthright

Music
Essay, Night Brings out the Stars
Essay, The Good Old Times
Oration, The Importation of Ruin
Essay and Valedictory, Marked Men

Music
Presentation of Class, Superintendent Geo. W. Ready
Conferring of Diplomas, President of the Board, S. L. Thompson

Benediction
Motto: "Dum Vivimus, Vivamus"

Beck's Orchestra
George E. Allen
Bertha W. Rickett
Jessie M. Turney
Gertrude A. Perry
Mary A. Killcawley

Beck's Orchestra
Hettie A. George
Katharine E. Hover
Harry H. Tuttle
Florence L. Burnham

Commencement of the PAINESVILLE HIGH SCHOOL,
Tuesday Evening, June 21, 1892, 7:30 P.M.
Congregational Church
Program

Opera Faust
March High School Cadets

Prayer
Salutatory
Essay, Luck or Perseverance?
Oration, The Spirit of the Age
Oration, The War Cry
Overture College Songs

Essay, What Fools These Mortals Be!
Essay, What O'Clock is it?
Oration, A Persecuted Race
Essay, Parents, Obey Your Children

Gounod
Sousa

Rev. P. W. Sinks
Alice Jeannette Condon
Gertrude Hough
Wm. W. Luce
Mary Carlisle Tuttle
Moses

Elizabeth E. Crossette
Helen Amorette Hopkins
John B. Malin
Alice Jeannette Condon
<table>
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<tr>
<th>Essay, Voices</th>
<th>Oration, The Workman Dies, but the Work Goes on</th>
<th>Oration, Art the Handmaid of Religion</th>
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<tr>
<td>Essay, Art the Handmaid of Religion</td>
<td>Oration, The Highest Aristocracy</td>
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<td>Overture</td>
<td>Plantation Melodies</td>
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<td>Oration, Commerce is King</td>
<td>Essay, Which is the Girl of Today?</td>
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<tr>
<td>Essay, A Plea for the Traitor</td>
<td>Oration, A Plea for the Traitor</td>
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<tr>
<td>Valedictory, The Typical American Music</td>
<td></td>
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</tr>
</tbody>
</table>

**Presentation of Class, Superintendent Geo. W. Ready**

**Presentation of Diplomas, S. L. Thompson, President of the Board of Education**

**Benediction**

**Music by Beck's Orchestra**

"Wie die Arbeit, so der Lohn"

**Commencement Exercises of the PAINESVILLE HIGH SCHOOL**

**Tuesday, June 20, 1893, 7:30 P. M. (Standard)**

**Congregational Church**

**Programme**

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<th>Invocation</th>
<th>Chorus, Gloria</th>
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<td>Salutatory, Sobriquets</td>
<td>Essay, Errors of Justics</td>
<td>Essay, Commencement</td>
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<tr>
<td>Essay, Counterfeit History</td>
<td>Piano Solo, Selected</td>
<td>Essay, Moody or Merry, Which?</td>
</tr>
<tr>
<td>Cration, Success</td>
<td>Essay, What Are We Doing?</td>
<td>Solo and Chorus, Inflammatius</td>
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<table>
<thead>
<tr>
<th>Mr. Geo. Austin</th>
<th>Rev. Geo. A. Lord</th>
<th>Choir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth E. King</td>
<td>Helen Ruth Lynch</td>
<td>Minerva Belle Magargil</td>
</tr>
<tr>
<td>Bertha Green</td>
<td>Merton S. Osborne</td>
<td>Lena Louise Cone</td>
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<td>Jessie Florence Perry</td>
<td>Mr. H. C. Brooks</td>
<td>Alnette Andre</td>
</tr>
<tr>
<td>Oren R. Cleveland</td>
<td>Ethel Lilian Rickette</td>
<td>Mrs. F. P. Pratt and Choir</td>
</tr>
</tbody>
</table>
Commencement Exercises of the PAINESVILLE HIGH SCHOOL
Tuesday Evening, June 19, 1894, Congregational Church

Programme

Overture, "Enderia"
March, "American Cadet"
Invocation
Salutatory, "Buckeyes"
Essay, "Orations in Stone"
Essay, "The Power of an Idea"
Essay, "When My Ship Comes in"
Essay, "King Public and His Household"

Reverie, "Twilight Shadows"

Oration, "Migration"
Essay, "H2O"
Essay, "Echoes"
Essay, "The Wand of Enterpe"

Concerto for Cornet from Maritana
Mr. J. Wylie Powers

Griswold
Hall
Rev. Perry Wayland Sinks
Blanche Belle Murray
Evah May Manchester
Jessie Louise Wakelee
Frances George
Emma Celia Rochat
Ripley

Robert Harper
Jessie Elizabeth Hopkins
Florence House
Mary Agnes Merrill

Hattie Pearl Card
Anna Murray
Maude Harrington
Mary Elizabeth Stewart
March "The Telephone"  
Voelker

Essay, "Every Flow has its Ebb"  
Oration, "God's Women"  
Essay, "Old Saws Re-edged"  
Valedictory, "Blinders"  

Presentation of Class, George W. Ready, Supt.

Delivery of Diplomas, S. L. Thompson, President of the Board

Benediction

Class Motto:

"Out of the Harbor into the Sea"

Music by the Citizens' Band, Painesville

Commencement Exercises of the PAINESVILLE HIGH SCHOOL
Congregational Church, Tuesday Evening, June 18, 1895

Programme

Grand March (Organ)  
Invocation  
Music, "Now Tramp o'er Moss and Fell"

*Salutatory
Oration, Partyism versus Patriotism
Essay, A Plea for an Elevator
Essay, Yesterday
Essay, Today
Essay, Tomorrow

Music, Vocal Solo, "I am a Merry Zingra"  
Miss Gertrude Mills
Rev. J. R. Mills

Miss Leita G. Hickok and Chorus
Laura Josephine King
Edward Barto George
Esther Louise Andrews
Mattie Anna Taylor
Eva Louise Kenny
Harriet Belle Storrs

Essay, Victories of Peace
Oration, Alexander Hamilton
Essay, As Others See Us
Oration, Our National Flower
Oration, Beyond the Alps Lieth Thine Italy

Music, "Were I a Nightingale"  
Miss Leita G. Hickok

Mary Gertrude Cleary
Gilbert Martin Shelby
Annie Lavinia Gould
Virginia Marguerite Wright
Bernice Anna Allen

Miss Laura Gray and Chorus
Essay, "H.H.
Essay, The Power Behind the Throne
Oration, List to Nature's Teachings
Essay, Put on Your Coat of Armor

Music, Trio, "The Fisher's Return"
Miss Gray, Mrs. B. E. Chesney, Mr. J. Powell Jones

Essay, Beneath the Surface
Discussion, Resolved, That the United States Should Place
its Army and Navy on a Basis with Other
Great Powers

Essay, Uncrowned Queens
Essay, Breathing Thoughts

Music, "The Soldier's Chorus," (Faust) Chorus

Essay, Castle Hope
Essay, Wanted- Power
Essay, Our First Woman President
Vocal Solo, The Wanderer's Song
(Schumann)
Oration, The Baggage of Virtue
Essay, Wonders of the Imagination
Oration, Progress and Prejudice
Valedictory, The Power of Faith

Presentation of Class, Superintendent Geo. W. Ready

Presentation of Diplomas, Charles A. Moodey, President
of Board of Education

Benediction

#Excused

Class of 1895

Laura Josephine King
Ada Emily Lord

Latin Scientific Course

Esther Louise Andrews
Bernice Anna Allen
Ralph Gray Babcock
Elizabeth Nestor Connors
Mary Gertrude Cleary
Fred S. Greene
Edward Barto George

Gertrude Mae Wakelee
Literary Course

Jessie Mildred Corlett
Sadie Anna Denasmore
Edward Arthur Doolittle
Anna Marie Dowling
Annie Lavinia Gould

Ray Maurice Wilson

Motto: "Sauviter in Modo, Frotiter in Re."

PAINESVILLE HIGH SCHOOL, Commencement Exercises
Congregational Church Tuesday, June 23, 1896

Program

Organ Voluntary and March
Invocation
Salutatory, Faces
Oration, Our Palladium
Essay, Our Nation's Birthright
Essay, Dark Days
*Essay, The Common Path
*Oration, Architects of Fate
  Bridal Chorus (Cowen)
Oration, The Anglo Saxon
Essay, Paint with Fast Colors
Essay, Walking and Walkers
Essay, Superstition
*Essay, What is Fate?
*Oration, The Hero of the Twentieth Century, Ralph Clarke
  Duet, I Feel Thy Angel Spirit (Hoffman)
  Mrs. F. P. Pratt and Mr. J. Powell Jones
Oration, Victories of Peace
Oration, The Sense of Nonsense
Essay, Other Worlds
*Essay, The Essential Virtue
*Oration, The Keynote of Greatness
*Essay, His Majesty the Writer
  Solo, Let All Obey (Leach)
Oration, Work Without Weariness
Essay, Parts Taken by Life's Players
Essay, Mimicry
*Oration, Fossils
Oration, The Constitutional Convention of 1787
  Quintette, Moonlight (Fanning)
Essay, Two Points of View
Oration, We Will Find a Way or Make One

Miss Jessie Wakelee
Dr. A. R. Chapman
Kittie Eliza Reynolds
Stephen Andrews, Jr.
Grace Wyman
Mary Emma Woodward
Blanche Welch
Franz Childs Warner
Glee Club
Clarence Arthur Greene
Myrtie Marion Simons
Nettie May Barnes
Lucy Agnes Dowling
Angie Downing
William Oren Doolittle
Joanna B. Kilcawley
Nellie Irene McCarthy
Stella Manning
Bartlett Carlton Shepherd
Virginia Lucile Allen
Webster Shaw
George Douglas McGwinn
Emma J. Rice
Eldenah N. Basquin
Albin Lord
Frank Shepard
Maree E. Wass
Essay, Winter's Magic
*Oration, The Monroe Doctrine
*Oration, The Pillar of State
Part Song, Good Night, Beloved (Pinzuti) Glee Club
Essay, Before and After Taking
Essay, Is Change Progress?
Oration, The Patriot of Today
Valedictory, The Closing Scene

Presentation of the Class, Supt. G. W. Ready

Delivery of Diplomas, Chas. A. Moodey, President of Board of Education

Benediction

Class of 1896

Classical
Ralph Clarke
Dean Colbert Mathews
Emma Jane Rice
Grace Elaine Wyman

Latin Scientific
Lucy Eudora Bail
Eldenah N. Basquin
Nettie May Barnes
Angie Evelyn Downing
Clarence Arthur Greene
Ida Janette Gilchrist
Joanna B. Kilcawley
Richard Henderson Lapham
Stella Genevra Manning
Nellie Irene McCarty
George Douglas McGwinn
Kittie Eliza Reynolds
Katherine Bolt Slocum
Mary Emma Woodward

Literary
Virginia Lucile Allen
Stephen Andrews, Jr.
Lucy Agnes Dowling
William Oren Doolittle
Harrietta Hardy
Albin Henry Lord
Myrtie Marion Simons
Anson Webster Shaw
Ralph Norman Snell
Frank Eugene Shepard
Bartlett Carlton Shepherd
Franz Childs Warner
Maree E. Wass
Blanche Welch

Motto: Aut Viam Reperiemus Aut Faciemus
Commencement Exercises, PAINESVILLE HIGH SCHOOL

Baptist Church, Friday Evening, June 18, 1897

Programme

Organ Voluntary
Chorus, "Gloria"
Invocation

Solo obligato and Chorus, "O'er Forest and Meadows,"
(Rossini) Miss Alta Charter and Chorus

Salutatory, The Evolution of the Gentleman
Essay, Women in Fiction
Essay, Household Angels
Essay, The Will and the Way
Oration, The Orator in History
Essay, Fences
Lullaby, "Bye-lo-land," Future Graduates
Oration, A Newspaper Age
Essay, The Power of Expression
*Oration, Arbitration
Essay, Folk-lore
Essay, Forget-me-nots
Oration, The Turk

Piano Solo: Soiree de Vienne, Schubert-Liszt
Miss Klarla Frank

Essay, An Apple
Essay, A Great Abolitionist
Essay, A Plea for Xantippe
Oration, What Next!
Essay, Whiling Away Time
Vocal: a) Patti Waltz Song  b) There, Little Girl, Don't Cry

Miss Alta Charter

Essay, Historic Ships
Oration, The Golden Thread of History
Essay, Half Listening
Essay, The Aristocracy of Brains
Valedictory: The Gift of Prometheus

Presentation of Class, Superintendent Geo. W. Ready

Presentation of Diplomas, Charles A. Woodey, President of the Board of Education

Benediction

*Excused
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Class Roll, 1897

Classical Course

Roland Martin Jones
Minerva Peet Lowman
Nellie L. Warn

Latin Scientific Course

Lucetta Frances Crofoot
William T. Coade
Alice June Emerson
Madge Harper
Alice Celeste Lynch

Jessie Fountain Lapham
Lovincy Moran
Eva Lovina McManus
Harriet Olive Palmer
Julia Blanche Wolff

English Course

Oliver P. Chapman
Jewel Cresencia Detzel
Rosa Frances Detzel
Ralph Eugene Gregory
Caspar Harris

Ruth Agnes King
Katherine C. Murphy
Harry James Whiting
Guy Wyman

"Not Finished, but Begun"

PAINESVILLE HIGH SCHOOL, Annual Commencement

Congregational Church, Friday Evening, June 17, 1898

Program

March, Organ
Invocation
Anthem, Seek Ye the Lord

Salutatory, Simon says, "Thumbs up"
Oration, A Forgotten Hero
Essay, Our State
Oration, American Genius
Oration, Advantages of the Country

Action Song, The Owls
Pratt

Essay, Yankee Doodle
Essay, The Majesty of Trifles
Essay, The Coming Race

Oration, The Search for the North Pole

Essay, The Present Age

Miss Jessie Wakelee
Rev. F. B. Avery
High School Chorus

Maude Anderson
Frank Penrhyn Stone
Minnie A. Creedon
Albert M. Warn
Will E. Hadden

Future Graduates

Stella Dorothy Curtis
Edna E. Jones
Wilhelmina Ernestina Joughin
Harry Sterling Moodey
Frances Evangeline Ferron
Part Song, Merry June (Vincent) Ladies Club

Oration, The Wonders of Yosemite
Essay, Heroes in Homespun
Oration, Two Famous Voyages
Essay, Broken Threads
Essay, Lights that Never Die

Joseph O. King
Lucy May Densmore
Leroy A. Webb
Laura Jarvis Lapham
Augusta Wells Spencer

Chorus, The Soldiers' Chorus (Faust) Boy Choir

Oration, The Use and Abuse of Athletics James G. Woodward
Essay, Opportunities of America Mercy L. Doty
Essay, The Art of Conversation Ethel Laura Jayne
Essay, Stories in Stone Grace Louise Rochat
Oration, The Obstructionist Thomas Wyman

Part Song, Spring's Delights (Muller) Male Club

Essay, Our Silent Friends Grace Lincoln
Oration, The Puritan in American History Harry B. Nichols
Essay, Was Julius Caesar a Patriot? Katherine Mosher
Essay, A Golden Age Nellie Maude Rogers

Patriot Chorus, The American Flag (Marshall) High School Chorus

Oration, The True Citizen Arthur G. Woodford
Essay, A Plea for Art in our New High School Edna McGwinn
Oration, the Evolution of Truth Wade O. Hulbert
Valedictory, The Modern Diogenes Carlotta Maynard Osborne

Presentation of Diplomas, Chas. A. Moodey, President of the Board

Presentation of the Class, Geo. W. Ready, Superintendent

Benediction

Class of 1898

Classical

Wale Oakley Hulbert

Latin Scientific

Maude Jeanette Anderson
Minnie A. Creedon
Mercy Lourette Doty

English

Stella Dorothy Curtis
Lucy May Densmore
Frances Evangeline Ferron
THIRTY-SECOND ANNUAL COMMENCEMENT
PAINESVILLE HIGH SCHOOL
High School Auditorium
Friday Evening, June 16, 1899

Program

Music, Selection from Faust
Prayer
Salutatory
Essay, A Glimpse of Emperor William
Essay, Illustrations of Preparation
Essay, Individualism

Music, Morceau Characteristique--Dawn of Love, Bendix

Debate--Resolved, That the United States Should Adopt
the Policy of Expansion.

Affirmative:
Edwin Parker King
Charles Lloyd Wyman

Negative:
George Emerson Crofoot
George Morgan Callander

Music--March, Charlatan, Sousa

Essay, The Power of a Picture
Oration, Recent Marvels of Science
Essay, The American Magazine
Essay, The Wonders of the Ocean
Essay, Some of Shakespeare's Women

Music--Serenade, Old Church Organ, Chambers
Oration, One of Freedom's Martyrs
Essay, The Educational Theory of "The Princess"
Fred Lloyd Tuttle
Mabel Gertrude Corkins
Annie Carrie Bliss
Margaret May Perry
Williard Eugene Stanton
May Eliza Williams

Essay, The American Woman
Essay, Titles
Oration, A Great Leader
Essay, Historic Bridges

Mabel Gertrude Corkins
Annie Carrie Bliss
Margaret May Perry
Williard Eugene Stanton
May Eliza Williams

Music--Descriptive, Mill in the Forest, Eilenberg
Essay, A Bit of Glass
Oration, The Duties of the Press to the Public
Ethel M. Buck
Percy W. Tinan
Ethel Irene Bartlett

Essay, Our Newsboy
Oration, The Compromises of the Constitution
Harry T. Nolan

Music--Intermezze, Cavalleria Rusticana, Mascagni
Essay, Joe Jefferson
Oration, Machine Politics
Essay, The Decline of the Hapsburgs
Valedictory
Eva Lee Baker
Charles W. Fuller
France J. Hemenway
Klara Elisabeth Frank

Presentation of the Class, Superintendent W. W. Boyd
Delivery of Diplomas, Charles A. Moodey, President of the Board of Education

Music--March, Under the Double Eagle, Wagner
Music by the Citizen's Band

Class Roll
1899

Classical Course
Annie Carrie Bliss
Ralph Waldo Emerson
Charles William Fuller
Percy W. Tinan

Latin Scientific Course
Eva Lee Baker
Ethel M. Buck
Klara Elisabeth Frank
Lea Aurora Fiske
Charles William Fuller
Martha Brewster Higgins
Helen Laura Lynch
Ethelynne Fountain Snell
Williard Eugene Stanton
Fred Lloyd Tuttle

Charles Lloyd Wyman
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Literary Course

Mabel Gertrude Corkins
George Morgan Callander
George Emerson Crofoot
Frank Alvin Dow
Kathryn Marie Dowling
Clara Davies

Maude Celestia Ferron
France J. Hemenway
Edwin Parker King
Harry Thomas Nolan
Margaret May Perry
May Eliza Williams

THIRTY-THIRD ANNUAL COMMENCEMENT
PAINESVILLE HIGH SCHOOL

Thursday and Friday Evenings, June 14th and 15th, 1900
High School Auditorium

A SYMPOSIUM ON WASHINGTON, D.C.
(Program, Thursday Evening, June 14th)

Overture, Home Circle
March--Folies--Bergere
Prayer, Rev. F. M. Hungate

Schlepegrell
Lincke

Introduction of the Class
Salutatory
Our Trip to Washington
The District of Columbia
Streets and Residences of Washington

Principal F. H. Kendall
Mabelle Chapelle Anderson
Helen Phillips Harrington
Mona Joughin
Eleanor Loomis

March--Ben Hur Chariot Race
Paull

THE CAPITOL:
The Grounds
The Rotunda
The Senate Chamber
The Hall of the House of Representatives,
The Supreme Court Room

Eva F. Collier
Forestine Gilmore Sanford
Mary Grace Norman
Bessie Mae Knight
Mabelle Chapelle Anderson

Characteristic--Dawn of Love

Gebest

The National Statuary Hall
The Mural Decorations
A Trip to the Dome
A View from the Top of the Dome

Marion Josephine Rider
Blanche Ellen Webster
Ora M. McManus
Kate H. Bernhardt
March--Mississippi Side Step

THE ENVIRONS OF WASHINGTON

The Arlington National Cemetery
Arlington, The Home of General Robert E. Lee
The Old Christ Church at Alexandria
Mount Vernon--Then and Now
The Tomb of Washington

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THIRTY-THIRD ANNUAL COMMENCEMENT, 1900, Friday

Evening, June 15th

Program

A SYMPOSIUM ON WASHINGTON, D. C.

(Continued)

Overture--The Contest
March--Iroquois Club
Prayer

THE CONGRESSIONAL LIBRARY:

The Exterior
The Stair Hall
Some Interesting Mosaics
The Reading Room

March--A Warm Reception

The Visitors' Gallery
The Operation of the Library

The United States Navy Yard
The Patent Office
Monuments in Washington

Polka Characteristic--Dawn of Love, Gebest

THE WHITE HOUSE:

Its Exterior
Its Interior
The President's Reception

The Treasury Building

Berliner

Clyde H. Judson
John D. Walleau
Nellie Mae Dingley
Maude Olive McConnell
Marcus G. Roberts

Muller
Clauder

Rev. A. F. Skeele

Nellie Minerva Corlett
J. Willis Dunham
Florence Abigail Allen
Harry Flanagan

Anthony

Jessie D. Shattuck
Howard J. Wheeler

Lisbeth Gertrude Curtiss
George R. Moodey
Marion Esther Markham

Gertrude Bingham Carpenter
Carrie Jeanetta Mason
Lula Pearl Rice

Lida Elizabeth Landphair
March--Ben Hur Chariot Race

The National Museum
The Mall
The Smithsonian Institute

VALEDICTORY--The Washington Monument

Presentation of the Class, Supt. W. W. Boyd

Delivery of Diplomas, Charles A. Moodey, President
of Board of Education

Benediction

March--Ice Palace,

Class of 1900

Classical Course

Ora McManus

Latin-Scientific Course

Florence Abigail Allen
Mabelle Chapelle Anderson
Gertrude Bingham Carpenter
Eva Francis Collier
Flora Cordelia Cook
Nellie Minerva Corlett
Mabel Edith Curtiss
J. Willis Dunham
Helen Phillips Harrington
Clyde H. Judson
Lida Elizabeth Landphair

Florence Abigail Allen
Mabelle Chapelle Anderson
Gertrude Bingham Carpenter
Eva Francis Collier
Flora Cordelia Cook
Nellie Minerva Corlett
Mabel Edith Curtiss
J. Willis Dunham
Helen Phillips Harrington
Clyde H. Judson
Lida Elizabeth Landphair

Mary Eleanor Loomis
Marion Esther Markham
Carrie Jeannette Mason
Maude Olive McConnell
George R. Moodey
Mary Grace Norman
Lula Pearl Rice
Marcus G. Roberts
Forestine Gilmore Sanford
Jessie D. Shattuck
Blanche Ellen Webster

English Course

Kate Bernhardt
Lisbeth Gertrude Curtiss
Nellie Mae Dingley
Florence E. Ferron
Harry Flanagan
Mona Louise Joughin

Kate Bernhardt
Lisbeth Gertrude Curtiss
Nellie Mae Dingley
Florence E. Ferron
Harry Flanagan
Mona Louise Joughin

Bessie Mae Knight
Marion Josephine Rider
G. Vernon Shaw
Howard J. Wheeler
John D. Valleau
THIRTY-FOURTH ANNUAL COMMENCEMENT OF THE PAINESVILLE HIGH SCHOOL in the HIGH SCHOOL AUDITORIUM, Friday Evening, June 14, 1901

Programme

Overture--Silver Bell
March--The Pacemaker
Invocation
Music--Charistique, Fan Tan
Salutatory
Class History
Essay, The American Girl
Essay, Lessons from American History
Medley Overture--Harvest Days
Essay, Chimes from Many Bells
Class Poem
Essay, The Holy Grail
March--Creole Bells
Oration, The Advancement of the Working Classes,
Essay, Three Scenes
Essay, The Power of the Poet
Spanish Waltz--El Paso
Oration, Genius
Class Prophecy
Essay, A Bit of Evolution
Farewells
March--Mah Butterfly
Presentation of the Class, Superintendent W. W. Boyd
Delivery of Diplomas, Mr. C. A. Moodey, President of the Board of Education
Benediction
March--Folies Bergere, Linche

Music by Miller's Orchestra
Class of 1901

Classical Course

Bertha R. Barden
Edwin H. Hawley
Eva Josephine Lord
Addie Electa Nye
Herbert A. Sturges

Latin-Scientific Course

Lola Armstrong
George F. Barnett
Alice Edwards Barnes
Carlie May Boyd
Helen Mildred Booth
Ada May Bradway
Katharine Coade
Mayme E. Carter
Etta Maude Dale
Grace M. Graves
Agnes Marie Hine
Clyde C. Hadden
James F. Lincoln

English Course

Henry Dalton Anderson
Helen Marietta Baker
Lena Marion Baker
Frances Brick
Georgia E. Connell
Frederick N. Downer
Florence Etta Dunn

Helen Dennison Shepherd
Bessie Gertrude Salked
Florence M. Wesey
Mary Louise Warn

Helen Ona McKeowan
Mary Moodey
Maude Lucille Norton
Grace Edith Nichols
Katharene Margaret O'Leary
Florence Marrion Potts
Luella Whitney Reynolds
Elizabeth Agnes Rider
Mabel Clare Stone
George W. Todd
Kenneth B. Ward
Katharine Belle White
Katharine Tracy Warren

THE THIRTY-FIFTH ANNUAL COMMENCEMENT OF THE PAINESVILLE HIGH SCHOOL, Friday Evening, June 13, 1902

Programme

Music

Invocation

Rev. Hunter Davidson

Salutatory, "The United States as a World's Power,"

Essay, "Pictures,"

Oration, "The Transvaal"

William A. Stocking
Lucy Margaret Rider
George T. Searl

N. Ethel Williams
Music

Essay, "Girl Life in All Lands"  Lena G. Malin
Oration, "The Man Who Saved Oregon"  F. Dale Walthour
Essay, "The Evolution of the Newspaper"  Mary Lavern Root

Music

Essay, "Birds in Literature"  Carrie Osborne
Oration, "Chinese Exclusion"  Newton G. Stearns
Essay, "Nature"  Maude E. Sherman

Music

Essay, "The Evolution of Timepieces"  Hazel L. White
Oration, "Cuba Libre"  John P. Barden, Jr.
Essay, "America's Greatest Hero"  Mabel L. Hines

Music

Essay, "The Ideal Woman in Literature"  Ada F. Taylor
Valedictory, "Discoveries"  Lettie Clague

Presentation of the Class, Superintendent W. W. Boyd

Delivery of Diplomas, Mr. F. Littlejohn, President
of Board of Education

Benediction

Class Roll of 1902

Classical Course

John P. Barden, Jr.  Lettie M. Clague
Hazel L. White

Latin Scientific Course

Stella Blair Abbey  Philander McManus
Geraldine Avery  Carrie Eloise Osborne
Florence Jenkins Barnes  Mary Lavern Root
Maude Blanch Billington  Edith Mae Reynolds
Robert Flanagan  George M. Reynolds
Mabel Louise Hines  Adelbert E. Robinson
Lillis Elizabeth Harper  William A. Stocking
Elizabeth Rebecca Ingraham  George Tisdel Searl
Helen Agnes Kilcawley  Maude Estella Sherman
Florence K. Littlejohn  Dora Mabel Sturges
Jay Page Moodey  Ada Florence Taylor
Lena Gertrude Malin  F. Dale Walthour
English Course

N. Gail Bradley
Leon Dalton Braden
Gertrude Ginevra Day
Harland Wilbur Ford
Arta Mena Harrison

Susie Lucretia Hart
Lillian Rose Henry
Lephe Riddell House
Katharine Margaret Haugh
Lucy Margaret Rider

Newton Garfield Stearns

THIRTY-SIXTH ANNUAL COMMENCEMENT, PAINESVILLE
HIGH SCHOOL, Friday Evening, June 12, 1903

Programme

Overture Arcadian Wheeler
Johnston's Orchestra

Invocation Rev. Arthur F. Skeele

Essay, A Plea for Age and Experience Tressa Anna Chamberlin
Oration, The Application of Mathematics to the Arts Joseph Howe Coade
Essay, Three Scenes from the History of Italy Rose Schiappacasse

Music The Rat Charmer of Hamelin Roberts
Orchestra

Debate. Resolved: That the Entrance of Women into Business Life is Tending to Undermine the Entire Economic Situation.
Affirmative: Anna Maria Landgraf
Negative: Sara Abbie King

Essay, How Shall we Account for National Characteristics? Ruby Alta Park

Music Cupid's Garden Eugene
Orchestra

Essay, The Growth of Interest in Nature
Oration, The Ideal Citizen
Story, The Witch's Daughter

Music Cornet Solo, Selected
William A. Hentz

Margaret Burridge
John Gordon Belknapp
Annie Louise Wolverton
Essay, Ideals
Oration, Mechanical Power
Essay, The Influence of Music

Music
Birds of Paradise
Orchestra

Mathews

Presentation of Class, Superintendent F. H. Kendall

Conferring of Diplomas, Rev. George A. Lord, President of the Board of Education

Benediction
Rev. Arthur F. Skeele

Music
Yale Varsity Orchestra

Johnston

Class Roll for 1903

Classical Course -- Maude Lillian Rogers

Latin-Scientific Course

Hettie M. Abbey
John Gordon Belknap
Harry Tyler Belknap
Laura Evalyn Benedict
Helen H. B. Burridge
Margaret S. Burridge
Joseph Howe Coade
Maude A. Harris
Eliza Hullet Hines
Adeline Keeler
Sara Abbie King
Clarence Thomas Mehaffey
Rose Schiappacasse
Marian Spencer Skeele
Fannie Elizabeth Wales

English Course

Louise F. Barnett
Blanche Black
Lola Katheryne Bradley
Tressa Anna Chamberlin
Lura Ella Nensmore
George Lee Fulk
Anna Maria Landgraf
Gertrude Belle Miles
Ruby Alta Park
Clarence Warren Rust
Annie Louise Wolverton

THIRTY-SEVENTH ANNUAL COMMENCEMENT, PAINESVILLE HIGH SCHOOL, Friday Evening, June 17, 1904

Program

Overture - "Felecia"
Johnston's Orchestra

Gruenwald
Invocation
Rev. M. H. Pettit

Oration, "The Line of Least Resistance"
Forrest F. White

Original Poem, "Twas Magic"
Alice Armstrong

Orchestra, "The Roses' Honeymoon"
Brattan

Original Story, "The Legend of the Cedar Bird"
Annie Bienvenu Allen

Discussion, "The United States Should Confine Itself to Present Territory"
Affirmative: Harry Preston Allen
Negative: Lewis Anson Chamberlin

Violin Solo, "Adoration"
Mr. Johnston

Essay, "Phaethon"
Laurel Gail Baker

Essay, "Shakespeare's Misrepresentation of Caesar"
Florence Gillette Moodey

Oration, "The Man Extraordinary"
Frank F. Ryan

Song for Cornet, "I Love Thee"
Mr. Brown

Essay, "The Rainbow"
Ida Frances Mason

Original Story, "The Fate of Chykusha"
Bess Adeline Bolden

Orchestra, "Loves Greeting"
Elgar

Essay, "Rumor"
Arlene Amelia Hadden

Oration, "Three Greatest Names in American Diplomacy"
Charles Burridge Hawley

Intermezzo, Anona
Grey

Presentation of Class, Superintendent F. H. Kendall

Conferring of Diplomas, Rev. George A. Lord, President of the Board of Education

Benediction

Class Roll for 1904

Classical Course

Annie Bienvenu Allen

Florence Gillette Moodey
Latin-Scientific Course

Harry Preston Allen
Mary Priscilla Amidon
Alice Celeste Armstrong
Laurel Gail Baker
Nellie Mae Hart
Bess Adeline Bolden
Lewis Anson Chamberlin
Ida Frances Mason
Gracia Antoinette Snedeker
May Winchell

Marion La Verne Amidon
Helen Anna Anderson
Arlene Amelia Hadden
Charles Burridge Bawley
Charles Anderson Blackmore
Carrie Shaw Justus
Luella Alma Kerr
Frank John Ryan
Forest J. White

English Course

Ruth Estelle Brooks
Harry Mark Doolittle
Ellen Maria Gorman
Mary Eleanor Lynch

Cecil May Cole
Mary Elizabeth Gallagher
Floyd Strong Lockwood
Fred Ober Proctor

THIRTY-EIGHTY ANNUAL COMMENCEMENT, PAINESVILLE
HIGH SCHOOL, Friday Evening, June 16, 1905

Program

Overture, "Lust Spiel" Keler-Bela Cleveland Ladies Orchestra
March, Selected Orchestra
Invocation Rev. A. F. Skeele
Essay, Serpents Elsie Sheldon Seymour
Oration, Social Sincerity F. DeWitt Proctor
Essay, Faces Florence Louise Gilbert

Music, Cornet Duet "I would that my love" Mendelssohn
Misses Harris and Ruprecht

Essay, The English Language Frank William Tear
Essay, Changing Values Anna Laverne Harrison

Music, "Poppies" A Japanese Romance Moret Orchestra
Original Story, The Legend of the Sugar Maple

Discussion--Russia's Control of Manchuria Will be of More Benefit to the World at Large than Japan's.
Affirmative: Ralph Mason Ostrander
Negative: Fred Emmet Call

Music, Violin Solo, "Canzonetta" D'Ambrosio
Mr. Metzdorf

Essay, Home
Oration, The National Conscience Mabel Lodoski Ford
Roy Edwin Whitney

Music, Selection from "Fantana" Orchestra Hubbel

Essay, Traffic in Credulity Anna Horton Durfee
A Word of Farewell Frank William Tear

March, Selected Orchestra

Presentation of Class, Supt. F. H. Kendall

Conferring of Diplomas, Rev. Geo. A. Lord, President of Board of Education

Benediction

*Excused from speaking

Graduates of 1905 --

Classical Course

Henry Samuel Amidon
Elsie Sheldon Seymour
Merill Elbert Barden

<table>
<thead>
<tr>
<th>Maria Averill</th>
<th>Frank William Tear</th>
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<tbody>
<tr>
<td>Maybell Ann Chapman</td>
<td>Roy Edwin Whitney</td>
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<td>Anna Norton Durfee</td>
<td>Charlotte Isabelle Brooks</td>
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<td>Margaret Marie Dunbar</td>
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<td>Hazel Cleve Jones</td>
<td>Patrick Ferron</td>
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<td>Roy Herbert Johnson</td>
<td>Kathreen Ladd Higging</td>
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<td>Eva Marie Purtill</td>
<td>Lucy Lena Linton</td>
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<td>May Elanore Short</td>
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</table>
THIRTY-NINTH ANNUAL COMMENCEMENT, PAINESVILLE
HIGH SCHOOL, Friday Evening, June 15, 1906

Program

Music, Caprice--Among the Flowers
The Citizens' Orchestra

March, Constellation
Orchestra

Invocation
Rev. C. A. Freer

Essay, Modern Sirens
Mary Alice Ryan

Original Story, The Buttercup and the Daisy
Bessie Dorothea White

Music, A Lone Poem
Orchestra
Roberts

Essay, Jealousy
Jennie Lind Peterson

Discussion, Residential Versus Factory
Towns
Margaret Jeanette Moodey
Ada Marie Howard

Music, Cornet Solo--O Promise Me
DeKoven

Essay, The Fourth Fate
Jessie Viola Goff

Essay, Appreciation of Beauty
Frances Grace Brown

Parody, What You are Expecting Us to Say
Howard Dimock Clayton

Music, Waltzes--Ethiopia
Wahl

Orchestra
Essay, The Scales of Life
Essay, Castles in Spain
Music, Flower Song
Orchestra

Oration, The Boy Problem
A Fancy, The Mystery of Thought
A Word of Farewell

Music--March--From Private to General, Boehmlein Orchestra

Presentation of Class, Superintendent F. H. Kendall
Conferring of Diplomas, Rev. George A. Lord, President of Board of Education

Benediction

Graduates of 1906

Classical Course
Ella May Doty
Egbert Heber Pierson
Mary Alice Ryan

Latin-Scientific Course

Marie Louise Babcock
Mildred Searl Carnegie
Howard Mimock Clayton
Harry Leonard Hines
Henry James Kohankie
Laura Rozella Mayhew
Olive Louise Park
Howard Ira Prentice
Mavret Elsie Stocking
Ethel Rodea Braden
Kate Cone
Edna Martha Collister
Ruby Adaline Horton

Anna Laurel Kelley
Margaret Jeanette Moodey
Mabel Ione Pickham
Charlotte Mae Rogers
Bessie Dorothea White
Frances Grace Brown
Elizabeth Cordelia Clausen
Jessie Viola Goff
Ada Marie Howard
Susan Julia Lord
Ellen Gertrude Ostrander
Jennie Lind Peterson
Mabel Fae Seymour
Emma Broughton Young

English Course

Ethel Minerva Ayer
Jessie Adelaide McCoy
Janet Arthur

Ethel Emily Pratt
Frank Alfred Fox
Raymond Adelbert Winter
FORTIETH ANNUAL COMMENCEMENT, PAINESVILLE HIGH
SCHOOL, Friday Evening, June 14, 1907

Program

Music--Intermezzo, Blossom
Citizens' Orchestra

March--The Observatory
Lincoln

Invocation
Rev. S. H. Bartlett

Oration, The Graduating Senior
Robert William Strong
Essay, Villians of Literature
Pheoba Anne Prentice
Oration, Child Labor
John Joseph Davidson

Music--Melody, Romaine
St. Clair
Orchestra

A Meditation, What We See in the Fire
Florence Grace Malin
Oration, The Power of Conceit
David Parmly Blackmore

Piano Solo--Rhapsodie Hongroise No. 12 -- Liszt
Alice Nora Giblin

Essay, Woman's Place in the World
Phebe Mary Harrison
Music, Serenade, Chiquita
Taubert
Orchestra

Oration, The Needless Fear of Japan
Frank Dalton Gilbert
Music--Cornet Solo, Sweetest Story Ever Told -- Stults
William Parsons

Essay, Awakening of the Spiritual
Katharine Loving Buell
Oration, A Defence of the Rich
Milan Hausch Stocking
Vocal Solo--I know that my Redeemer Liveth -- The Messiah
Helen Celestia Flavin

Original Story--Constance: A story of the Crusades
Edith Louise Woodruff
Essay, The Dreamer
Margaret Alice Burns
A Word of Farewell
David Parmly Blackmore

Music--March, Hearts and Flowers
Tobani
Orchestra

Presentation of Class, Supt. F. H. Kendall

Conferring of Diplomas, Rev. George A. Lord,
President of Board of Education

Benediction
Graduates of 1907

Classical Course

Katharine Loving Buell  Margaret Alice Burns  Hilda Justina Puska

Latin-Scientific Course

Jessica Marguarite Ayer  Pheoba Anna Prentice
Marion Evelyn Gunn      Edith Louise Woodruff
Phebe Mary Harrison     David Parmly Blackmore
Virginia Anna Johnson  Frank Dalton Gilbert
Gladys Winifred Jones   Murray Blaine Morse
Florence Alida Keeler   Harry Lesis Reynolds
Mildred Hyacinth Loomis Milan Hausch Stocking
Florence Grace Malin    Robert William Strong
Lillian Hannah Moodey   Loyal Garis Tillotson

English Course

Bertha Marie Carroll    Duke Norman Alexander Blacet
Anna Dorothy Dowling   Frank Ehrick Burridge
Helen Celestia         John Joseph Davidson
Alice Nora Giblin      Martin William Rasmussen
Margaret Louise Parmelee Daniel George Tear
Anna Elizabeth Price   Bert Abraham Williams

FORTY-FIRST ANNUAL COMMENCEMENT, PAINESVILLE HIGH
SCHOOL, Friday Evening, June 12th, 1908

Auditorium

Music—Overture, Grand National Medley — St. Clair Citizens' Orchestra

Invocation

Oration, Our Future Building Material  Rev. C. H. Cosby
Essay, A Canoe Trip
Essay, A Tribute

Music—Cornet Solo, Evening Star  Wagner
Mr. William Parsons

Original Poem, Thoughts at Twilight  Hazel Murray

Speakers:
Affirmative: Freda Mae Dustman
Jay Ward Emerson
Negative: Hazel Rosetta Lockwood
Harry Charles Few

Music--The Poet's Dream St. Clair Orchestra

Essay, Imitation and Similarity in Literature Mildred Josephine Groesbeck
Original Story, A True Indian Tale Nellie Sterling Tucker

Music--Heartsease Moret Orchestra

Essay, Something About Islands Elga Jane Radcliffe
Essay, A Few Reflections Melinda Carroll Ward
Farewell Hazel Murray

Music--March, "Sweet Sixteen" Kerry Mills Orchestra

Presentation of Class, Supt. F. H. Kendall

Conferring of Diplomas, Rev. George A. Lord,
President of Board of Education

Music--March, Old Faithful Holzman Orchestra

Graduates of 1908

Classical Course
Mildred Josephine Groesbeck
Helen Mae Lamar

English Course
Jay Ward Emerson Julian Wetherbee
Harry Charles Few Elizabeth Kathryn Binau
Frank King Truby Ethelyn Cordelia Warren
Latin-Scientific Course

Robert Graham Carr
John Hall Kellogg
Grace Isabelle Benedict
Ethel Rosella Brooks
Mary Julia Burns
Freda Mae Dustman
Florence Eva Hanson
Rose Stevenson Hotchikiss
Hazel Rosetta Lockwood
Lyna Marie Merrill
Helen Antoinetta Miller
Laura Adams Moodey
Hazel Murray
Elga Jane Radcliffe
Beatrice Sadie Rutenik
Elizabeth Blodgett Skeele
Cressa Muriel Taylor
Martha Isabelle Thompson
Nellie Sterling Tucker
Melinda Carroll Ward

FORTY-SECOND ANNUAL COMMENCEMENT, PAINESVILLE HIGH SCHOOL, Friday Evening, June 18th, 1909

Auditorium

Program

Selection from Il Trovatore -- Verdi
Citizens' Orchestra

Invocation

Essay, Borrowing
Oration, Our Powers of Observation
Essay, Everybody Works

Violin--Ballade
Mrs. Grace Barrows King

Oration, Uncle Sam's Extravagance
Essay, The Make-Believe Spirit of Children

Essay, The Comic Supplement

Music--A Tone Poem, Lilacs
Orchestra

Oration, Big Smoke--Little Fire
Oration, Choosing a Profession
Essay, Imagination in Business

Cornet Solo--Fascination
William Parsons

Rev. T. F. Phillips
Gladah C. Walborn
Hubert L. Spence
Wildred A. Malin

Sinding

Ralph W. Sohl
Marion E. Tear
Florence E. Kohankie

Roberts

Lindley D. Lewis
John W. Joughin, Jr.
Mabel V. Thorman

Moray

William Parsons
Oration, Our Constitution--Is it Adapted to Present Needs? Matthew H. Bradley, Jr.

Debate--Resolved: That an Educational Restriction Should Be Placed on the Right of Voting.
Affirmative: Elbert Streator
Negative: Shirley L. Hope

Violin--(a) The Swan Saint Saens
(b) The Bee Schubert
Mrs. Grace Barrows King

A Word of Farewell Florence E. Kohankie

Presentation of Class, Supt. F. H. Kendall

Conferring of Diplomas, Rev. Geo. A. Lord, President of Board of Education

Benediction Rev. T. F. Phillips

Music--Gavotte, Prince Charming Losey
Orchestra

Class of 1909

Classical Course
Lindley Dodd Lewis
Latin-Scientific Course

Laura Christine Binau
Matthew H. Bradley, Jr.
Vera Lou Carnegie
Ida Grace Doncaster
Mason Forman
Mary Margaret Goff
Alice Elva Greene
Shirley Lee Hope
Florence Elizabeth Kohankie
Mildred Adelle Malin
Lewis Gauff McClellan
Eleanor Moodey
Edna Ruth Nye

Anna Pearl Pier
Clifford Corlelott Proctor
Marjory Mary Pyle
Ralph William Sohl
Hubert DeLaserre Spence
Walter Elbert Streator
John Lee Stocking
Margaret Ingersoll Swain
Alton Edward Tear
Marion Elizabeth Tear
Mabel Vere Thorman
Cladah C. Walborn
Hazel Caroline Wright

English Course

Elizabeth Louise Bernard
E. Russell Cahill
Anna Dorothy Carroll
John William Joughin, Jr.
Chester Clayton Little

Ross Duer Marsh
Robert Clifford Smith
Clarence Andrew Stalker
Ralph James Stanhope
Lucy Ann Sweeney
FORTY-THIRD ANNUAL COMMENCEMENT, PAINESVILLE
HIGH SCHOOL, Thursday Evening, June 16, 1910
Auditorium

Program

Music--Smiles and Caresses
The Citizens' Orchestra

Invocation
Rev. Robert J. Freeborn

Essay, The Unconventional Person
Matilda Chapin Spence

Oration, The Race for Naval Supremacy
Carlos Child Knox

Music--Cornet Solo: I Wonder How the Old folks
Are at Home -- Lambert
William Parsons

Essay, Our Dispositions
Saima Ilona Hervey

Oration, The Awakening Interest in Agriculture
Neville Youmans Bryson

Music--We Meet Again Tonight -- Philharmonic Quartette

Oration, The Spirit of the Present High School Boy
Walter Evers Parsons
Laura Jean Owen

Essay, We Girls

Music--Novelette, Pearls
Moret
Orchestra

Oration, The Commercial Possibilities of the Mississippi
Starling Loving Buell
Jack Steele Moodey

Music--Believe me, if all those Endearing Young Charms
Phiharmonic Quartette

Oration, Cecil Rhodes
George Blish Sawyer

Essay, The Lure of the Road
Ruth Lucile Grant

Music--Flower Song: Hearts and Flowers -- Tobani
Orchestra

Oration, The Insidiousness of Graft
Jay Fenton Messenger

*Essay, The Need of a Hobby
Marie Louise Loomis

A Word of Farewell
Matilda Chapin Spence

*Excused from speaking on account of illness.
Music--Serenade: Garden of Dreams -- Lincoln Orchestra

Presentation of Class
Conferring of Diplomas

Supt. F. H. Kendall
Rev. Geo. A. Lord,
President of Board of Education

Benediction

Music--March: Daughters of the American Revolution -- Lampe Orchestra

Graduates of 1910

Classical Course
Catherine Dodd Lewis

Latin-Scientific Course

Forrest Newton Andrus
Martha Barto
Orren Leroy Brooks
Starling Loving Buell
Bertha Emma Clark
Mamie Cecilia Craig
Saima Ilona Hervey
Carlos Child Knox
Marie Louise Loomis
Jack Steele Moodey
Walter Evers Parsons
Helen Elizabeth Shepherd
Frances Irene White

Lola Ardis Barnes
Jessie Leonora Blackmore
Neville Youmans Bryson
Carl Joseph Callender
Melvin Samuel Colgrove
Ruth Lucile Grant
Josephine Cleveland Johnson
Matilda Chapin Spence
Jay Fenton Messenger
Laura Jean Owen
George Blish Sawyer
Ruth Arena Logan
Maude Marie Warren

English Course

Mildred Grace Hart
Frank Raymond Noble
Kenneth Eugene Potter
Rosa May Stanhope

James Donald Henry
Ethel Mary Ostrander
Edith Lillian Simons
Frances Arline Wilcox
PAINESVILLE HIGH SCHOOL

FORTY-FOURTH ANNUAL COMMENCEMENT, Friday

Evening, June 16, 1911

Auditorium

Program

Invocation
Oration, Our American Schools
Essay, Adaptability
Oration, The First Ocean Pilot
Trio—"Rockin' Time"

Inez Smith, Edna Wooten, Dorothy Foss

Essay, The Ministry of Nature
Monologues, As Some Folks See It
Oration, The Value of an Education
Music—(a) The Sailor's Dream
(b) The Jolly Blacksmith

The Anvil Glee Club of Painesville High School
Original Story, A Modern Fairy Tale
Oration, Business Foresight
Essay, Mental Hospitality
Solo—The King of the Desert

Orrin Keener

Original Poem, A Fable for Today
Music—(a) Silent Now the Drowsy Bird
(b) The Miller's Wooing

High School Chorus

Presentation of Class
Presentation of Diplomas

Supt. F. H. Kendall
Rev. Geo. A. Lord,
President of Board of Education

Benediction

Graduates—Class of 1911

Latin Scientific Course

Theda Louise Beardsley
Ruth Alice Bradway
Doris Elizabeth Buck
Ethelbelle Campbell
Clifford Clyde Carruthers
Dorothy Gertrude Clark
Homer Brooks Courtnery
Mildred Josephine Cumings
Leita Elizabeth Edwards

Hattie Belle Holt
Clyde Elwin Hoose
Florence Gertrude Hughes
Marguerite Esther Johnson
Orrin Louis Keener
Charley Watson Moodey
Agnes G. Pierson
Violet Ayliffe Proctor
Inez Alta Smith
PAINESVILLE HIGH SCHOOL
FORTY-FIFTH ANNUAL COMMENCEMENT
Friday Evening, June 14, 1912
Auditorium
Program

(A Session of the Ohio Constitutional Convention at which some of the proposed amendments are discussed)

Music--(a) Overture--Somaliland J. Bodwalt Lampe
(b) March--The Draftsman Theo. O. Taubert
High School Orchestra
Invocation Rev. D. E. Carman
President's Address John Quincy Winsor
The Recall, Majority Report Esther Elizabeth Waite
The Recall, Minority Report Mary Agnes Cawley
Music--Over the Hills at Break of Day, Adam Beibel
High School Glee Club
The Initiative and Referendum--Minority Report Clifford Beach Stephens
The Initiative and Referendum--Majority Report Allan Leonard Prentice
Municipal Government Eunice Marie Otis
Music--Little Miss Fix It Arr. by Paul Henneberg
High School Orchestra
Direct Primaries
Woman's Suffrage--Majority Report
Woman's Suffrage--Minority Report
Music--Blow Soft Winds

Darwin Burton Buell
Florence May McGwinn
Ella Permelia Hadden
Vincent

High School Girls' Chorus
The Short Ballot
Good Roads
Public Playgrounds
Music--In Spain

Norman Ethelbert Phillips
Gertrude Almire Dickinson
Alice Elizabeth Stocking
de Chiara

High School Glee Club
Presentation of Class
Presentation of Diplomas
March--Dimples

Supt. F. H. Kendall
Rev. Geo. A. Lord
President of Board of Education
Floyd J. St. Clair

High School Orchestra

Benediction

Graduates -- Class of 1912

Latin Scientific Course

Emily Eunice Barber
Katherine Abigail Bedell
Darwin Burton Buell
Mary Agnes Cawley
Robert Henry Deibler
Anna Frances Gill
Ella Permelia Hadden
Arthur Karl Justus
Marion Louise King
Letty Mildred Knapp

Florence May McGwinn
William Donald Monroe
Edith Beryl Moreland
Norman Ethelbert Phillips
Emmett Dean Shupp
Martha Jennette Spindle
Alice Elizabeth Stocking
Ina Mary Story
John Woolson Tear
Esther Elizabeth Waite

John Quincy Winsor, Jr.

English Course

Luella Janet Bediant
Louis Gage Booth
Lloyd Virgil Brooks
Orlo Lynn Carlton
Leita Ann Dickey
Gertrude Almire Dickinson
Dorothy Elizabeth Foss
Franklin Sheridan Gordon
Charles James Gray
Esther Florence Hard
Gertrude Minnie Hudson

Gladys Evelyn May
Eunice Marie Otis
Florilla Jane Pinney
Allan Leonard Prentice
May Teresa Quick
Ethel Mae Rust
Grace McFarland Rust
Eleanor Mae Seymour
Clifford Beach Stephens
Marie Genevieve Taylor
Esther Loraine Williams

Robert James Hurst
PAINESVILLE HIGH SCHOOL
FORTY-SIXTH ANNUAL COMMENCEMENT
Friday Evening, June 13, 1913
Auditorium
Program

Music--Selection, Heart's Haven Losey
Parson's Orchestra

Invocation Rev. E. Lee Howard

Oration--The Settlement of Labor Disputes Albert Henry Leoni

Essay--Perry's Victory Laina Senia Sompi
Music--Maria, Maria di Capus

High School Glee Club
Essay--One Nation From Many Sadie Resoltha Jones
Oration--China's Future Willard Pardee Sawyer
Sons--Mammy's Li'l Boy Parks

Boys' Glee Club
Essay--Natural Scenery Near Home Twyla Mae Brookins
Essay--Victories of Peace Elsie Emma Noble
Music--Swing Song Lohr

Girls' Glee Club
Oration--Our Most Progressive State Robert Smith Barto
Essay--The Changes in Home Life Ruth Pauline Hayes
Music--Sextett (Lucia) Donizetti

Glee Club
Essay--Knowledge Versus Superstition Helen Cook
Oration--Nature's New Rival Harold Bunnell Smith
March--National Spirit Hager

Orchestra
Essay--From Darkness to Light Fannie Virginia Orton
Story--The Song of the Alps Euramia Marion Spaller

Presentation of Diplomas Rev. Geo. A. Lord,
President of Board of Education Lincoln
March--Schoolmates Orchestra

Benediction

Graduates--Class of 1913
Latin-Scientific Course
Mildred Elizabeth Barkalow Hazel Blanche Jackson
Iva Grace Behm Sadie Resoltha Jones
Twyla Mae Brookins Stanley William Mauck
Helen Parker Buck
Helen Henrietta Cook
Margaret Camilla Chubb
Harold Homer Cumings
Henry Palmer Cutter
Ruth Pauline Hayes
Pauline Vaughn Habarger
Olga Sigrid Hervey
Harry Stuart Hanks
Samuel Band Haskell
Erwin J. Howard

Elsie Emma Noble
Fannie Virginia Orton
Benjamin Spencer Park
Willard Pardee Sawyer
Harold Bunnell Smith
Gladys Loella Searl
Anna Phillips Smith
Gladys Irene Smith
Euramia Marion Spaller
Ruby Marie Thayer
Sterling Henry Winter

Chloe Ellen Williams

English Course

Robert Smith Barto
Mary Ellen Brown
Donald Barnes Chapman
Margaret Genevieve Dockry
Florence Naomi Hayward
Albert Henry Leoni

Glenn Ashley Mosely
Leola Mae Rigby
Catherine Louise Roddick
Clara May Schultz
Lainà Senia Sompi
Marion Eloise Stuart

Earl Harold Ticknor

PAINESVILLE HIGH SCHOOL
FORTY-SEVENTH ANNUAL COMMENCEMENT
Friday Evening, June 19, 1914
Auditorium

Program

Intermezzo--Dance of the Rose Maidens, Braham Parson's Orchestra

Invocation
Home Rule and Ulster
A Dream in a Public Library
The Twentieth Century Unlimited
Song of the Vikings

Glee Club

The Cost of Civic Ugliness
Modern Advertising
The Fate of Finland
Song, Merry June

Girls' Glee Club

The Yazoo-Mississippi Delta

Rev. E. W. Morton
Kenneth Albert Plummer
Theda Cynthia Child
Lawrence Howard Lightner
Eaton Tanning

Viola Ione Trail
Marshall Charles Doolittle
Lempi Elizabeth Katila
Vincent

Frank Crosby Douglass
Helen of Troy's Diary
Panama Canal--Illustrated
A Spring Song

Glee Club

Presentation of Diplomas, Ralph E. Gregory, President of Board of Education

Benediction

Wedley March, Before the Mast

Orchestra

Rev. E. Lee Howard
Laurendeau

List of Graduates--1914

<table>
<thead>
<tr>
<th>Latin Course</th>
<th>English Course</th>
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<tbody>
<tr>
<td>Ayer, Blanche Harriet</td>
<td>Averill, Benjamin Hopkins</td>
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<td>Baker, Lillian Mildred</td>
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<td>Lightner, Lawrence Howard</td>
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<td>Sorvisto, Eleanor Heaman</td>
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PAINESVILLE HIGH SCHOOL
FORTY-EIGHTH ANNUAL COMMENCEMENT
Friday Evening, June 18, 1915
Auditorium
Program

Triumphal March
High School Glee Clubs
Verdi

Invocation
Rev. E. W. Morton
The Dream of the Past Ages
Irene Charlotta Lyman
The Great Lakes and Their Influence on Commerce
Robert Hover Collacott
Famous Women of Today
Alta Anna Streator
Forget-me-not
Th. Giese
High School Glee Clubs
Crawford Tuttle
The Efficiency Engineer
Helen Josephine Craig
Legends of Jewels
Elmer M. Lyman
Education During Vacation
Ciro Pinsuti
Good Night, Good Night, Beloved
The Lincoln Highway
High School Glee Clubs
Yellowstone National Park--Illustrated
Mabel Otis
The City Manager Plan Applied to Painesville
Agnes Helen Youmans
The Seniors' Farewell
Wallace John Baker
High School Octet
C. B. A.
Presentation of Class of 1915
Supt. C. C. Underwood
Presentation of Diplomas
Ralph E. Gregory,
Benediction
President, Board of Education
Rev. James Vernon
Class Exit March

(The Audience will remain seated until the members
of the class have marched out.)

Members of the Senior Class--1915

College Requirement Course

Margaret Fox Blackmon
Cressie Rose Campbell
Susie Helen Cannon
Helen Josephine Craig
Edith Gertrude Edds
Catherine Beatrice Hacker
Maude Irene Hardy

Matie Ethel Starr
Alta Anna Streator
Florence West
Agnes Helen Youmans
Wallace John Baker
James Curtis Brown
Wells McDermott Clother
Julia Violet Kohankie
Irene Charlotta Lyman
Mildred Ruth McKee
Mabel Blanch Otis
Claribel Anna Pierson
Ethel Marie Ray

Robert Hover Collacott, President
Thomas Joseph Dockry
Fred Burkitt Howard
Elmer Mackley Lyman
Hanson Hill Monroe
Samuel Whiting Morley

General Course

Virginia Alys Sawyer
Gertrude Wiesen
Hazel Jennie Cooper
Maude Parker
Earl Thomas Armesy
Secretary and Treasurer
Glenn Francis Carver

Meritt Camp Johnson
Wayland Sinks Kerr
Walter Roy Nott
Hubert Paul Reigert
Charles Arthur Sivon
Harry Emanuel Wang
Crawford Tuttle
George Clayton Hughes

Commercial Course

Edith Marie Campbell
Hazel Faye Clark
Hilda Mabelle Hudson
Fannie Susan Lepisto
Clara Grace Logan

Geraldine Jessie Roe
Vice President
Iva Lyman Smith
Mary Virginia Smith
Calvin Allan Wooten

Class Colors--Black and Gold
Class Flower--Pink Peony

PAINESVILLE HIGH SCHOOL
FORTY-NINTH ANNUAL COMMENCEMENT
Friday Evening, June 16, 1916
Auditorium

Program

March--Greetings
Parson's Orchestra
Mathew

Invocation
Rev. E. W. Morton
Stewart

Come Where the Lillies Bloom
High School Glee Club
Ohio in the Nation
Richard Merrill Plummer
A Life Story
Dorothy Faith Jones
War and Drugs
David John Bradley
Intermezzo--Bowl of Pansies
Reynard
Parson's Orchestra
A Midsummer's Night
The New World Ceramic Industry
The Pollyanna Society--Monologue
Waltzes--Ethiopia

Parson's Orchestra

Geographical Influence on Industry
The Spirit of American Songs
Famous Friendships
Farewell

High School Glee Club
Presentation of Class of 1916
Presentation of Diplomas
Benediction
Class Exit March
U. S. A. National

Parson's Orchestra

List of Graduates--1916

College Requirement Course--

Ruth Abramson
Elizabeth Brown
Margaret Cawley
Vice President
Ruth Freeman
Amber Garner
Dorothy Jones
Cora Loomis
Minnie Pease
Irene Pierson
Olive Rust

Francis Sawyer
Edith Wager
Bertha West
Mildred West
Agnes Searl
Ivan Chard
John Gerber
Richard Plummer
Elijah Roberts
Elmer Schultz
James West

General Course

Adelia Moseley
David Bradley, President
Barrett Cole
Charles Hadden
Lee Taylor
John Vasbinder
Doris Gleason

William Chubb
William Gordon
Harkness Hard
Harold Wass
Charles Murphy
Secretary-Treasurer
Gordon Hanks
Harold Morehouse

Commercial Course

Alice Bailey
Florence Hudson
Hazel Rafter
Myrtle Reed
Amelia von Beseler

Helen Hart
Katie Lehnert
Bernice Reed
Florence Shepard
Mabel Anderson
Florence Callender
Senia Quella
Esther Scribner
Francis Carrigan
Charles Condon

Class Colors: Red and White

Class Motto:
"Give the world the best you have
And the best will come back to you."

PAINESVILLE HIGH SCHOOL

FIFTIETH ANNUAL COMMENCEMENT

Friday Evening, June 15, 1917

Auditorium

March
Invocation                              Rev. A. B. Cristy
Greetings to Spring                     Pinsuti
High School Glee Club
Physical Training in the Public Schools  Raymond Nye
Alaska--Its Resources                   Laura Otis
A Journey to Ohio                       Hattie Nichols
Forget-me-not                           Giese
High School Glee Club
Immigration                            Jacob Dilgren
The Engineer in the World's Progress    William Ahlstrom
America's Wonderland (Illustrated)      Florence McAdam
Our Alma Mater                          High School Glee Club
The Purpose of Ambition                 Ross Sweet
The Bridge of the Gods                  Margaret Marsh
The Progress of Democracy               Thane Durey
Solo--Farewell                          Emma Johnston
Presentation of Class of 1917           Supt. C. C. Underwood
Presentation of Diplomas                Ralph E. Gregory

Class Song
Benediction                              President of Board of Education
Class Exit March                         Pianist, Miss Ava Billington
List of Graduates--1917

College Preparatory Course

William Ahlstrom  Lucile Harrison
Erlin Bartlett     Justin Jayne
Lester Bonwelle    Dorothy Kintner
Earl Brockway     Joseph Lennon
Mary Burk         Margaret Marsh
Gerald Carrig     Mildred Mayhew
Mabel Child       Lou Post
Raymond Nye       Hattie Nichols
Jacob Dilgren     Darrell Parker
Thane Durey       Frank Pollock
Mary Davidson     Marie Pike
Beulah Gerber     Joanna Tear
Ross Sweet        Floy Wager
Paul Winter       Bernice West
Dorothy West      Laura Otis
Josephine Wooten
Corrinne Johnson

General Course

Charles Booth
Edith Field
Elbridge Salkeld

Commercial Course

Florence Ede
Charles Feenstra
Marie Gallagher
Florence McAdam
Sadie Palmer

Emma Johnston
Walter Mackey
James Martin
Irene Monroe
Helen Woodruff

Class Officers

Thane Durey, President  Laura Otis, Vice President
Ross Sweet, Secretary and Treasurer
Mabel Child, Class Historian  Marie Gallagher, Class Prophet
Charles Booth, Class Poet

Class Colors:  Gold and Blue
Class Flower:  Yellow Rose
Class Motto: "It can be done"

Members of the Board of Education:
Ralph E. Gregory, President
Charles Parker        John R. Williams
C. J. Wadsworth       Laura Hulda Wild
F. L. Kerr, Clerk
COMMENCEMENT
PAINESVILLE HIGH SCHOOL
Friday, June 21, 1918, 8:00 p.m.
High School Auditorium

Program

March
 Invocation
 "Our Country's Call"
 "The Call to Arms"
 Our Debt to France

"America the Beautiful"
Class Address

"Star Spangled Banner"
Presentation of Diplomas

P. H. S. Song
Benediction
March

High School Orchestra
Rev. M. W. Foshay

High School Glee Clubs
Edward Church,
Class Speaker

High School Glee Clubs
Dr. W. H. McMaster,
President, Mount Union College

High School Glee Clubs
R. E. Gregory,
President, Board of Education

Class of 1918
Rev. E. H. Biddle
High School Orchestra

The audience will remain seated until the class has marched out.

Class Motto:
"Today we launch, where shall we anchor?"

Class Flower: White Rose

Class Colors: White and green

Class Roll of 1918

Ida Armesy
Lloyd Averill
Ellsworth Allen
Philip Baker
Alice Beswick
Esther Brown
Ava Billington
Evangeline Cummings
Edward Church
Elizabeth Chapman
Esther Casler
Mary Cottrell
Gordon Doncaster

Ruby Harrison
Merton Henrickle
Beatrice Hisey
Stanton Jones
Victor Kerr
Illene Logan
Lenora Logan
Augusta Logan
Nye Lamphier
Elizabeth Lennon
Gladys Lowery
Marion Lee
Josephine Marsch
COMMENCEMENT
PAINESVILLE HIGH SCHOOL
Thursday, June 12, 1919, 8:00 P.M.
High School Auditorium

Program

"March Romaine" High School Orchestra
Invocation Gounod
"Our Flag" Rev. A. B. Cristy
High School Glee Club Joel Hadler
Trails Louise Aldrich,
Meditation Class Speaker
High School Orchestra Bach-Gounod
Class Address Dr. William Foster Pierce,
High School Orchestra
Class of 1919
Gounod
Rev. W. W. Dieterich
High School Orchestra
Mendelssohn
C. C. Underwood,
Supt. of Schools
R. E. Gregory,
Pres. Board of Education
Francis Scott Key

"The Spring Song" High School Glee Club
Presentation of Class
Presentation of Diplomas
"Star Spangled Banner" High School Glee Club
Class Song
Benediction
March

(Audience will remain seated until the class has marched out)
Class Motto: B2
Class Flower: Red Rose
Class Colors: Red and White

Class Roll for 1919

Alderman, Louise  Fitzgerald, Joseph
Aldrich, Louise     Fugett, Sarah
Barnes, Mary       Gerber, Alma
Barnes, Ruth      Gerber, David
Bartlett, Carol    Hanks, Alice
Bissell, Laura    Hawkins, Kathryn
Bradley, Josephine  Hazen, Vera
Briesmeister, John   Hervey, Waino
Brockway, Stanley   Hess, Grace
Callender, Ruth    Hudson, William
Colavechio, Nick     Jameson, Helen
Cole, Kenneth       Jayne, Marian
Courtney, Beula     Kintner, Helen
Daniels, Alva      Laczko, John
Douglas, Shirley     Lee, Gertrude
Ede, Norris       Loudon, Lillian
Elias, Ashley     Liikala, Martha
Failor, Bessie     Mather, Janice
Feenstra, Robert    Mohney, Lucile
Niemi, Hilia   Ondus, George
Otis, Nelson      Photo, John
Rexford, Helen    Rigby, Anna
Roe, Helen      Rutter, Paul
Rush, Charles      Sivon, Anthony
Smith, Frances    Snowden, Ruby
Sompi, Helen     Sullivan, Charles
Sullivan, Gertrude    Trowbridge, Carol
West, Marjorie    Windecker, Robert

PAINESVILLE HIGH SCHOOL
FIFTY-THIRD ANNUAL COMMENCEMENT
Thursday Evening, June 10, 1920
Auditorium
Programme

March                         High School Orchestra
Invocation                  Rev. M. W. Foshay
Daybreak  
High School Glee Club  
G. F. Wilson

Our Great Need  
High School Glee Club  
Dana Church,  
Class Speaker  
Wilson-Rhys-Herbert

Carmena  
High School Glee Club  
Hon. Frank B. Pearson  
Eaton Faning

Class Address  
The Miller's Wooing  
High School Glee Club  
Supt. C. C. Underwood  
Presentation of Diplomas  
C. J. Wadsworth,  
President, Board of Education  
Florence Chilson  
Rev. W. W. Dieterich

Violin Solo  
Eaton Faning

Benediction  
Miss Edna Lehnert

Class Exit March  
Pianist, Miss Edna Lehnert

Class Officers

Dale Talcott, President  
Dana Church, Vice President  
Fidelia Cummings, Secretary-Treasurer  
Gertrude Mixer, Class Historian  
Francis von Beseler, Class Prophet

Class Colors: Scarlet and Silver  
Class Flower: Red Peony

Class Motto:  
"The elevator to success is not running,  
Take the stairs."

List of Graduates--1920

College Preparatory Course

Margaret Lapham  
Florence Carrigan  
Phelps Gill  
Minerva Brown  
Hattie Sessler  
Helen McNish  
Virginia Marsh  
Edris Crain  
Ouida Smith  
Abbie Hudson  
Gertrude Mixer  
Mary Perry  
Marion Nott  
Francis von Beseler

Florence Chilson  
Kathryn Murphy  
Edna Loveland  
Fidelia Cummings  
Ruth Hubbard  
Helen Hawkins  
Lillian Davis  
Dana Church  
Stephen Langshaw  
Genevieve Young  
Clara Page  
Elsie Eddy  
Gustave Parsons
General Course

Ethel Spaller                  Sigmund Bliss
Cora Towne                    Robert George
Evelyn Bigley                  Olla Snowden
Norton Henry                   Margaret Logan
Maude Colgrove                 Dale Talcott
Leonard Hacker                 Harold Gleason
Gilbert Kleeberger             Raymond Gillen

Commercial Course

Esther Riippa                  Valentine Bittner
Doris Trall                    Hal Critchet
Arlene McKeowan               Gladys Olsey
Helen Cay                      Alma Nevampera
Olga Rendrick                  Lena Brooks
Dorothy Cay                    Luella McKeowan
Leta Hacker                    Frances Gage

Members of the Board of Education

C. J. Wadsworth, President
Mrs. George Austin             J. R. Williams
E. D. Mayhew                   B. B. Park
F. L. Kerr, Clerk

PAINESVILLE HIGH SCHOOL
FIFTY-FOURTH ANNUAL COMMENCEMENT
High School Auditorium
Thursday Evening, June 16, 1921

Programme

March                              High School Orchestra
Invocation                         Rev. W. W. Dieterich
"Morn Rise"                       High School Glee Club
"Paddle Your Own Canoe"           Louis Clipp,
Selection from Bohemian Girl       Class Speaker
Class Address, "The International Orchestra
Outlook"                          Hamilton Holt,
Vocal Solo                         Editor Independent
Presentation of Class Memorial     Eleanor Benskin
                                     Walter Gerber,
                                     President, Class of 1921
Presentation of D. A. R. History Prize

Presentation of Class
Presentation of Diplomas

Cornet Solo
"Sparkling Sunlight"

Class Exit March

Class Officers
Walter Gerber, President Margaret Tuttle, Vice President
Blanche Kulnane, Secretary William Winchell, Treasurer

Class Colors: Blue and Gold
Class Flower: Sunburst Rose

Class Motto:
"When we build, let us build forever"

Class Roll for 1921

College Preparatory Course

Frances Abbott
Eleanor Banskin
Vallie Bigley
Elijah Brown
Ethel Carroll
Louis Clipp
Elizabeth Cooke
Josephine Cutter
Samuel Greenfield
Mary Henricle
Eli Hletanen
Charles Horton
Donald Jayne
Geraldine Kirby

Isabel Kirby
Eleanor Leuty
Bernard McKenna
David Monroe
Helen Rogers
Uno Salminen
Florence Shiland
Graydon Sweet
Margaret Tuttle
Laura Tuttle
Katherine Werner
William Winchell
Earnest Winter
James York

General Course

Maynard Allen
Christine Clevenger
Walter Eighmy
Walter Gerber
Sheridan Haver
Wanda Hess
Dora Hill
Danal Knisely
Theodore Kohankie
Blanche Kulnane
Mattias Laczko

Ida Martkainen
Marjorie Mordoff
Ariel Markell
Frances Merrill
Ruth Parmly
Elva Poling
Julia Rigby
Gabriel Saba
Wildred Schutz
William Youmans
Mary Zimmy
PAINESVILLE HIGH SCHOOL
FIFTY-FIFTH ANNUAL COMMENCEMENT
HIGH SCHOOL AUDITORIUM
Thursday Evening, June 15, 1922

Processional, "War March of the Priests" -- Orchestra
Invocation
Violin Solo
"The Opportunities of the Coming Generation"

Piano Solo
"Pilgrims' Chorus"
Class Address

Violin Solo
Presentation of D. A. R. History Prize--

Presentation of Class
Presentation of Diplomas

"Summer"

Class Exit March

Class Motto: "Build for Character, not for Fame"

Class Roll for 1922

College Preparatory Course

Miriam Charlotte Abramson  Martha Geraldine Lucas
Flora Angell Austin  John D. Marsh
Clara Blanche Averill  Helen Adele McKenna
Ida Maud Belden
Kathryn Benskin
Margaret Caroline Blakely
Laura B. Briesemeister
Thelma Mae Buhlert
Anna Louise Carman
Louis Theodore Curtis
Margaret Dorothy Ellis
Lily Belle Greenwald
Helen H. House
Clarence H. Hudson
Mary Josephine Judson

Evangeline Mitchell
James E. Pool
M. Darrow Sanborn
Edith W. Shepard
Evelyn Alberta Smith
Norris W. Smith
Violette Lucille Smith
Esther Opal Starr
Josephine C. Sullivan
Charlotte Irene Sullivan
Chester G. Wadsworth
Ona Blanche Whitcomb

General Course

Velma Delmore Olive Albee
Florence Catherine Barnes
Zella Katherine Beecher
Frank Ferron Bradley
Roma Kenneth Colgrove
Carol Elaine Cook
Floyd Spender DeForest
Edith H. Duncan
Loretta Helen Doolittle
Ruth Belinda Fowler
Margaret Marie Gillen
Rodney Hudson Heath
Dale Tower Heinbaugh
Robert Edward Hutches

Joseph Floyd Leimgruber
Una Florence McMurray
Josephine Alberta Miltner
K. Adolph Nevanpera
Ralph Emerson Palmer
Charline Elsie Reed
Clifford Jay Rogers
Ida Grace Skinner
Alva G. Snell
James Irwin Spaulding
Grace Wheeler
Harley F. Winfield
Paul Holcomb Winchell

Commercial Course

Alphonso Barstow
Marcella Bediant
Clara H. Coleman
Everette Collins
Laura Marie Dickinson
Anna Ruth Ede
Elsie Lucile Eighmy
Sadie B. Feenstra

Richard Harold Heath
Hattie Ruth Ray
Cecile Celestia Rhodes
Clarisa A. Richmond
Neva Laverne Rogers
Octa Rose Truman
Horace James Wilson

Class Officers

Norris Smith, President
James Pool, Vice President
Ona Whitcomb, Secretary-Treasurer

Class Colors: Green and White

Class Flower: White Rose and Maiden Hair Fern
PAINESVILLE HIGH SCHOOL
FIFTY-SIXTH ANNUAL COMMENCEMENT
HIGH SCHOOL AUDITORIUM
Thursday Evening, June 14, 1923

Programme

Processional, "March Pontificale" Orchestra
 Invocation Rev. W. W. Dieterich
 "To Thee, O Country" Mixed Chorus
 "Building for the Future" Harland Horton,
 Violin Solo Class Speaker
Class Address Stanley Fought
Piano Solo Bishop Frank DuMoulin
Orchestral part played by Dean Henry Wade Charles Riker
Presentation of D. A. R. History Prize Mrs. Henry Tuttle
Presentation of Class Memorial Regent D. A. R.
Charles Baker,
"A Paen to Summer" "June" President of Class of 1923
Address to Class Girls' Glee Club
J. R. Williams,
Presentation of Diplomas President of Board of Education
Benediction Supt. Underwood
Rev. Robert J. Freeborn

Class Exit March

Class Officers

Charles Baker, President
Harland Horton, Vice President
Sarah Henrique, Treasurer
Rosetta Taylor, Secretary

Class Colors: Red and White
Class Flower: Red Rose

Class Motto: "Nulla Vestigia Retrorsum"

Class Roll for 1923

College Preparatory Course--

Charles Perry Baker, Jr. Regina Ann McSweeney
Irma Irene Beecher Alma Grace Pool
Catherine Brasted Heldegarde Belle Rhodes
Roger B. Davis   Charles Cook Rider, Jr.
Ruby Dell Fiser   Hilda J. Saari
Helen Foshay    Russell William Smeed
Jacob Stanley Fought   Willard Cooper Spence
Marian Eleanor Greene   Irwin Harley Such
Sara Frances Henricle   Mary Florence Sullivan
Nacy Zerviah Hudson   Ethel Alberta Tanswell
Pauline Augusta Koeckert   Robert Martin Walker
Elizabeth Loretta Kohankie   Persis Eshter Warren
Bertha W. Liikals   H. Frank Winter
Catherine M. McMackin   Jack M. York

General Course

David Clark Beall   Amy Kohankie
Frank Beaumont   Lawrence J. Lennon
Theodore Belden   Matt William Makee
Floyd Sam Brooks   Mary Margaret Martin
Beatrice E. Brown   J. P. Meredith
Gerald Warseau Cotter   Rudolph S. Progel
Ruth J. Cutter   Fred A. Rippin
Felix C. Dixie   Oscar Allen Shanafelt
Delmont James Ellis   Earl Gordon Shields
Elizabeth Hall   John E. Shiland
Harland B. Horton   Merwin G. Spaller

Commercial Course

Kathryn Leona Baldauf   Josephine Diana Masters
Ethel Copley Barrett   Marie Weges
John Colavecchio   Maynard Eugene Morse
Ruth Elisabeth Edmonds   Margaret Valerie Murphy
Carroll Collins Harrison   Amanda A. Nevanpera
Linda E. Hervey   Violet M. Pardee
Wm. Russell Hill   Virgil R. Patterson
Ethel Mildred Hoyes   Merwin Snell Quincy
Florence Johnson   Dorothy Gertrude Reed
Ethel Beatrice Lilly   Hilda I. Tinker
Ralph Jones   Charlotte Alma Rychlik
Marion Helen Kelley   Mary Rebecca Smith
Geraldine Josephine Kelsey   Mildred Alma Rychlik
Mildred I. Kleeberger   Alice Kathryn Stokes
Rose Mary Kovacs   Rosetta Taylor

Mildred S. Weigand

Members of the Board of Education

J. R. Williams, President
E. D. Mayhew, Vice President
C. J. Wadsworth   Dr. H. D. Rand   B. B. Park
Earl A. Tucker, Clerk
FIFTY-SEVENTH ANNUAL COMMENCEMENT
HARVEY HIGH SCHOOL
Painesville, Ohio
Junior High School Auditorium
Thursday Evening, June 12, 1924
Eight O'clock
Programme

Processional--Priest's March from Athalie--Verdi
Orchestra

Invocation
"To a June Rose"--Brown
"Lovely Spring"--Moszkowski--Forman
"Peace Through Education"

The Rev. Willis S. Webb

Girls' Glee Club
Steuart M. Brooks
1924 Class Speaker

Piano Duet--"Invitation to the Dance" Von Weber
Martha Belknap '24, Gladys Mae Denslow '24
Vocal Duet--"Waltz of Summer"--Wooler
Catherine Clevenger '24, Elizabeth Clevenger '27

Class Address
Prof. Bruce R. Baxter
Mt. Union College

Presentation of D. A. R. Prizes
New Connecticut Chapter, D. A. R.

Mrs. Chauncy J. Blackmon
Charlotte Isabelle Johnson '24

Vocal Solo--"To a Hill Top"--Cox

Presentation of Class Gift
President of Class of 1924
Acceptance of Class Gift
Principal, Harvey High School

Howard Cecil Gerber
R. O. Billett

"Springtime"--Strauss-Palmer
Presentation of Class
Mixed Chorus

Supt. O. H. Lowary

Presentation of Diplomas
J. R. Williams

President, Board of Education

Benediction
Rev. Willis S. Webb

Class Exit March

Class Officers
Howard Gerber, President
Irene Windecker, Vice President
Joseph Murphy, Secretary-Treasurer

Class Colors: Black and White
Class Flower: Pink Rose
Class Motto: Knowledge is Power
-313-

Class of 1924

College Preparatory Course

Stanley V. Allen
Philip M. Barnes
Martha Belknap
Thomas H. Blakely
Paul John Brady
Ruth Elizabeth Brady
Margaret Beth Campbell
Frances Ellen Carman
Clifford Verne Carmichael
Inez May Carmichael
Catherine Clevenger
Madeline Zoa Deacon
Gladys Mae Denslow
Eva Charlotte Eddy
Clifford John Eighmy
Mary Edwina Kelhofer
Charles J. Kohankie
Edith Katherine Langshaw
Doris Katherine Leimgruber
Marian Elizabeth Leuty
Henrietta Mae Luth
Pauline Zita Lynch
Carol Elizabeth Moodey
Lynde, C. Steckle
Dorothea Margaret Taylor
Frances Miriam Wyatt

General Course

Charles H. Austin
Margaret Ruth Barrett
John Ashbel Barto
Charlie E. Beall
Stewart M. Brooks
Mildred Byler
Mary Margaret Clipp
Treva Mae Cook
Effie Maud Edmonds
Carl M. Gullo
Isidore Joseph Hammer, Jr.
Vance Hearn
Marion E. Henry
Ralph E. Hopkins
Ruth Annette Huntington
Lenore Margaret Kulnane
David M. Kraft
Virginia Rachel Luse
Wade H. Mayhew
Edward Miller
James Joseph Murphy
Blase Nemeth
Arthur Kern Payne
Wallace Pomroy
Howard H. Prosser
Eleanor Mae Reed
Frances Mae Roseum
Harriet Barbara Ross
Harold J. Shoaff
Earl Percival Smith
Harry A. Smith
Marguerite H. Stalker
Jack William Stenson
Clifford A. Tuttle
Howard R. VanCise
Edgar Allen Williams
Thomas J. Wilson
Irene Jeanette Windecker
Mary Margaret Wyman

Commercial Course

Ella Susanna Babcock
Forrest E. Beebe
George E. Edds
Howard W. Eighmy
Howard Cecil Gerber
George Green
Anna Serena Horvath
Julia E. Horvath
Ary Hurlburt
Bertha A. Jacobson
Opal Bernitus Keeler
Ruth Miriam McCabe
Marguerite Matteson
Edward F. Mellen, Jr.
Katherine M. Murphy
Lily Eleanor Oler
Isabel Susan Prentice
Olive Frances Pritchard
Julia Ann Proper
Grace Adeline Reichert
FIFTY-EIGHTY ANNUAL COMMENCEMENT
HARVEY HIGH SCHOOL
Painesville, Ohio
Junior High School Auditorium
Thursday Evening, June 11, 1925

Programme

Processional, "Priest's March" -- F. Mendelssohn
High School Orchestra

Invocation
"Mysterious Nights" -- S. M. Berg
"The High School and Character Training
The Rev. W. A. Warren
High School Orchestra
Wilbur R. Wedith
1925 Class Speaker

Violin Solo, "The Swan"--Saint Saens
Walter Bazar '27

Class Address, "The Day's Work"
C. L. Reid
Superintendent of Schools, Youngstown, Ohio

Presentation of D. A. R. Prize
Miss Maude Merrill
Regent, New Connecticut Chapter, D. A. R.

Piano Solo, "Impromptu Ab," Op. 142
Franz Shubert
Terry Jefferson '27

Presentation of Class Gift
Royden Mott
President, Class of 1925

Acceptance of Gift
R. O. Billett
Principal, Harvey High School

"Festal Overture"--Edward Hazel
C. H. Lowary
Superintendent of Schools

Presentation of Class
High School Orchestra

Presentation of Diplomas
The Hon. J. R. Williams
President, Board of Education

Benediction
The Rev. W. A. Warren
High School Orchestra

Class Exit March

Class Officers
Royden Mott, President
Virginia Averill, Vice President
Helen Kiefer, Secretary
Mildred Brown, Treasurer
Class Motto

"As the Opportunity, so the Responsibility"

Class Colors: Blue and White
Class Flower: Sunburst Rose
Class Will: William Blackmore
Class Poet: Helen Toomey
Class Prophet: Ida Evans
Class Orator: Wilbur Meredith

Class of 1925

College Preparatory Course

George Lasher Austin
Virginia Bratton Averill
John Forman Blackmore
William Beseley Blackmore
Morris Gilbert Carmody
Sara Rebecca Clipp
Thomas Merseau Cotter
Helen M. Donner
Katharine Adelie Ellis
Herbert M. Ervin
Mary Margaret Filson
Waldean E. Filson
Olive Mae Foshay
Priscilla Mather
Gerald Burnley Grauel
Helen Jane Hanks
Delos Edward Johnson
Helen Dorothy Kiefer
Josephine M. Loecskert
W. Harold Landphair
Julia May Lord

Ethel Jean Matteson
Wilbur R. Meredith
Jane Elizabeth Merrill
William Wallace Merrill
Royden James Mott
Maurice J. Murphy
Marjorie Mae Patterson
Margaret Jeanette Persons
Sara Rebecca Quincy
Kenneth DeLyle Quine
Emma Marlan Rigby
Keener Glenn Smith
Dorothy Elizabeth Salkeld
Cynthia Lillian Wadsworth
Esther Lucille Warren
Margaret Lell Williams
Wallace Brown York
Hilda Eleanor Somppi
Donald Rexford Stark
Dorothy Elizabeth Trowbridge

Commercial Course

Mildred Ruth Brown
Irene Carrig
Ida Elizabeth Evans
Marian L. Fawcett
Luana Elizabeth Fredebaugh
George Arthur Harrison
Sherman Henry Hartson
Laurence Jay Heinbaugh
Grace R. Hough
Helen Mary Kallay
Paul Jackson
Glenn James Kelsey

Lola R. Mawe
Elizabeth Ann Payne
Kenneth H. Percy
Bertha Reynolds
Evelyn Marie Rogers
Eleanor Rychlik
Blanch L. Spaller
Mary M. Square
Helen Katherine Toomey
Clinton Gordon Woodruff
Ruth Elien Tucker
Regina Marian Worden
General Course

George Treadgold Beverly
Howard Brewer
Reamond E. Card
Frank Andrew Carroll
Carmelo Chiappone
Anna Belle Crookshanks
Joseph F. Deane
Alethea Grace Dewey
Milton E. Gleason
Sara L. Greenfield
Harland Robert Hale

Eileen Delamere Harding
Hugh B. Benricle
Amy Gladys Hill
Lawrence Mills Jayne
Edith Lucy McCue
Iva R. McGee
Vern S. Makee
Erta A. Martikainen
Helen Elizabeth Moore
Ruth June Prosser
Charles Warren Rexford

SIXTIETH COMMENCEMENT
HARVEY HIGH SCHOOL
PAINESVILLE, OHIO
Junior High School Auditorium
Thursday Evening, June 17, 1926

Programme

Processional, "Marche Triumvale" Kempinski High School Orchestra
Invocation The Rev. Willis A. Warren Curran
Selection, "Rain" Girls' Glee Club
"Knowledge, Character, Service--Life's Goals" Burton Bailey Whitcomb June 1926 Class Speaker Suppe
Overture, "Poet and Peasant" High School Orchestra D. C. Rybolt
Class Address Mayor of Akron
Presentation of D. A. R. Prize in History Miss Maude Merrill
Regent, New Connecticut Chapter, D.A.R.
Selection, "In the Garden of Tomorrow"--Deppen Girls' Glee Club
Presentation of Class O. H. Lowary Superintendent of Schools
Presentation of Diplomas The Hon. J. R. Williams President, Board of Education
Benediction The Rev. Willis A. Warren Kempinski
Recessional, "Marche Triumvale" High School Orchestra
Class Officers

Benson Hurst, President
Helen Vesey, Vice President
Edward Cannon, Secretary
Alathea Brown, Treasurer

Class Motto: "Finished, yet beginning."

Class Gift

The class has contributed $160.00 toward the purchase of a trophy case.

Class Historian: Gertrude Connor
Class Poet: Dorothy Henry
Class Orator: Bailey Whitcomb
Class Prophet: Margaret Dowling
Class Will: William Austin, Charles McCarthy
Class Color: Scarlet and Gray
Class Flower: Butterfly Rose

Class of 1926

College Preparatory Course

William C. Austin
Phyllis Benskin
Edward J. Cannon
Edith Mary Lois Christie
Mark E. Connor
Harold A. Corlett
King A. Cummings
Frances Davis
Alma M. Dille
Ralph Wilson Freeman
Frank Zebehazy Jr.

Kenneth Hoose
Dorothy M. Huffman
John Hurburt
Elizabeth Jane Kermode
Louise Irene Luth
Kenneth Lynch
Margaret Edith McLean
Henry M. Merkel Jr.
Reino M. Ringman
Burton Bailey Whitcomb

Commercial Course

Lillian Charlotte Binnig
Charles L. Bonner
Thelma Elizabeth Brewer
Alathea Emma Brown
Marguerite L. Colwell
Gerttrude H. Connor
Hazel Louise Doener
Keith Hosford Hathaway
Dorothy Aileen Henry
Constance M. Herroon
Helen Elizabeth Huff
Frank J. Horvath
Agnes Lockhart

Kenneth Whitmore King
Paul C. Lapham
Gladys Vinetta Warren
Frances A. McCabe
Maynard N. Morrell
Alice Nevanpera
Michael Sabel
Lylian P. Taylor
Helen Gertrude Vesey
Aurel Marian Welton
Marian L. Whitehurst
Reva Irene Ketcham
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General Course

Lysle Martin Adams  Dorothy H. Hayes
Helen E. Barrett     Maynard John Hungerford
Jack Robert Burns    Charles Benson Hurst
Clayton B. Cann      Gladys Lucile Joyner
Alice Elizabeth Carrig  Donald N. Landphair
Arthur F. Coleman Jr. Albert L. Masters
Charles T. Conley    Hubert Jerome Murphy
Margaret Frances Dowling  Marjorie Grace Sherwood
C. Theron Fenton     Albert L. Spaller
Kathleen M. Finneran  Allen G. Tuttle
Evelyn Naomi Geldbaugh  Francis West Wagar
Bernice T. Gleason    Mattie May Webster
Howard Grant          Gertrude Catherine Wilson

SIXTY-SECOND COMMENCEMENT

HARVEY HIGH SCHOOL

Painesville, Ohio

Harvey High School Assembly Hall --

Friday, June 10, 1927

Programme

Processional, "Marche Triumphale"  Kempinski
Invocation "Lovely Springtime"  The Rev. L. F. Marsh
"American Ideals"  Moszkowski-Forman
"Old King Cole"  Girls' Glee Club
Class Address  John Baxter
"Scherzo in B Flat Minor"  June, 1927, Class Speaker
Presentation of Class  Terry Jefferson, June '27
Presentation of Diplomas  United States Senator from Ohio
Benediction  F. Chopin
Recessional, "Marche Triumphale"  O. H. Lowary
High School Orchestra  Superintendent of Schools
J. R. Williams  President of Board of Education
The Rev. L. F. Marsh  High School Orchestra
**Class Officers**

President, Frank B. Quirk, Jr.
Vice President, Edith Huff
Secretary and Treasurer, Eleanor Shilan

**Class Gift**

The Senior Class is donating $160.00 to pay for revising the Handbook

Class Historian: Rachel Hulburt
Class Poet: Mary Haffey
Class Orator: John F. Baxter
Class Colors: Royal Blue and Silver
Class Flower: Red Rose

Winner of Prize in History Presented by New Connecticut Chapter of D. A. R. - Owen Morrison

**Members of Board of Education**

John R. Williams, President
H. D. Rand, Vice President
R. E. Metzger C. S. Fullerton F. W. Milbourn
Earl A. Tucker, Clerk

**Class Roll for 1927**

**College Preparatory Course**

<table>
<thead>
<tr>
<th>Name</th>
<th>Class Officer</th>
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<tbody>
<tr>
<td>John Franklin</td>
<td>Rachel Clair Hulburt</td>
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<td>David James Bowden</td>
<td>Mary A. Jamison</td>
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<td>Earle Brittain</td>
<td>J. Sibley Jolliffe</td>
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<td>Roger Davidson Campbell</td>
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<td>Elizabeth Adams Metzger</td>
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<td>Luella Elaine Patterson</td>
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<td>Katherine Emily Freeborn</td>
<td>James B. Shields, II</td>
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<td>Albert Carl Freshley</td>
<td>Eleanor M. Shilan</td>
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<td>Mary Pricella Haffey</td>
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<td>Roy K. Walls</td>
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<td>Josephine Louise Wilmot</td>
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General Course

Clifford J. Byrns
R. Dayton Curtiss
Harold T. Davis
Charles E. Dingley
T. Robert Ellis
Walter J. Flood
Grace Data Ford
Norma Louise Gilmore
Nealan Gray
Mary Nadine Hogan
Alice Katherine Ishil
Terry Jefferson

John A. Jylanki
Mason Kermode
Philip M. Kohankie
Ethel Lorraine Korman
Tauno M. Kumpula
Cordehlie Florence Lilly
Alice Isabelle McCabe
Louis Allen Markell
Margaret Rachel Ogle
John F. Post
George M. Salkeld, Jr.
Anna Frances Wilcoxon

Commercial Course

Aloise E. Anderson
John Joseph Austin
Marie E. Cleary
Rachael E. Concoby
Florence Kathryn Couhig
Lucile Elizabeth Cunningham
Emma Rosetta Francosky
Margaret Alice Gill
Agnes Gorman
Lucille F. Harpole
Marie A. Haskell
Edith Katherine Huff
George A. Jacobson
Irene M. Kallay

Kamila Margaret Kados
Lillian Rene Korpinen
Florence E. Kulnana
Viletta M. Lanum
Olivia C. McPeck
Solomon Makee
Gladys Evelyn Matteson
Mabel Estelle Montgomery
Dorothy Rubenia Morgan
Annabel Ogle
Arlene Lydia Pomeroy
Clarence C. Pomeroy
Frank B. Quirk, Jr.
Mary Marguerette Sinko
Esther A. Stephens

SIXTY-THIRD COMMENCEMENT

Harvey High School
Painesville, Ohio
Junior High School Auditorium
Friday, January 22, 1928

Programme

Processional, "Marchel Triumphale" Kempinski
High School Orchestra

Invocation
"Boats of Mine” Miller

Girls Glee Club
"Youth Facing Life"  Alli Esther Ritari  January, 1928, Class Speaker
"Carmen"  Bizet  High School Orchestra
Class Address  Dr. J. L. Clifton  State Director of Education
(a) "Andante" from Concerto No. VII  de Beriot  Walter Bazar, January, 1928, violin
(b) "The Son of the Puszta" (Hungarian Idyll)--Keler Bele  Mrs. L. J. Spaulding, accompanist
Presentation of the Class  O. H. Lowary  Superintendent of Schools
Presentation of Diplomas  Dr. H. D. Rand  President, Board of Education
Benediction  The Rev. J. J. Wyeth  Kempinski  High School Orchestra

Class Roll, January Class, 1928

College Preparatory Course

Harry Sanford Barber  Alli Esther Ritari
Walter Adolphe Bazar  Russell Joseph Williams

General Course

Ralph Edwin Andrus  Joseph E. Gallagher
Gladys L. Cotner  Lillian W. Luthanen
Merwin J. Curtis  Merle W. Montgomery

Commercial Course

Marjorie Anne Barrett  Marjorie S. Overly
Margarette Agnes Call  Howard Robert Ray
Sterling R. Hoose  Gerald P. Shattuck
Hildred L. Kitchell  Geraldine M. Traponsky
Genevieve Landy  Dorothy N. Welton
Chandler W. McDonald  Evelyn L. Wheeler
Edwin Makee

Class Officers

President, Walter Adolphe Bazar
Vice President, Marjorie S. Overly
Secretary and Treasurer, Hildred L. Kitchell

Class Motto: "Qualis non Quantis"

Class Flower: American Beauty Rose
Class Colors: Scarlet and Gray
Class Speaker: Alli Esther Ritari
Class Will, Marjorie S. Overly
Class Historian, Harry Sanford Barber
Class Prophet, Hildred L. Kitchell

Members of the Board of Education --

Dr. H. D. Rand, President
C. S. Fullerton, Vice President
F. W. Milbourn E. J. Keener G. W. Ellis
Earl A. Tucker, Clerk
O. H. Lowary, Superintendent
R. O. Billett, Principal

SIXTY-FOURTH COMMENCEMENT

HARVEY HIGH SCHOOL
Painesville, Ohio
Junior High School Auditorium
Thursday, June Seventh, 1928 --

Programme

Processional, "Marche Triumvale" Kempinski
High School Orchestra

 Invocation The Rev. W. A. Sparks
Selections:
(a) "Spring" Boutelle
(b) "A Brown Bird Singing" Wood
Girls' Glee Club
"What Shall We Do With the Future?" William Wyman
Class Orator, June 1928

Musical Trio, "Opus 8, No. 4" Pleyel
Violin, Elbert Waldorf, June '28
Violin, Philip Card, June '28
Piano, Jean Sanderson, June '28

Class Address Dr. W. H. McMaster
President, Mount Union College

Overture, "Mignonette" Baumann
High School Orchestra

Presentation of Class O. H. Lowary
Superintendent of Schools

Presentation of Diplomas Dr. H. D. Rand
President of Board of Education
Benediction
Recessional, "Marche Triumphpale"
High School Orchestra

Class Officers

President
Vice President
Secretary
Treasurer

Robert Fifield
John Quirk
Vesta Marriott
George Kraft

Class Gift

A fund toward a high school tennis court.

Class Historian
Class Poet
Class Orator
Class Colors
Class Flower

Clifford Sweet
Elizabeth Gerhardt
William Wyman
Scarlet and Black
Red Rose

Winner of Prize in History presented by New Connecticut Chapter of A. D. R. -- Elisabeth Tuttle

Class Roll for 1928

Virginia Jean Armstrong
Richard C. Bowden
Philip Sherman Card
Mary Warren Colby
Catherine Lucile Cummings
Florence Jane Cunningham
Dorothy Irene Dey
Ruth E. Dixon
Nancy Evelyn Donaldson
Nan Elliott
Evelyn Dorothy Few
Robert E. Fifield
William Robert Flanagan
Eleanor M. Funder
Elizabeth Jenette Gerhardt
Margaret Carroll Gray
Edna Marie Griffin
Mildred Grace Harland
Fannie Hazen
Martha Lou Jenkins
Mary T. Kovacs
William Hazen Wyman

Kathryn E. Lord
Dorothy Estelle McLean
Zilpha Louise MacMackin
Anna Esther Martikainen
Grover F. Molyneaux
Agnes Murphy
Bertha Alzina Pinney
Effie Mae Powers
Theo Anna Rand
Charles Wood Rolfe
Jeanette J. Rost
Margaret Jean Sanderson
Leona G. Saylor
Margaret K. Sessler
Helen Metzger Spence
Geraldine Ruth Spink
Clifford Jay Sweet
F. Elisabeth Tuttle
Clifford M. Wallace
Emma Morse Warn
Marie Ethelynne Whitcomb
**General Course**

Frances Oral Boone  
Chauncey A. Borger  
Carmelita M. Cardina  
Charles E. Evans  
George R. Guthleben  
Alexander Nelson Hood  
Ralph M. Kleeberger  
Robert McKee  
Roy Thorte Meredith  
William Adolf Michalsky  

Mary Louise Noel  
Dean Arlo Patterson  
John Edward Quirk  
Bessie A. Reed  
Marie Antoinette Square  
Verne Sager Stanford  
Sidney E. Storm  
George Charles Strong  
Elden Cady Valentine  
Elbert J. Waldorf  
Robert Fitch Wheeldon

**Commercial Course**

Helen Mary Baldauf  
Alma Elizabeth Bixler  
Ellen Lucille Brewer  
Margaret Helen Conlin  
Elliot W. Dayton  
Carrie Louise Harrison  
Doris M. Huffman  
Rose Ann Kallay  
Alice M. Kelsey  
George L. Kraft  
Helen Jeanette Williams  

Dorothy Chapman  
Howard D. Leonard  
Ruth Caterine Lockhart  
Kathleen G. McGrath  
Vesta Louise Marriott  
Anna B. Parrey  
Grafton Collier Patterson  
Andrew J. Rasch  
Fayona Marie Smith  
Mildred Marie Webster

**SIXTY-FIFTH---MID-YEAR---COMMENCEMENT**

Harvey High School  
Painesville, Ohio  
Junior High School Auditorium  
Thursday, January 31, 1929  
8:15 o'clock

**Program**

Processional, "Dignity and Pride"  
Wadsworth High School Orchestra

Invocation  
Rev. Baxter  
Pastor Christian Church
Music
"Desert Love Song" Spross
"The Green Cathedral" Hahn
Girls' Glee Club
"An Appreciation" Kenneth Heinbaugh
Music--Overture, "The Buglers" Bennett
High School Orchestra--Francis Hendry, Director
Presentation of Speaker C. C. Pierce,
Superintendent Painesville Schools
Class Address J. J. Phillips,
Superintendent Lancaster Public Schools
Presentation of Class O. F. Deetz,
Principal Harvey High School
Presentation of Diplomas Dr. H. D. Rand,
President of Board of Education
Music
"Bells of St. Mary's Addams
"The Elf Man" Wells
Boys' Glee Club
Benediction Rev. J. F. Baxter
Recessional, "Dignity and Pride"

Class of 1929
Frank Hada, General Course
John Carrig, Commercial Course
Kenneth D. Heinbaugh, Commercial Course
Dorothy M. Higgins, Commercial Course
Joseph Horvath, General Course
Annie A. Laurie, Commercial Course
Paul Bowman Lord, College Preparatory Course
John P. Luff, College Preparatory Course
Josephine M. Profeta, Commercial Course
Dorothy Lucille Smith, Commercial Course
Margaret York, College Preparatory Course

Class Officers
President Kenneth Heinbaugh
Vice President John Carrig
Secretary Ella Pease
Treasurer Dorothy Smith

Class Gift
A contribution for the School Library.

Class Orator Kenneth Heinbaugh
Class Historian Margaret York

Class Colors: Red and Black
Class Flower: Red Rose
Members of Board of Education

Dr. H. D. Rand, President
C. S. Fullerton, Vice President
F. W. Milbourn E. J. Keener G. W. Ellis
Earl A. Tucker, Clerk

C. C. Pierce, Superintendent O. F. Deetz, Principal

SIXTY-SIXTH ANNUAL COMMENCEMENT

HARVEY HIGH SCHOOL
Painesville, Ohio
Junior High School Auditorium
Thursday, June 13, 1929. 8:15 o'clock

Program

Processional, "March Triumphale" Kempinski
High School Orchestra

Invocation Marsh
Music, "The Brown Bird Singing" Wood
Girls' Glee Club--Director, Evelyn Weit

Class Oration Frank Milbourne
Music--Overture, "Maritana" Wallace
High School Orchestra

Presentation of Speaker C. C. Pierce
Superintendent of Painesville Public Schools
Rev. J. T. Alten

Presentation of Class and Awards O. F. Deetz
Principal of High School

Presentation of Diplomas Dr. H. D. Rand
President of School Board

Music, "The Close of Another Day" O'Hara
Girls' Glee Club

Benediction Rev. W. A. Warren

Class Officers

President: Eugene Gilmore
Vice President: Eugene Olsey
Secretary: Betty Freeborn
Treasurer: Alice McCarthy
Class Orator: Frank Milbourn, Jr.
Class Historian: Max Wyman
Class Colors: Crimson and White
Class Flower: Red Rose

Class Gift:
The Tennis Court on southeast corner of high school grounds.

Board of Education:
Dr. H. D. Rand, President
C. S. Fullerton, Vice President
F. W. Milbourn E. J. Keener G. W. Ellis
Earl A. Tucker, Clerk
C. C. Pierce, Superintendent O. F. Deetz, Principal

Class of 1929

College Preparatory Course

Frank Eugene Barnett
John H. Bayless
*Edith V. Bosworth
*Evelyn Ruth Bosworth
Bruce Coleman
Robert Frankhauser
*Betty Freeborn
Catherine Leona Freshley
Eugene Tyler Gilmore
Irene Winifred Hacker
*Henry Allen Hawgood
Dorothy Jane Hilbish
Frank H. Holland
Steve M. Kallay
Helen Knox

*Irudle Elizabeth Logan
*Agnes M. McCarthey
Lee Anna Meredith
Donald Hopkins Merrill
*Frank William Milbourn, J.
*Ellen Louise Morrison
Eugene E. Olsey
*Fred Reed
Natalie Ione Rust
Roberta E. Smith
Robert S. Stark
Huldah Belle Talcott
Ernest Lynn Towne
Max Allan Wyman
Geraldine A. Young

Commercial Course

*Elvina L. Casella
Pemilla Jane Cole
Helen M. Conley
Gladys Elizabeth Davis
Mildred Lenon Evans
Marian Gardner
Charles S. Hawley
Lea Hill

Minerva Evelyn Kleeberger
Gabriel J. Kutie
Laura Marie Landgraf
Elizabeth Anne O'Leary
Wianna Joan Makee
Vesta Alyce Montgomery
Clarence R. Pettit
*Rose Agnes Pike
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Josephine Elizabeth Howarth          Edna M. Spaller
Margaret Thelma Jackson            Anna E. Stakich
Myrtle Ethel Kehres               Tressa Anna Square
#Helen S. Kramer                    #Mary Alice Verbic
Mabel Laverne Vigler

General Course

Janet Elizabeth Barto               Glenn Campbell Kohler
William Lytel Couhig               Mary Rose M. Mayor
Sara Jean Courtwright              Margaret Johanna Moeller
Alex Ehasz                          Mary Alice McCarthy
Carol Marjorie Green               Armas M. Penttila
Charles Herman                      Charles V. Rychlik
William Herman                      Gerald R. Spaulding

James Oliver Stafford

#Elected to membership in National Honor Society.

SIXTY-SIXTH MID-YEAR COMMENCEMENT

HARVEY HIGH SCHOOL

Painesville, Ohio

Junior High School Auditorium

Wednesday, January 22, 1930

Program

Processional, "The Priests March" Mendelssohn
Invocation Rev. Jesse Wyeth
Pastor of the Methodist Church

Music

"Marching Men" Ashford
"Love is a Dreamer"

Boys' Glee Club, Mrs. Lillian Mason, Director

Class Oration Leonard Conlin
Music, "Overture from Carmen" Bizet
High School Orchestra, Francis Hendry, Director

Presentation of Speaker C. C. Pierce
Superintendent Painesville Public Schools

Class Address Dr. John S. Rutledge
Presentation of Class O. F. Deetz
Principal, Harvey High School

Presentation of Diplomas C. S. Fullerton
President of Board of Education
Music

"Heartsease and Roses"  Branscome
"Be the Best"  Wells
Girls' Glee Club, Mrs. Lillian Mason, Director
Benediction  Rev. Wyeth

Mid-Year Class, 1930

Arthur W. Ford, College Preparatory
Claudia C. Clevenger, College Preparatory
Edith Mary Hay, Commercial
Leonard R. Conlin, College Preparatory
Steven F. Turbok, General
Robert M. Bartlett, College Preparatory
Fred C. Merrill, General
Marian F. Heath, Commercial
Floyd Makee, Commercial

Class Officers

President:  Arthur Ford
Secretary:  Claudia C. Clevenger
Treasurer:  Robert M. Bartlett

Class Gift

Books for the High School Library

Class Orator:  Leonard Conlin
Class Historian:  Marian Heath

Class Colors:  Scarlet and Gray
Class Flower:  White Carnation

SIXTY-EIGHTH ANNUAL COMMENCEMENT

HARVEY HIGH SCHOOL

Painesville, Ohio

Junior High School Auditorium

Wednesday, June 11, 1930

Program

Processional--"Triumphale"  Kempinski
Invocation  Rev. J. F. Baxter
Music
"There's a Lark in my Heart" Spross
Girls Glee Club
Mrs. Lillian Mason, Sponsor

Class Speaker
Lawrence Bartlett
Mrs. Lillian Mason, Sponsor

Presentation of Class Gift
Thomas Morgan
President, Senior Class

Music
"The Black Rose"
High School Orchestra
Mr. Francis Hendry, Director

Presentation of Speaker
C. C. Pierce
Superintendent of Schools

Class Address
Dr. Frank Albert Dorner
Presentation of Class and Awards
O. F. Deetz
Principal Harvey High School

Presentation of Diplomas
C. S. Fullerton
President of Board of Education

Music
"Glow Worm"
"Bells of the Sea"
High School Orchestra
Linke
Solman

Benediction
Rev. J. F. Baxter

Recessional--"Triumphale"
Kempinski

Class Gift
Librarian's Desk

Class Officers
President: Thomas Morgan Vice President: Claude Jolliffe
Secretary: Thomas Kelly Treasurer: Clarice Davis

Class Orator: Lawrence Bartlett
Class Historian: Kenneth Wiechel

Class of 1930

College Preparatory

Olcott R. Abbott
Laurence H. Bartlett
Jane Elizabeth Bradley
Ruth M. Brainard
Jessica M. Chamberlin
Ruth Jannette Card
Jane C. Colby
Dorothy L. Densmore
Wilma E. Donaldson
Mildred E. Dowling
Maria Flanagan
Bessie A. Judkins
Dorothy J. Keener
Jerome S. Korman
Alexander Kovacs
Joseph E. Long
Elbert J. Leuty
Charles Lee Mantle
Thomas P. Morgan
Dora Elizabeth Noel
Julia E. Ochs
Gordon L. Priday
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<tr>
<th>General</th>
<th>Commercial</th>
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<td>Alberta C. Harris</td>
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<td>*Erma E. Holstead</td>
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<td>Theron R. Hulburt</td>
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<td>*Geraldine D. Gordon</td>
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<td>Carol Rigby</td>
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<td>Carolyn E. Salkeld</td>
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<td>Lois Evelyn Tenney</td>
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<td>*Elected to Membership in National Honor Society</td>
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<td>Ruth Mary Weigand</td>
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<td>Marion E. Andrews</td>
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<td>Charles B. Mallett</td>
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<td>William C. Moodey</td>
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<td>Sara Amy Salkeld</td>
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<td>Michael T. Rasch</td>
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<td>Margaret D. Vargo</td>
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<td>Martha E. Wallace</td>
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<td>*Lillian E. Warren</td>
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COMMENCEMENT EXERCISES
Harvey High School
Junior High School Auditorium
Wednesday, January 21, 1931

Program

Processional--Pride and Dignity Woodman
High School Orchestra

Invocation
Rev. Jesse Wyeth

Music
"The Green Cathedral" Hahn
"Coquetry" Grega

Harvey High Girls Glee Club
Director -- Lillian Mason

Class Speaker
Kenneth Hess,
President, Class of 1931

Overture--"The White Queen"
Metra
High School Orchestra
Director: Francis Hendry

Presentation of Speaker C. C. Pierce, Supt.,
Painesville Public Schools

Class Address: "Life's Great Adjustments"
F. P. Whitney,
Principal Collinwood High School, Cleveland

Gavotte--"The Rose Dance"
Van Norman
High School Orchestra

Presentation of Class C. F. Deetz, Principal
Harvey High School
Awarding of Diplomas
C. S. Fullerton,
President, Painesville Board of Education

Music
"Honey Mine" Parks
"Alma Mater" Turner
Boys Glee Club

Benediction
Rev. Jesse Wyeth
Recessional
High School Orchestra

Class of 1931 -- Mid-Year

Aten, Maxine A. Commercial
Baughman, Russell D. General
Brown, Emerson U. General
Carter, Octalana C. Commercial
Demeter, Helen A. Commercial
Fees, Leona G. General
Giblin, Josephine E. Commercial
Gustason, Irene W. Commercial
SIXTY-NINTH ANNUAL COMMENCEMENT

Thomas W. Harvey High School

Wednesday, June 10, 1931

Program

Processional—March Triumphant
Invocation Kempinski Rev. James A. Burns Pastor, Christian Church
Mixed Chorus—Land of Hope and Glory Elgar Boys' and Girls' Glee Club Director -- Lillian Mason
Class Speaker -- "Happiness" Scott Elledge
Vocal Solo—"The Wind" (Sprouse) "The Old Refrain" (Kreisler) Ruth Sweet
Presentation of Class Gift Wilbur Hess Overture—"Hungarian Dance No. 5" Brahms High School Orchestra Director, Francis Hendry
Presentation of Speaker C. C. Pierce, Supt., Painesville Public Schools Class Address J. O. Engleman President, Kent State College
Vocal Solo—"The Little Damozel (Novello) Marjorie Kohankie
Presentation of the Class and Honors O. F. Deetz, Principal Thomas W. Harvey High School Awarding Diplomas C. S. Fullerton President of Board of Education
Benediction Rev. James A. Burns Recessional High School Orchestra
Class of 1931

College Preparatory

Doris Jeannette Burt
Rubie Avery Carnegie
Margaret Casella
Martha Casella
Margaret D. Clark
Anita B. Coleman
Dustin R. Cowle
Robert M. Crabbs
Scott Bowen Elledge
Maude Fann
Dorothy P. Giblin
Dorothy Hubbard Gregory

Wilbur G. Hess
Miriam C. Hulse
Marjorie Belle Kohankie
Robert Watson Kohankie
Helen E. Lancaster
Gertrude A. Landphair
Thelma P. Miller
Jean C. Ostrander
Arlene Julia Pinney
Charles Rose
Betty Smith
Ruth E. Sweet

Commercial

Frank A. Bodnar
Alyce D. Brewer
Ruth Briggs
Florence May Brown
Robert W. Byrns
Thelma I. Creedon
Avis Helen Crellin
Rosemary Davis
Evelyn Marie Filler
Sarah Green
Ruth D. Haffa
Ruth A. Harrison

Clara Margaret Howell
M. Kathryn Landgraf
Wildred H. Mackey
Rosemary Mogar
Emma B. Molyneux
Marguerite E. Morrison
Vada Genevieve Rhodes
Florence Mae Shellman
Margaret Mary Square
Verna Mae Valentine
Elsie Barbara Witt

General

Arthur William Ahonen
Alvin A. Bixler
George H. Boyle
Harry Edward Carrig
Lyman H. Cozad
Marion Grace Crellin
Jane G. Freeborn
R. Loyal Freeman
Robert A. Guthleben
Harriette Elizabeth Hart
Bessie M. Hodges
Gordon R. Kelsey
Helen Katherine Kneale
Jack W. Layman
Wayson C. Leaverton
Emil Makee
Charles A. Marsch
Sarah Miriam Martikainen

Elizabeth Mayo
Edward J. O'Herron
Harry A. Ostrander
Hugh Benjamin Patterson
Lydia E. Pier
Esther Louise Ruhling
Joseph E. Sabel
William H. Schroeder
William Nyle Shuester
Shirley S. Seymour
Gordon Smith
Eliese W. Stoeckel
John W. Vargo
Stanley Joseph Ward
Arlene Elliott
Franklin O. Heath
La Verne N. Jackson

*National Honor Society
COMMEMCENMENT EXERCISES
Harvey High School
Junior High School Auditorium
Wednesday, Jan. 20, 1932

Program

Processional--"Coronation March"  Meyerbeer
High School Orchestra
Glenn Phillips, Director

Invocation
"Whip-Poor-Will"  Rev. Warner R. Cole
Carl Hahn
Harvey High School Girls' Glee Club
Miss Margaret Lehman, Director

Overture--"Energy"  Bennett
High School Orchestra

Presentation of Speaker  C. C. Pierce, Supt.,
Painesville Public Schools

Class Address  Dr. T. W. Graham, Dean
Theological School, Oberlin College

"Pepita"  Ira Wilson
Boys' Glee Club
Miss Margaret Lehman, Director

Presentation of Class  O. F. Deetz, Principal
Harvey High School

Awarding of Diplomas  H. S. Grady, President
Board of Education

Meditation--"Twilight Hour"  Lamecnik
High School Orchestra

Benediction  Rev. Warner R. Cole
Recessional--"Coronation March"  Meyerbeer
High School Orchestra

Mid-Year Class, 1932

Bagossy, Vincent  General  Sampson, G. Thelma  Commercial
De Lay, John W.  General  Watts, Donald Henry  General
Hires, Lillian E.  General  White, Mary Elizabeth-General
Obee, Lillian E.  College  Wollant, Hilda  General
Pace, Philip

Class Officers

President: John W. De Lay
Secretary: Helen Hires
Treasurer: Thelma G. Sampson
COMMEMENCEMENT EXERCISES

Thomas W. Harvey High School

Wednesday, June 8, 1932

8:15 o'clock

Champion Junior High School

Program

Processional--"The Prophet" Meyerbeer
High School Orchestra

Invocation Rev. James A. Burns
Music
"Dear Land of Home" Sibelins
"Bombay" O'Keefe Zaminik

Boys' Glee Club Miss Margaret Lehman, Director

Class Speaker--"The Power of the Press" Robert Whitecomb
Music
"Song of India" Rimsky Korsakoff
High School Orchestra

Presentation of Speaker C. C. Pierce, Supt., Painesville Public Schools
Class Address--Playing the Game Dr. Guy Morse Bingham
Washington, D. C.
Overture--"Glorial" Edward Hazel
High School Orchestra

Presentation of Class O. F. Deetz, Principal Harvey High School
Awarding of Diplomas Howard Grady, President
Painesville Board of Education

Music
"Voices of Spring" Creole Folk Song
"Whip-Poor Will" Hahn
Girls' Glee Club

Benediction Rev. James A. Burns
Recessional--"The Prophet" Meyerbeer
High School Orchestra

College Preparatory

Alden, Clarence J.
Armstrong, Frances E.
Baldauf, Gilbert D.
Bitzer, Mary E.
Blakely, Elbert Q.
Cadle, Richard Cunbar

Graduates--1932

Cowles, Robert P.
DeBarbrie, Charles I., Jr.
Elias, Eleanor Elizabeth
Elledge, Bonnie Elizabeth
Fee, Donald D.
Gilfillan, Elizabeth
<table>
<thead>
<tr>
<th>Guthleben, Florence Lorraine</th>
<th>Larimer, Margaret Susanna</th>
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<td>Hawley, Edwin H., Jr.</td>
<td>*Moody, Margery Grace</td>
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<td>Higgins, Robert</td>
<td>Rader, George Thomas</td>
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<td>Higgins, William D.</td>
<td>*Riker, Helen Gertrude</td>
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<td>Hungerford, Laura</td>
<td>*Ringman, Nelma E.</td>
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<td>*Jacobson, Martha</td>
<td>Tucker, Helen Jeannette</td>
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<td>*Jennings, Paul W.</td>
<td>Tuttle, Jeannette L.</td>
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<td>*Kennedy, Carolyn C.</td>
<td>*Wharram, Kenneth J.</td>
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<td>Kumpula, Eva M.</td>
<td>Whitcomb, Robert C.</td>
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</tbody>
</table>

**Commercial**

| Andrews, Charlotte M.               | Palmer, Frances Evelyn            |
| Beall, Florence Elizabeth           | Parrey, Dorothy M.                |
| Beardsley, Adeline Lucille          | Perkins, Golda V.                 |
| Betts, Nettie M.                    | Rippin, Marguerite A.             |
| Denslow, Dorothy A.                 | Rockafellow, Viola Emma           |
| Elia, Rose Mary                     | Rose, Catherine M.                |
| Evans, Martha Laurel                | Rudge, Frances Mary               |
| Gilroy, Bernadette S.               | Ruhling, Raymond P.               |
| Gullo, Phyllis M.                   | Sabo, Irene                       |
| *Hainbaugh, Margaret               | *Sanford, Harriet L.              |
| Hurlburt, Margaret M.               | Shepard, Sylvia K.                |
| Jennings, Eldred Madole             | Sommers, Esther E.                |
| Judkins, Edith Grace                | Somppi, Anne S.                   |
| Kline, Mildred Marie                | *Sullivan, Frances J.             |
| Mackey, Sadie S.                    | Sweet, Mildred G.                 |
| Mate, Ilka                          | Turner, Hazel Marie               |
| Miltner, Constance                  | Wargo, Margaret Louise            |
| *Newcomb, Mildred E.                | *Williamson, Ruth Miriam          |

**General**

| Binnig, Margaret E.                 | Leuty, Rachel E.                  |
| Blum, Eleanor M.                    | Lilly, Gial Joseph                |
| Briner, Robert H.                   | MacIntyre, Robert Keith           |
| Carroll, Marjorie Lenore            | Maki, Helen A.                    |
| Clemmons, John Williams             | Mau, Donald                       |
| Coleman, Lucille                    | McGrath, Wilbur J.                |
| Creedon, Anna Winifred              | Miltnér, Alyce                    |
| Creel, James                        | Ness, Doris Irene                 |
| Evans, George Edward                | Oehling, Burt C.                  |
| Fletcher, Alice Mary                | Patterson, Grove B.               |
| Hedderman, Mary Clarabell           | Pease, Philo R.                   |
| Horvath, Irene                      | Roberts, William H.               |
| Huffman, David                      | Sanderson, Jack L.                |
| Kallay, Robert D.                   | Saville, Leonard                  |
| Kallay, Watson E.                   | Snook, George Forest              |
| Kermode, Kenneth Allan              | Spink, Roland Bradford            |
| Kitzel, Ervie                       | Stafford, Frank Wike              |
| Drestensen, Karl Peter              | Stevens, Richard C.               |
| #Lillian Obee, Mid-Year Graduate     | Sullivan, Ellenor                 |

*Elected to Membership in National Honor Society*
Class Officers--1932

President: James Creel
Secretary: Eldred Jennings
Treasurer: Mary Bitzer

Calendar

June 1 Class Day Exercises
June 3 Junior-Senior Banquet and Prom
June 5 Baccalaureate Exercises, Episcopal Church
June 8 Commencement Exercises
June 10 Farewell Assembly

Board of Education

H. S. Grady, President N. R. Clark, Vice President
C. D. Fiser Dr. L. A. Chamberlin
Dr. Ross A. Greenwood Earl Tucker, Clerk

C. C. Pierce, Supt. of Schools
O. F. Deetz, Principal, High School

COMMENCEMENT EXERCISES

Thomas W. Harvey High School
Wednesday, May 3, 1933
Champion Junior High School
Painesville, Ohio

Program

Processional--"March from Tannhauser" Wagner
High School Orchestra
Glenn Phillips, Director

Invocation
Rev. Warner R. Cole
First Baptist Church

Reading, "The Man in the Shadow"
Morgan Greenwood
Ashford

Music--"Marching Men"
Boys' Glee Club
Miss Margaret Lehmann, Director

Class Speakers
Albert Abrams, May Class
Frank Perry, January Class
C. C. Pierce, Supt.

Presentation of Speaker
Dr. Leonard A. Barrett,
Chicago, Ill.

Class Address--"Twentieth Century Youth"
Music—"Passing By"  
Purcell  
Girls' Glee Club  
Miss Margaret Lehmann, Director  
Presentation of Class  
Awarding of Diplomas  
Benediction  
Recessional—"March from Tannhauser"  
Wagner  
High School Orchestra  
Glenn Phillips, Director  

Audience will please be seated during Recessional  

Graduates—1933  

College Preparatory  
January Class  

Robert N. Barnett  
*Hilton H. Campbell  
Betty Rodalie Cantrick  
Genevieve Dewey  
*Howard Tullis Hulburt  
Jack C. Kiefer  
Alfreda E. McManus  
Madeline Mortimer  
*Frank Gray Perry II  

May Class  

Eugene Ralph Abbott  
*Harley Barnes  
*Helen Ruth Belknap  
*Lucille Helen Bobier  
*Phyllis Edna Brooks  
*Hermine Chaffin  
Charles Moodey Cowles  
Anna Marie Crosby  
Margaret E. Flanagan  
Robert Bruce Freeborn  
Morgan Allen Greenwood  
Dorothy Louise Hechathorne  
Evelyn Virginia Howell  
*Dorothy Maye Hungerford  
Bailey K. Kallay  

Molly Louise King  
Eugene C. Kinkelaar  
K. Anton Kolthoff  
Florence Marion Lockhart  
*Hazel Harriet Lockwood  
Ivadell Milburn  
Robert Hyde Morrison  
*Florence Joanne Shumaker  
Violet Madelyn Smith  
*Arthur William Simms  
Walter R. Tear  
Ethel A. Tucker  
*Margaret Sue Wickline  
*Martha Janet Wyatt  

General  
January Class  

Eugene W. Bayless  
Hazen Morse Caldwell  
Mary E. Carter
Harold C. Fisher
Jane Elizabeth Ford
Charles E. Forsch
Hazel D. Hodges
Helen Constance Hutches
Jay Hyde, Jr.
Dorothy L. Oberst
Ardith Louise Rust
Nellie Bess Schuster
Tom Joseph Urso

May Class

Albert Abrams
Mary Susan Alexander
Norma L. Allen
Donald F. Artman
*Ann L. Baker
Frank J. Bay
Mary Bittner
Marjorie Evalyn Brisbane
Rose Caroline Bystanowski
Norvin P. Carter
Raymond Clark
Robert Clark
Edward Franklin Crozier
Dorothie M. Davis
Harold Davis
Helen Thompson Davis
Elizabeth DeFranco
Cominick DeMarinis
Chester Raymond Doubledee
Helen Marie Duncan
Francis I. Gebeau
Cecil Geldbaugh
William Gilroy
James R. Hacker
Mildred N. Hacker
Helen E. Harrison
Lois M. Hawk
Grant Hope
Michael Horvath
Marie Jarboe
Onni Jylanki
Ella Kassay
Mae Irene Keener
Ruth Helen Kelsey
Eugene Phillips Kerven
D. Frances Kulnane
Ida Sofia Kumpula

Stella Lawrence
Charles Lingren
Irene Lipovich
Glenn Longbon
Robert W. Mallett
Harold K. Mantle
Dorothy Mau
Joseph McCarthy
Bruce C. Merrill
Phillip Merrill
Martha Elizabeth Mitchell
Harry Neroda
Frank Pastor
Gail G. Pomeroy
Melvin S. Reed
Donald O. Rippin
Edwin Rogers
John J. Rose
Evelyn Lavere Russell
June Eilene Scott
John A. Sinko
Robert H. Skillthorpe
James Square
Samuel E. Stansell
John H. Steckle
Eleanor Tenney
Fred R. Vargo
Margaret N. Warner
Philip H. Webster
Kenneth C. Wheeler
Donald Frederick White
Allyn C. Wilhelm
Harry Wilhelm
Ada Sue Williams
Robert Hughes Wilmot
Robert S. Wilson
Phil Zampini
Commercial

January Class

Ethel Jean Balla
Betty J. Cozad
Martha W. Cunningham
Elizabeth Ann Bihary
Lillian E. Bordash
Ruth Elizabeth Braden
Alma M. Doyle
Mary Ellen Obee

Rose Ellen O'Brien
Marjorie Ellen Pinney
Marjorie M. Rasch
Lois E. Donaldson
Elizabeth E. Kelsey
Mary R. Profeta
Thelma Swiger
Frances Evelyn Welton
Frances L. Wright

May Class

Grace Bertone
Francis Robert Ely
Florence May Flynn
*Francesanna Green
Josephine M. Gullo
Mary Guthleben
*Ruth Kline
Wildred Gertrude Maltbie
Marjorie Louise Meredith

D. Harriet Miltner
Janet Reed
Elizabeth Solomon
Jeanette Rose Square
Jennie Square
Bessie Mabel Tabor
Lois E. Warren
Evelyn M. Wharram
Sarah Wilcoxen

Class Officers, 1933

January Class

President: Milton Campbell
Vice President: Jack Kiefer
Secretary-Treasurer: Betty Cozad

May Class

President: Melvin Reed
Vice President: Robert Mallett
Secretary: Margaret Wickline
Treasurer: Martha Wyatt

Calendar

April 28 Junior-Senior Prom, Madison Golf Lakelands
April 30 Baccalaureate Exercises, First Congregational Church
May 3 Class Day Exercises

Board of Education

H. S. Grady, President
Dr. L. A. Chamberlin
Dr. R. A. Greenwood

R. N. Clark, Vice President
C. D. Fiser
E. A. Tucker, Clerk
A. L. Baumgartner, Principal Harvey High School
COMMENCEMENT EXERCISES
Thomas W. Harvey High School
Champion Auditorium, Painesville, Ohio
May 23, 1934. 8:15 P.M.

Program

Processional "Pomp and Chivalry" Roberts
Harvey High School Orchestra
Glenn Philips, Director

Invocation
Music, "Wild Rose" Dr. Foster C. Anderson
Harvey Girls Sextette McDowell

Class Speakers
Harold Heckman, May Class
Walter Smith, January Class
Clark

Music, "Flirtations"
Walter Smith and Jack Morrison

Presentation of Speaker C. C. Pierce, Supt.
Class Address, "Some Changeless Values in
a Changing World" Dr. E. E. Jacobs,
President, Ashland College, Ashland, Ohio.

Music, "Our Own Alma Mater" Turner
Senior Boys

Presentation of Class Awarding of Diplomas
A. L. Baumgartner, Prin.
R. N. Clark, President
Board of Education

Alumni Representative, "Remarks"
Louis Clipp, President
Harvey Alumni Association

Music, "Crimson Rose" Clokey
Harvey Mixed Quartette

Benediction

Recessional

Audience will remain seated during recessional.

Graduates, Class of 1934

General Course

Louis C. Barber
Wendell Wright Bartlett
Edward O. Becks, Jr.
Howard Gettys Blair
Robert M. Blair
*Winifred Mary Brandt
Dorothea C. Brown
William Harry Brown
Lewis D. Chase
William F. Cottle

Frederic W. Crellin
John Link Crosby
Margaret Kathryn Davis
Jack DeBarbrie
Edwin Charles Dowen
Leonard F. Dowen
 Mildred Ella Dumond
Marion Eugene Dutcher
Howard Grant Edmonstone
Ernest A. Ehasz
Edith R. Eastman
Alice Viola Fee
Evelyn Gallagher
Richard Gerdel
Herbert Hall
James Louis Hall
Raymond J. Heeley
Vineta Martha Hemmann
Wadsworth Hine
Lawrence Paul Hood
Margaret Violetta Horvath
Angelo T. Inck
Elnora Mae Irons
Carl K. Jackson
Ruth E. Kadel
Esther LaVerne Keener
Leon B. Keener
Carl F. Kinkelhaar
Matilda K. Kenstler
Walter Kratzer
Mary L. Kutie
Margie M. Laczko
Abraham Landy
Dorothy Alice Lane
Alex Joe Lengyel
Sylva Donna Loomis
George E. Lucas
Victor H. Lyons
Howard Makee
Joseph Charles Mass
George Arthur Mather
Joseph Stephen Mayor
George K. McKeowan
Franklin E. Mordush
Jack Morrison
Jack Mylykoski
Beaulah Norman
#Aser Nurmi
John Lester O'Brien
James G. Ogle
Edward S. O'Leary
#Raymond E. Ollila
Dorothy E. Ostrander
John Frank Peter
Arthur R. Pomeroy
Paul E. Pomeroy
Angie May Potter
Beatrice Blanche Proctor
Harold Scott
James F. Quiggle
Janet Mildred Radcliffe
Albert Seeds
Eino Sjo
#Walter Sayle Smith
Wilma Swiger
J. Raymond Tuuri
Philip B. Tuttle
Marjorie Rosa Waste
Clifford R. Webster
Don Lloyd Wyman
#Helen Ruth Yeoman
Roderick Wendell Young

Commercial Course

Esther E. Annala
Louise Mabel Arndt
Arlow Florence Averill
#Dorothy May Chaffee
Evelyn R. Duncan
Dorothy Evelyn Hartson
Esther Herendeen
Mary Coletta Hurley
Lucy Evelyn Kelsey
#Mabel Elizabeth Kneale
Alice Viola Mattson
#Frances Lela Belle Page
Maud Rudge
Felix N. Square
Helen Ann Szoka
Edith E. Valocchi
Gladys Mildred Webster

College Course

#Esther Grace Abbott
Elizabeth Elizora Ackley
Donald Virgil Armsey
Joyce M. Barstow
#Mary Frances Bates
Dorothy Lisbeth Briner
#Felice Chase
Rolland Louis Culbertson II
#George James Edwards III
Virginia Jean Elias
Catherine Jeanette Fisher
#Valerie Jean Fullerton
Class Officers, 1934

January Class

President: Walter Smith
Vice President: Eleanor Tuttle
Secretary: Mildred Dumond
Treasurer: Ruth Kadel

May Class

President: Don Wyman
Vice President: Howard Makee
Secretary: Valerie Fullerton
Treasurer: Frances Page

Board of Education

R. N. Clark, President
C. D. Fiser, Vice President
Earl A. Tucker, Clerk
Dr. L. A. Chamberlain
W. H. Cozad
Dr. R. A. Greenwood

Administration

C. C. Pierce, Superintendent of Schools
A. L. Baumgartner, Principal Harvey High
E. B. Whitcomb, Senior Class Sponsor
Margaret Lehmann, Director of Vocal Music

SEVENTIETH ANNUAL COMMENCEMENT

Thomas W. Harvey High School
Champion Auditorium, Painesville, Ohio
June 5, 1935. 8:15 P.M.

Program

Processional, "March Fantastique" (Prelude from L'Arlesienne Suite) Bizet
Harvey High School Orchestra
Glenn Phillips, Director
Invocation

Music, "Sleeping Beauty"  
"Londonderry Air"  
Harvey High School Orchestra  
Glenn Phillips, Director  

Class Speakers  
Norton Oehling  "The Schools of Yesterday"  
Francis Miltner  "The Schools of Today and Tomorrow"  
Vocal Solo, "The Jolly Roger"  
James Wilder  

Presentation of Speaker  
"The Challenge of Science"  

Music, "Songs My Mother Taught Me"  
Harvey Girls Sextette  
Vocal Solo, "A Birthday"  
Marjorie Loring  

Presentation of Class  
Awarding of Diplomas  
"Our Alumni"  

Presentation of Class Gift  

Music, "Ode to Joy"  
Senior Class  

Benediction  
Recessional  
Audience will please remain seated during recessional.  

Commercial Course  
Graduates--June, 1935  

*Sylvia Margaret Anderson  
*Ruth Evelyn Bauldauf  
Dolores Bittner  
Ellen Maria Creedon  
Elwin M. Crellin  
*Verna E. Erkkila  
Elizabeth G. Gerdel  
Ethyl Marie Gunn  
Julia Hada  
Bessie Elizabeth Hawkins  

*Thelma Dorothy Matteson  
Lillian E. Mattson  
Ellen E. Patterson  
Elizabeth Petrus  
*Mildred M. Prokolab  
Fannie Square  
Helen Such  
Ruth N. Tilton  
Florence B. Valocchi  

College Preparatory Course  

Geraldine Amidon  
*Mary Lou Averill  
Margaret Ellen Borger  
James A. Cardina  

*Esther Jane Corlett  
Fred D. DeFranco  
*Helen Fiser  
*Kenneth O. Friley
Anna S. Green
Douglas E. Greenwood
*Frances Heckathorne
*Margorie Elizabeth Kale
*Elizabeth A. Kilrain
Ruth Kohankle
Robert A. Lord
*Margery Loring
*Milton Robert Ludwig

*Virginia Mae Mantle
*Frank Owen Miller
*Ione Roxanna Poad
Pauline May Richardson
William Leroy Rider
Charles N. Scott
*Audrey Seymour
*Kathryn Louise Thomas

General Course

Francis Maye Ackley
Julia Azary
Mary Azary
Ruth Adelaide Becker
Bertha Mary E. Becks
Evelyn Irene Beebe
Kenneth E. Bentley
Frederick E. Boerner
Norman Lee Brockway
Teressa Bundy
Jean Louise Cantrick
Eugenia Casella
Virginia Cay
Nan Louise Coleman
William Nelson Collister
Marjorie Court
Everett Mason Crozier
Albert Louis Elliott
Otto Harold Emerson
Jean Frances Fletcher
Leola B. Fryer
Ida Elizabeth Gebeau
Ruthann Gibson
Charliene Joan Graham
Benjamin Sherwin Heath
Richard Hervey
Clarence A. Hine
Robert Wm. Hobbs
Carl A. Holden
Florence Brooks Hollister
Edward J. Jalli
James S. Kallay
Paul Kallay
Virginia Kallay
Morgan L. Kane
James Rider Kelsey
Margaret C. Kempf
Philip T. King
Betty A. Knox
Bertha M. Koski
Henry John Krestensen

*Arla Kurzenberger
Joseph B. Landgraf
Arthur L. Logan
Carmella Louise Lombardo
Elizabeth Jean Lord
Elna San Luhta
Wildred Lynch
Eleanor MacMahon
Milton C. Michelson
Elizabeth S. Miller
Ralph A. Mills
Francis J. Miltner
Margaret Louise Nelson
Simeon Samuel Neroda
Don Ness
*Elinor Rose Nighman
Dorothy A. O'Brien
Norton Cehling
Francis Joseph Orszag
George William Ostrander
Yolanda Pastor
Albert Allan Pietila
Wesley Leland Pinney
Eleanor Jane Pomeroy
Howard E. Price
Louis Puskas
Raymond Theodore Renk
Lee G. Rhodes
Zerna Bryant Richardson
Mary Kathleen Sabo
Steve Sabo
William J. Scaglione
Francis I. Sebian
Julius F. Shula
George Sinko
Donald Earl Skelly
Everett Edward Slitor
Eleanor J. Smith
Florence L. Smith
Marian M. Smith
Donald Byron Stafford
Granville Edward Taylor  Milton J. Tuuri
George N. Thompson  Wilbert R. Wagner
Robert Barry Tillotson  John C. Whitely
George Ivings Townsend  James Carter Wilder

*Elected to membership in National Honor Society*

**Class Officers**

**January Class**

President: Lee Rhodes  
Vice President: Eugenie Casella  
Secretary: Virginia Cay  
Treasurer: Florence Smith

**June Class**

President: Fred DeFranco  
Vice President: Kenneth Friley  
Secretary: Leola Fryer  
Treasurer: Florence Hollister

**Board of Education**

R. N. Clark, President  Dr. L. A. Chamberlin
C. D. Fiser, Vice President  W. H. Cozad
Earl A. Tucker, Clerk  Dr. R. A. Greenwood

**Administration**

C. C. Pierce, Superintendent of Schools
A. L. Baumgartner, Principal, Harvey High
E. B. Whitcomb, Senior Class Sponsor
Margaret Lehmann, Director of Vocal Music

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SEVENTY-FIRST ANNUAL COMMENCEMENT

Thomas W. Harvey High School
Morley Music Hall, Painesville, Ohio
June 3, 1936. 8:15 P.M.

Program

Processional  -- Miss Margaret Lehmann at the Console  
Invocation  Rev. L. L. Wood  
First Church Congregational
Music, "The Silver Swan"
"Bless the Lord"
A Cappella Chorus

Gibbons
Ipolitoff-Ivanoff

Class Speakers
Laura Louise Lewis  "The Youth of the East"
Carl Giblin  "The Youth of America"

Vocal Solo, "The Star"
Carroll Wien

Rogers

Presentation of Speaker
C. C. Pierce, Supt.

Class Address
Vivian B. Small

President, Lake Erie College

Music, "Harvey Pledge Song"
Words and Music--Mrs. A. L. Baumgartner
Arranged by Miss Margaret Lehmann
Harvey Special Chorus

Presentation of Class
A. L. Baumgartner, Prin.

Awarding of Diplomas
R. N. Clark, President

Board of Education
Thomas Blakely, President

Harvey Alumni Assn.
Russell Smith, President

Senior Class

"Our Alumni"

Presentation of Class Gift

Music, "Break Forth O Beauteous Heavenly Light" -- Bach
Harvey Special Chorus

Benediction
Rev. L. L. Wood

Recessional

Audience will please remain seated during recessional.

Graduates--June, 1936

College Preparatory Course

Helen Wiletta Ahlstrom
Zoe Carolyn Albee
Wilma Elaine Blum
Ruth Iola Chaffee
Nancy Jane Clipp
Carolyn M. Cozad
Robert Lee Crofoot
Arthur J. Elliott
William Owen Ferron
Beatrice Jane Golding
Martha Louise Grow
Edith Mae Hope
John Joseph Hurley
Shirley Marian Hurst
Thirza Maude Jenkins
Thelma Kane
Nancy Cecil Kirby
Margaret Verna Kujansu
John B. Lauer

Laura Louise Lewis
Donald K. MacIntyre
John P. Mallett
Dorothy Murphy
Elizabeth Jane Parks
Dorothy Helen Rychlik
Susan Keller Shumaker
Margaret Marie Stephens
Betty Belle Toland
Sara Jean Traponsky
Carroll June Wien
Phyllis Eulalia Zoller
Commercial Course

*Eileen Doris Arndt
Emily Balaz
Angela Marie Chiappone
Harriet D. Draper
Lloyd F. Gibson
Mary Margaret Gillette
Jane Ella Gray
Josephine B. Inck
Ruby Esther Kneale
Pauline C. Lohse
Angeline Jeannette Long

*Margaret Catherine Lyons
Margaret Lucille O'Leary
Rose T. Petkosek
Genevieve Potts
Meriel Shelby
Paul W. Spear
Philomena G. Square
Donald Richard Sullivan
Ruth Bertha Warren

General Course

James Advey
Jack Robert Ahlstrom
*Arne E. Ahonen
George Earlin Andrews
Frances Arsulic
Phyllis Ione Bartlett
Kenneth A. Benadum
Janet Dawn Bernard
Earle E. Bitzer
Francis Louis Bodnar
John Bodnar
Margaret E. Bordash
Paul Bortz
James Brenner
Wilma Brockelsby
Hazel I. Brown
H. Vincent Brown
William Alvin Brown
Jeannette Casler
Lawrence Myron Casler
Mary D. Chriss
Richard Colgrove
*Geoffrey V. Collister
Robert Dean Collister
Frank Eugene Crofoot
Edwin Hall Cunningham
Wilma Cunningham
Harry Davis
Jean Murray Davis
Beatrice Ann DeBarbrie
Raymond A. Densmore
Margaret Durchik
John Max Eggert
Marie A. Eggert
*Douglas A. Emerson
Helen I. Evans

Genevieve Aldeen Fairchild
Dawn Fifield
Edwin Victor Filippi
Cecil D. Folk
Rose Dorothy Gerley
*Carl J. Giblin, Jr.
Mary Adaline Gilroy
Esther A. Gordon
Tom Gorman
Salvador J. Gullo
Mildred D. Gustason
Vara Haffey
Ivan O. Hawk, Jr.
Sanford K. Henderson
Felix Dorn Hine, Jr.
Florence Marie Holly
Elisabeth Cecelia Horvath
Elizabeth Horvath
Paige Roy Howell
Blanche M. Inglehart
Martha Irene Jamison
Myron Eugene Jennings
Eleanor Norma Johnson
Thane B. Johnson
Carl M. Joles
*Donald S. Judkins
Clement William Kelsey
*Keith L. Kelsey
Eleanor King
Louise Jane Kinkade
Laslo J. A. Kuhn
Mildred Kulnane
Virgil Kyle Kyle, Jr.
Arthur Louis Landgraf
John F. Lanphier
*Stanley George Lant
William H. Larimer
Lester Lorincz
Ruth E. Luhta
Virginia Rose McCrone
Vincent Joseph McDevitt
Betty Jane McKeowan
Natalie Janis Milan
Edward J. Mordush
Ruth Evelyn Morrow
George E. Moyer
Frederick Nelson Newcomb
Joseph Nibeller
Charles P. Oberst
Rosemary O'Leary
Edward Ralph Ostrander
Carolyn Pace
Felix Padula
DeReath Palmer, Jr.
Marcia Louise Parsons
Henry Ewen Patten
Helen Louise Patterson
Paul T. Pauler
Eleanor R. Perkins
Leonard Pomeroy
*Doris Iona Potter
Steve Preckler
Julia M. Prekler
Donald Lewis Radike
Betty Eilene Rigby
George H. Rosenkeimer

Elmer Sabo
Verna Sabo
Marcia Jane Schaible
Marion Elizabeth Schroeder
Theodore Frederick Searl
John M. Seggio
Mary Lou Shepard
Russell J. Smith
Ellen Somppi
Gerald Stevens
Vernon Castle Stewart
Jean Phrania St. John
Sarah F. Streator
Leonard Thomas

*Jack E. Tilton
Doris Treacy
Dale S. Truman
Josephine Tuttle
Stuart Wayne Tuttle
Julia E. Valocchi

*Anna Louise Vargo
Anton M. Vargo
Robert Ward
Mary Luette Weixel
Vivian Corwell Whipple
James H. Whiting
Florence Elenora Widgren
Robert J. Wilcoxen
Doris Margaret Winter
Harry York

*Elected to membership in National Honor Society

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January Class

President: Robert Crofoot
Vice President: Mildred Gustason
Secretary: Ruth Chaffee
Treasurer: Earl Bitzer

June Class

President: Russell Smith
Vice President: Vincent McDevitt
Secretary: Dale Truman
Treasurer: Susan Shumaker
Board of Education

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O. H. Harer
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