A HISTORY OF ADULT EDUCATION IN THE COLUMBUS, OHIO, PUBLIC SCHOOLS 1847 - 1960

A Thesis

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By

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TABLE OF CONTENTS

LIST OP TABLES

CHAPTER I

INTRODUCTION

In recent years adult education has become a popular and much discussed facet of education in general. Although adults have enrolled in colleges, universities, and evening programs of public schools for many years, not many of us have thought of their participation as being so significant in number as to create special departments and courses specifically for the adult learner.

For many years we have considered the adult who enrolled In a college, university, or evening school course as being the exception rather than the rule.

Today, however, we hear the term "lifelong learning" used frequently by scholars in every field of learning. The professions have long recognized the need for continued learning for their members and have gone so far as to require the participation of their members if they are to remain accredited. Law, Medicine, Engineering, and most other professions have long conducted meetings, seminars, and conventions to keep their members abreast of the continuing advancements in knowledge. But what about the so called average citizen, who is not a member of some profession? Does he require or even desire some form of continuing education? Has he ever felt such a need?

Contrary to what many people believe, the answer is an emphatic yes! The need and the desire has existed for many years.

It is unfortunate that few programs in adult and continuing education were available for the general public in past years, for the evidence seems to indicate a great need may have gone unfulfilled. Those programs that did exist often had to be the direct result of some group of individuals petitioning a school board asking that such programs be provided. But the fact is that many people did petition, and certain kinds of educational programs were provided.

The exact date when public schools first became directly involved with adult education is not known, but the tie between the education of adults and the development of the public school system has probably existed since the founding of the system of free public education itself. Robert A. Luke writing in the Handbook of Adult Education points out that "one of the chief protagonists for the common school, Horace Mann, was confronted with the task of educating the adult population of his day to the importance of a free education." So, in one manner or another it would seem that public schools have been interested in some kind of adult education since their beginning, if only for the selfish purpose of gaining and keeping public support.

One contribution of the public schools to the development of a program for adults, was the evening school. Although designed primarily to serve the youth leaving school for employment, these schools soon began to draw a few older adults in addition. Eventually, these evening schools became popular with those persons who recently migrated to this

country from abroad as the instrument through which they might acquire the rudiments of a basic education in the English language.

Although discrepancies are noted when consulting different authorities on the founding dates of evening schools in the United States, it is believed that Louisville was probably the first to establish formally an evening school. Records of the Louisville Public Schools show that evening schools were first established in that city in 1834. However, other cities were not far behind. Within the next few years, Boston, New York City, St. Louis, Chicago and Philadelphia were to establish evening schools. In Ohio, Cincinnati was the first city to recognize the need.

The post-civil war period through the turn of the century saw many changes occur in our nation. Immigrants by the millions came to this country seeking a better life, and to find work in the rapidly expanding industries of this nation. And as they came, and as our society became Industrialized, education underwent a number of changes too. Secondary education became a function of the public schools, vocational and technical education came into demand as a function of the public schools, and evening schools grew in number and enrollment.

With the development and growth of evening schools during this period, adult education has become a part of the public schools ever since, with frequent lapses and interruptions, but always to survive and come back, until today the public

schools in most major cities offer a variety of adult programs.

Purpose of the Study

The purpose of this study is three-fold. First is to explore and document the history of adult education in the Columbus, Ohio, public schools, from the chartering of the public schools by the state in 1846 up to the year 1960, a period of 115 years.

Second, this study will examine the factors leading to the development, operation and discontinuance of the numerous adult programs conducted within and under the supervision of the Columbus Public Schools.

Third, in light of this experience in adult education by the public schools, a projected role for the public schools in adult education will be given in Chapter IV.

Organization of the Study

Chapter II of this study will give a brief historical review of the beginning of adult education in Ohio and Columbus.

In Chapter III eight specific programs involving the participation of adults within the Columbus public schools will be examined. Although some of these programs overlap in time, they will be examined separately as follows:

1. The General Evening Schools
2. The Free Evening Art School
3. Americanization Education
4. The Emergency Schools
5. The Central Evening High School
6. The Continuation Schools
7. The School of Practical Nursing
8. The Evening Trade School

Chapter IV will examine the role of the public schools

for the future.

The Method of Study

Since this study documents the history of adult education in the Columbus Public Schools, certain records of the school system have been examined thoroughly.

The minutes of the Board of Education for the years 1846 to 1960 have been examined in detail, as have the published annual reports for the years 1872 through 1923.

A review of certain published histories of Columbus and Franklin County has also been made. These are listed in detail in the bibliography found at the conclusion of this study.

Certain other published materials as well as unpublished theses and dissertations have also been consulted where they contained information relating to any adult education program in the public schools. These too are listed in detail in the bibliography.

Additional valuable information has been obtained by interviewing several persons, each of whom has extensive experience working in the various adult programs through the years. Specifically, Mr. Myron Seifert, the school historian has provided many clues leading to useful information. Miss Pauline Bryant, first commencement speaker at The Central Evening High School, whose long association with Evening High School and her participation in the Emergency School program has provided much useful data, and Mrs. Faye Reeder, whose long association with the Americanization program at Evening High School has also provided much valuable information.

Limitations of the Study

As with most studies requiring historical research, the author often finds himself limited by the data available. Ironically, when doing the research for this study, the author found data for the early years of the schools relatively easy to obtain. The Clerk-Treasurer of the Board of Education has carefully preserved and indexed the minutes of the board for most of the years of the existence of the public schools.

The board itself published annual reports containing useful statistical data for the years 1872 through 1923. But then for some unexplained reason no more annual reports were published. None were published before 1872.

Statistical data often is complete for one particular year, but entirely lacking for another year, and for the years since 1923 the limitation of physical space has led to the destruction of many records, particuarly at Evening High School.

Probably the most frustrating difficulty has been to find some reasonable definition for adult education. It has been in most instances impossible to define this term in this study since the adult programs during the early days attracted boys and girls as young as fourteen. But these students were employed in daily occupations so they have been included as adults in this study.

During the early years of the public schools, the school authorities were required to provide a free public education for youth up to the age of twenty-one years. It is possible a few of these older students were enrolled in the regular day

schools as regular students and not counted as adults, while many fourteen and sixteen year olds employed during the day registered in the evening schools and were counted as adults. They are considered adults for the purposes of this study.

CHAPTER II

THE BEGINNING OF ADULT EDUCATION IN OHIO AND COLUMBUS

Early Legislation

Before examining the development of adult education in Columbus, a brief review of the general educational development of both Ohio and Columbus is important. To better understand how adult education evolved, it is worthwhile to view it as part of the total evolutionary process of public school education throughout the state.

When Ohio was admitted to the union in 1803, the first constitution made no specific provisions for education, but stated simply that "means of education should be encouraged by legislative enactment; that all institutions of all grades, endowed in whole or in part from revenue derived from the donations of the United States should be open without distinction to all scholars." This first constitution served Ohio from 1803 to 1851. Obviously, little was said concerning public education in general and nothing said concerning any kind of adult education in particular.

Edward Alanson Miller, in his History of Educational Legislation in Ohio from 1803 to 1850 points out that it was not lack of interest in education that resulted in so little being said about schools in this first Constitution, but merely a reflection of the diverse thinking of those who framed the first constitution. These men came from practically all the eastern states, and many of them were of the belief that education could be served best by means of private

schools and academies as was the practice in the eastern states at that time. In addition most were of the belief that individual school systems should be born within and tailored to the particular needs of local communities. This is evidenced by the large number of legislative enactments from 1803 through 1821 providing for establishment of individual school systems at the local level. Many kinds of schools, both public and private were chartered or incorporated during these years. Ohio did not enact a general school law until 1821.

It would seem with this approach to solving educational needs within the state that little thought or study would be given to the educational needs of any group but children. In general this seems to be the case. However, a review of early legislation does not specifically exclude local communities from meeting any educational needs they might wish to fulfill. The first general school law passed in 1821 was of a permissive nature which left practically all initiative to local citizens, who presumably might have created almost any kind of school system they wanted.

During the next decade though, some thought was apparently given to the possibility that a desire might exist for adult participation in some local schools. An amendment to the general school law passed by the General Assembly February 28, 1834, providing for the financial support of the common or public schools contains a sentence permitting local communities to provide for the education of "those white youth over the age of twenty-one years." Section One of An Act to Provide for the

Support and Better Regulation of Common Schools reads as follows:

> Be it enacted by the General Assembly of the State of Ohio that a fund shall hereafter be raised in the several counties of this state, in the manner pointed out by this act for the use of common schools, for the instruction of white youth of every class and grade, without distinction, in reading, writing, and arithmetic and other necessary branches of education: Provided that nothing in this act contained shall prevent white persons above the age of twenty-one years from participating in the benefits of said schools, who may pay into the hands of the school directors of the districts in which they may reside, such amount of tuition as may be agreed upon by said directors, which sum shall be paid into the treasury of the district for the use and benefit of the school fund of said district and be applied as contemplated by the thirty second-section of this act.

Within the context of this act can be found specific provision for the inclusion of adults in the common school programs if the local communities so desired. However, there is little evidence that local communities gave much consideration to this provision for the next decade.

During the next four years some thought was also given to the educational needs of certain youth over twelve years of age who might be out of school and working. This concern is reflected by an act to amend the general school law passed in 1838. Section sixteen of this act stated:

> That in all districts, composed in whole or in part of an incorporated town, city, or borough, it shall be the duty of the directors to provide a suitable number of evening common schools for the instruction of such male youth over twelve years of age as are prevented by their daily avocation from attending day schools; which schools shall be subject to such regulation as the directors from time to time may adopt for the government thereof.

From the preceding two acts it can be seen that legislation was in existence to empower local communities to meet the educational needs of adults. Although this legislation was concerned primarily with the most basic kind of education, the local communities did have a legal basis for including adults. During these early years of statehood though, most adults saw little need to acquire more education than they possessed since Ohio was an agricultural state whose inhabitants found little time or energy to be concerned with anything more than their struggle to make a living.

Adult Education in the Cities

In Ohio as elsewhere the development of public education found its impetus in the cities. While farmers found what education they possessed to be sufficient and saw little need for more than the basic skills in reading, writing and arithmetic, those persons living and working in the cities began to recognize the necessity for expanded skills to meet the demands of industrialization and commerce. Even in the early nineteenth century life in the city was becoming one where each person was dependent more and more on others for his personal, economic and social needs, and In return depended upon for his own special skill.

Cincinnati was the city to lead in early efforts for better educational conditions. In 1829 the city secured from the state legislature a school charter that gave her an organized, tax-supported, free system of common schools.

It is not surprising then, to find Cincinnati the pioneer

in providing for adult educational needs. In 1840 the city established evening schools in compliance with the state law to "provide for such male youth over twelve years of age as are prevented by their daily avocation from attending schools." The first evening schools in Cincinnati were to be open in the months of November, December, January and February.

It was natural that Cincinnati should recognize and realize the need for a progressive educational system. Being a river city, Cincinnati was already a center of commercial activity, and the need for a literate and skilled citizenry was apparent.

Early Schools in Columbus

During these same years Columbus was just beginning to recognize her potential for becoming an industrial and commercial center.

Public schools had actually been in existence in Columbus since 1826, but they were not tax supported schools. The first public school was opened when the town plat, with a part of Montgomery township composed a single school district. The first meeting of interested citizens for the choice of directors to govern the first school was held November 21, 1826, in the Presbyterian Church on Front Street.[1] A school was opened soon afterwards, but the school fund raised by subscription was sufficient to keep school open only for about three months of each year for several years.

In 1830 a public meeting authorized the opening of two

[1] A History of Franklin and Pickaway Counties, Ohio, Williams Bros., 1880.

schools, one to be taught by a male teacher for the more advanced students, and the other to be taught by a woman for the smaller children. During these years there were no public school houses, the schools being held in rented rooms.

The struggle to maintain these early schools can be appreciated when one remembers that public schools were not attended by children of the well-to-do citizens of a community at this time. The prosperous and influential citizens looked upon public education as inferior and merely a means to provide a basic education for the children from the poorer families. For example, Oplea Moore in his History of Franklin County, Ohio, published in 1930 states that the Ohio Gazeteer in 1826 made mention of four or five private schools and a classical seminary in Columbus, then a town of 1,400 inhabitants. This was in comparison to just one public school. So, it is obvious that those who could afford to do so took care of their own educational needs by private means, with little consideration given to the needs of the poorer residents or their children.

During the next twenty years Columbus began to follow the pattern of Cincinnati and other large cities and recognized the need to formally establish and maintain a public school system. As a result the state legislature in 1845 passed an act placing the public schools in Columbus under the control of a board of six directors. Under this same act the city council was empowered to appoint a board of three exam-

iners to examine applicants for the position of teacher in the public schools. In 1846 the voters of the city authorized a tax of $8,000 for the erection of public school houses. Three buildings were constructed and opened July 21, 1847. These schools were all primary schools. No plans for construction of a secondary school were considered at this time.

In 1847 the school board appointed Dr. Asa D. Lord as first Superintendent of schools for the city. He immediately saw the inadequacy of a school system limited to only primary schools and began at once to plan for a high school. Under his guidance and with his encouragement a high school was erected in 1853, but classes at the secondary level were offered before a high school building was constructed. However, the school superintendent saw no need for any further type of educational program.

Although the general school law enacted in 1851 incorporated the provision for evening schools for working youth over twelve years of age, no mention of such evening schools can be found in school records. If such schools were held they were probably done so as an extension of the regular school program and enrolled few students. It was during this same decade the population of Columbus remained nearly constant with the natural growth of population by births being balanced by the emigration of people westward, and during the next decade the state and nation were occupied with the problems brought on by war and reconstruction. School records indicate that Columbus maintained a rather static system of schools with

only minor changes and additions, mostly to primary schools.

In Chapter III of this study a detailed examination of the specific adult education programs in the Columbus Public Schools is found, beginning with the early general evening schools and progressing through the various other phases as they developed up to the year 1960.

CHAPTER III

ADULT EDUCATION PROGRAMS 1846 - 1960

General Education in the Evening Schools

A review of Columbus public school records from 1846 to 1873 reveals little about any kind of educational program outside the day schools. Although Ohio had enacted a law in 1839 requiring incorporated cities and towns upon proper petition to provide evening schools for certain youth over twelve years of age, nothing can be found in school records to support an assumption that such schools were provided. However, the school records for these early years are incomplete, especially for the years 1850 to 1872, a period of twenty-two years.

Nelson L. Bossing in his book A History of Educational Legislation in Ohio from 1850 to 1925 states that the public school law of 1853 gave the boards of education authority, at their own discretion, to provide evening schools for certain youth over twelve years of age. This change in the school law had the effect of making the law permissive rather than mandatory. Since the Columbus Public Schools were not chartered until 1846, it is unlikely the school authorities had time to organize more than a token program of evening work.

The earliest mention found in school records concerning evening schools is the annual report of the Superintendent to the Board of Education dated August 31, 1873. Only briefly, is mention made that evening schools were held as customary, with no statistics or details given. Apparently, however, the num-

ber of students enrolled in evening school was becoming significant, because the following year specific rules governing the operation of such schools were adopted by the Board of Education. The rules adopted by the board during the school year 1873-74 were as follows:

I - There shall be established from time to time such number of night schools as the board may determine.

II - Such night schools as may be established shall be open for the purpose of giving instruction in the common branches, on the first Monday of November in each year, and shall continue as long as the number of pupils shall justify.

Ill - Who may attend - No pupil shall be permitted to attend the night schools who is not a resident of the school district of the city unless by permission of the board. Scholars of the day schools shall not be permitted to attend the night schools and no youth unless he or she shall have attained the age of twelve years.

IV - Salaries - The salary of teachers in the night schools shall be one dollar per hour, provided that the amount per evening does not exceed two dollars and fifty cents. Payment shall not be made until all reports required by the board and the Superintendent shall be filed at the time such reports are due.

V - Teachers - A teacher shall be appointed in the night schools for an average attendance of twenty-five pupils, and an additional one for each twenty-five. Whenever the attendance each night shall be less than twenty-five pupils per teacher, the surplus teacher or teachers shall be discharged. The night school shall be under the charge of the Superintendent.

VI - Sessions - There shall be three sessions each week, to wit, Monday, Wednesday, and Friday, beginning at 7¼ o'clock P.M. and closing at 9¼ o'clock P.M. Teachers shall be required to be in their school rooms fifteen minutes before the opening of school.

VII - Textbooks - No textbook, except readers and copybooks shall be required, but each pupil shall furnish himself with slate, pencils, pens, and paper.[2]

Although these rules were most specific in stating who could attend evening school, when they were to be held, and how much was to be paid teachers, certain other considerations were omitted. Nothing was said about classifying students by grade or ability nor was any statement made concerning teacher qualifications. Since the schools were to be under the supervision of the Superintendent, the school board apparently left these matters to him. Unfortunately, these oversights were to create certain problems. For example in his year-end report to the school board Superintendent Robert Stevenson made the following comment:

> "To make these schools useful the most thorough classification is necessary. It is impossible for a teacher to shape the instruction to meet the wants of a number of pupils who are in different stages of advancement; since the time is so short there can be very little individual instruction."[3]

Since there had obviously been little effort to classify these students, one can imagine the problems a teacher would encounter. Since the school board said nothing about teacher qualifications and the Superintendent was silent in his report to the board on how teachers were selected, it is difficult to speculate on the competencies of the teaching staff. There is little doubt however, that the very nature of these evening schools would create serious problems in both teaching and

[2] Annual Report of The Board of Education, City of Columbus, August 31, 1874, pp. 82-83

[3] Ibid., p. 45

administration.

These schools were designed primarily to serve those out of school youth over twelve years of age who could not attend day school because of their work, and this meant that many of the students were probably in their early and mid-teens. Any teacher or administrator can readily appreciate the problems one would normally expect with a student body in this age range. Restlessness, a desire to break from authority, and an intense desire to assume an adult role is characteristic of students of this age. To further complicate the situation with evening school students during this era, was the fact most were working long hours at arduous jobs during the day, being expected to meet the demands of an adult task only to be handled as a normal teenage student in school at night. Remarks made by the Superintendent at the end of the school year confirm there were indeed serious problems. He told the board of education:

> "There are many who attend the night schools who, if they ever become good, peaceable and useful citizens, need quite as much instruction in morals and manners....."

With a student body of such varied backgrounds in educational achievement and within such a range of ages as these, it would be expected that every effort would be made to limit the number of students per teacher. The board of education stated in its rules governing the operation of the evening schools that there would be one teacher for each twenty-five students. However, statistics found in the Superintendents

report tell a different story. The average number of students per teacher each night was actually thirty-six. This certainly did nothing to alleviate any of the other problems the teachers had to face.

It is obvious from his report submitted in August of 1875 that Superintendent Stevenson was disappointed with the operation of these schools. Average attendance fell from fifty-four percent of total enrollment the preceding year to only thirty-eight percent of total enrollment this year. He attributed this decline in part to the severity of the winter, but mostly to the fact the evening schools were too scattered and certainly not well enough classified.

Superintendent Robert Stevenson was an interesting man. He felt a strong commitment to the purpose served by evening schools, feeling they were a vital part of any school system, but he was also a man who reacted strongly to failure, often making statements directly contradicting what he may have said months earlier. He approached the evening schools with enthusiasm, but frequently, following some disappointment, would question the worth of such schools.

At this point in the operation of the evening schools however, the Superintendent retained some degree of optimism. He suggested that next year the schools should be concentrated in one or two accessible places for the sake of economy and quality of instruction. His optimism was not the only bright spot. Although average attendance was below the preceding

year, the total number of students enrolled was considerably higher. During the school year 1874-75 student enrollment in the evening schools climbed to five hundred ninety students, compared to only three hundred seventy the previous year and the average number of students per teacher each night dropped to 28.6.

Although the average number of students per teacher was reduced, the cost of operating the evening schools had increased substantially, from a cost per pupil of $2.32 for the school year 1873-74 to $6.68 per student in 1874-75. This was achieved by increasing the average number of teachers per night from six to eight.

The optimism Superintendent Stevenson had about the continued operation of the evening schools may not have been shared by members of the school board, for in this same annual report he chose to dwell at length on the work of the schools and the dedication of those who attended.

His statement found in the annual report is reproduced below because this writer believes the Superintendent draws an excellent verbal picture of the night schools of this period, and also reveals some of his own inconsistencies in light of previous statements made to the board.

> "The scholars were mostly from the manufacturies and workshops. They were emphatically the sons and daughters of toil. They exhibited an eagerness to learn which was refreshing and inspiring to those having charge of the instruction. The ignorance of some of the rudiments of an education was a sad commentary on the boasted intelligence of the masses in a country where education is free. Yet the earnest

desire and effort made by them to make up, at so late a period, for lost opportunities, or for time lost by force of circumstances was commendable and gratifying in the highest degree. It is not too much to say that some of these pupils of the night school, which spent the day from seven o'clock in the morning till six o'clock in the evening at hard manual labor, accomplished as much during the three months as very many of the day scholars achieved in half a year.

They attended because they felt the need of more knowledge and not because they were driven thither by their parents. There were a few among the number who were fair scholars, but were still desirous of becoming better. They attended reguarly, with a self-denial that was heroic, till the end of the session. During the term not one case of discipline occurred. Curiosity and a love of fun attracted a few but when they found no opportunity for the kind of pleasure they sought, they quietly withdrew. There were occasional interruptions by street strollers and night prowlers, but nothing transpired to interfere seriously with the progress of the schools.

The instruction given in these schools was largely oral and of a most practical character. In arithmetic, processes were taught rather than rules and principles. The fundamental rules, making out bills, common fractions, and percentage, were the principal topics discussed. In language, practical lessons in composition, sentence-making, correct forms of speech in both speaking and writing, the proper use of words, exercises in reading and spelling were such as would familiarize the scholars with words and definitions and teach them how to gather thoughts from the printed page.

The night schools were successful, and may be made a still more efficient means for the education of that large class, to be found in every city which poverty or adverse circumstances have prevented from availing themselves of the privileges of the day schools.

I respectfully recommend that bookkeeping or a simple system of keeping accounts be added to the branches now taught in these schools, as such instruction was eagerly sought by some of the scholars. It would add but little more to the running expenses."[4]

This statement is part of the same annual report in which the Superintendent was so critical of many of the students

[4]Annual Report of The Board of Education, City of Columbus, August 31, 1875, p. 182.

manners and morals. Such a critique would imply that there must have been some discipline problems, yet in the preceding statement he specifically states that not one disciplinary problem arose.

This writer has concluded that there were two good reasons why the Superintendent made the above statement. One is that during this year he was able to establish, with the boards consent, a free evening art school for the artisans of the city. This school is described in detail later in this chapter. This particular school was a great success. Public response was immediate and favorable. Undoubtedly the Superintendent wanted to see this school continued, and it would probably be maintained only so long as the other evening schools were kept, so it was necessary to convince the board of education of the need for such schools despite occasional problems which they created. Second, there was no state requirement that any certain sum of money need be appropriated for the operation of evening or night schools. The amount of money to be expended was left to local school boards to be based upon the need for such schools. It is doubtful that the Superintendent would want the school board to become involved in withdrawing money from any part of the school program at this particular time, since Columbus was a rapidly growing industrial center and these funds would most certainly be needed for normal school growth in the months and years ahead. Such withdrawal of funds from one part of the school program might

tend to set a precedent for future board action.

The fear that certain funds might be withdrawn from the schools was a distinct possibility, for in 1873 the nation entered a secondary post war depression beginning with the panic of 1873. This depression developed into a lengthy period of below normal business activity, lasting until 1879. Even though Columbus and the nation were rapidly expanding, the fears of certain members of the board of education can be appreciated. Most of these members were business and professional men and naturally were given to acting cautiously and conservatively when faced with an uncertain financial outlook.

The state legislature responded in a similar manner. Seeing the primary responsibility of the public schools to young children, legislation was enacted in 1875 which placed a limitation on the money that might be appropriated for evening schools.[5] The appropriations that could be made by school boards were limited to $300 for cities of the first class, $150 for cities of the second class, and all other districts to $75. The particular class into which any city fell was determined by its population. This law remained in effect without change until 1893.

This legislative change had an immediate effect. Any other funds evening schools might need over and above what the school board could appropriate would have to come from

[5]Bbssing, Nelson L. A History of Educational Legislation in Ohio from 1850 to 1925 (Publisher and date unknown)p. 42

tuition. The following school year in Columbus, (1875-76) total enrollment in the evening schools declined from 590 the preceding year to 303, but the average number of teachers remained unchanged. Most of the appropriated money probably went for teachers salaries. With this decline in enrollment however, was an increase in the average number of pupils per teacher per night. This increased from 28.6 for the preceding year to 31.7. This is accounted for by a much higher average attendance on the part of the student body.

This decline in student enrollment might be attributed entirely to a decrease in the funds the board could make available, but there were probably other reasons as well. The total enrollment was much higher for 1874-75 than for the following year to be sure. However, many of these students probably lost interest in their academic work and did not return. Those who were more serious minded towards their work did return and this in turn would account for the improved average attendance.

Even with what this writer would call encouraging signs, the Superintendent was keenly disappointed in the progress of the schools. He made this quite clear in his annual report to the board of education dated August 31, 1876, when he stated:

> "The teachers were selected from those in the day schools. The instruction was oral and eminently practical; yet, only a small number could be influenced to make any personal effort for themselves outside of the time spent with the teacher. All attempts to

> arouse them to feel the practical value of the possession of even the instruments for gaining knowledge were futile."
>
> ".....there is not one in five (students) who could not with little inconvenience attend the day schools. The indifference of parents in regard to the necessity of educating their children, keeps more children out of school than all other causes."

The Superintendent felt that evening schools were serving no purpose other than to provide a means to some kind of education for those who found day school to be inconvenient. The teaching staff although being experienced, at least in day school, met with little success with their teaching effort.

The lack of success and the disappointment during this year began to spell the end for evening schools in this decade of the seventies. The annual report for the school year 1876-77 merely states that 306 students were enrolled in evening school during the year. The absence of any remarks concerning their operation leads this writer to believe the Superintendent had abandoned any hope that such schools would prove successful. The following year the Columbus schools also discontinued operation of the Free Evening Art School. Following the closing of this school no further mention of evening schools is found in school records until 1890.

A statistical summary of student enrollment and attendance for the years 1873-1877 is shown at the top of the following page. During these three school years, classes were in session from the first Monday of November until late March of each year.

TABLE I

ENROLLMENT AND COST PER PUPIL
THE GENERAL EVENING SCHOOLS, 1873-1876

Year	Enrollment Boys	Girls	Total	Cost per Pupil
1873-74	243	127	370	$ 2.32
1874-75	440	150	590	6.68
1875-76	248	55	303	3.14

Source: Annual Reports of The Columbus Public Schools for the years 1873-74, 1874-75, 1875-76.

TABLE II

AVERAGE PUPIL ATTENDANCE AND NUMBER PER TEACHER
THE GENERAL EVENING SCHOOLS, 1873-1876

Year	Average Number In Attendance Boys	Girls	Total	Average Number Per Teacher Each Night
1873-74	136.5	61.7	198.2	36.0
1874-75	156.0	49.0	205.0	28.6
1875-76	137.8	116.4	254.2	31.7

Source: Annual Reports of The Columbus Public Schools for the years 1873-74, 1874-75, 1875-76.

In mid 1879 the nation returned to prosperity, but by this time the absence of evening schools had been accepted by both the school administration and public. Even if some thought might have been given to reopening the schools, the limitations placed upon the amount a school board could appropriate for their operation by the state legislature, coupled with the difficulties encountered with the previous schools, made it doubtful that much interest could be aroused in getting

these schools started again. The nation returned to economic recession again in 1884, and school records fail to show any further interest in evening schools by either the school board or Superintendent for the remainder of the decade.

In 1889 Superintendent Robert Stevenson retired, and he was replaced by J.A. Shawan. The new Superintendent went before the Columbus Board of Education and urged them to open evening schools once again.

He used as the basis for his request, the revision of the compulsory attendance law by the state legislature in 1890. As amended, the law stated that in the case of children over fourteen years of age and under sixteen years of age, who could not read and write, should attend school one-half of each day or attend night schools, where such schools were organized. This law further stated that before employers could employ children of school age during the school term, the child must provide proof (which the employer had to keep on file) that they had completed the course of instruction offered in the primary and grammar grades of some public or private school. For minors over fourteen years of age, it was necessary to demand proof that they could read and write simple English sentences before the employer could engage their services.

Superintendent Shawan quickly recognized that a large number of persons in the city probably could not meet such requirements in order to obtain employment, and to enroll

them in day school would create serious problems. Columbus was a growing industrial center, and many of those persons who migrated into the city were part of the nearly five and one-third million foreign immigrants who came to this country between 1880 and 1890. It was doubtful If these people had yet attained much of a speaking vocabulary, and to expect them to be able to write simple English sentences was too much. To the Superintendent, the most logical step was to open evening schools for these and any other students who might wish to attend.

In response to the Superintendents request, the Board of Education adopted the following new rules and regulations during the school year 1889-90:

I - The city shall be divided into night school districts (not less than four) as nearly equal in area and population as possible, and numbered in regular order. The buildings in each of said districts in which sessions shall be held shall be designated by the visiting board member.

II - School shall be opened the first Monday in October and continue twenty-four weeks not including holidays.

III - These schools may be divided into such grades as the committee on Teachers and Examinations and Superintendent of Instruction shall find convenient for instruction and rapid advancement.

IV - The studies to be pursued, shall be reading, writing, arithmetic, geography, grammar, United States history and other studies as may be compulsory by statute.

V - The school hours shall be from 7 to 9:30 P.M.

VI - All pupils coming under the provisions of the compulsory education law, and all others where daily labor is necessary to the support of themselves or their family's support, shall be admitted to these schools.

VII - All text-books shall be purchased and owned by the Board of Education, and shall be such to enable the pupil to acquire the largest amount of practical knowledge in the shortest possible time.

VIII - Teachers shall be chosen with special reference to their ability to impart practical knowledge in as plain and condensed a manner as compatible with a thorough comprehension of the subject. Except in cases of necessity teachers in the day schools shall not be employed in the night schools.

IX - The teaching of a patriotic love of our country and her institutions in conjunction with United States history, shall be a special feature in the night school.

X - A janitor shall be employed for each building, whose duty it shall be in addition to the usual duties of janitor, to take charge of the property used in the night schools when not in use, keeping it securely locked in a place prepared or set apart for that purpose by the Board. Not later than fifteen minutes before seven o'clock, he shall distribute to the teachers under direction of the principal such books and supplies as may be necessary during the evening. Immediately after dismissal of school, the teacher shall collect and return to the janitor all books and supplies for safe keeping, the teachers being held responsible for all books and supplies while in use in their respective rooms.[6]

From reading the foregoing rules and regulations adopted by the school board during this particular year, it is clear the Board of Education intended to assume much more responsibility and supervision of the evening schools than did the school board of 1873. It is difficult to determine if this was a result of the lessons learned some eighteen years earlier, or if this simply reflected the thinking of this particular board. This writer would guess that the desire for stricter control by the board was at least partly brought about by the

[6]Annual Report of The Board of Education, City of Columbus, August 31, 1890, pp 346-347

experience the board of education had in working with the previous Superintendent. Although his tenure was a lengthy one, (18 years) the board of education had, before his retirement, become embroiled in a serious controversy with the Superintendent involving a conflict of interest. Mr. Stevenson owned a part interest in a publishing company doing business with the Columbus Public Schools.

In any case the board was quite specific in outlining a course of study, who should teach in the evening schools, and how supplies were to be administered.

It is interesting to note that a "patriotic love of our country and her institutions" was to be taught in conjunction with United States history. Being made a special feature of the evening school was recognition by the board that many of the students would probably be of foreign nationalities and should become acquainted with and a part of American tradition as quickly as possible.

The boards desire that students be able to advance as rapidly as possible is of interest too. Perhaps because of a desire for economical operation or to accomodate a larger number of students, the board was anxious that instruction in the evening schools be convenient for such advancement.

During the first year of operation, evening schools were not opened until March 3, 1890. The school was held in only one building known as the Front Street Building, and continued in operation for only eight weeks.

Despite the late opening and inconvenient location for many students, the school met with an almost overwhelming response. The Superintendent thought that not more than three or four teachers would be needed, but before the term ended the teaching staff numbered ten for an enrollment of 434 students. The Superintendent pointed out to the board that the school was intended for those children who because of indigence could not attend day school. But he added, the conditions for admission were broad enough to include all who might wish to avail themselves of the opportunity to get an education. One hundred twenty-two persons over the age of twenty-one desired to do just that. Nine students were over fifty years of age. The Superintendent was moved to tell the board:

> "It was gratifying to see with what eagerness many old men and women tried to learn to read and write."

Although the term was short, average attendance for the entire term was excellent, considering the conditions under which the school was conducted, this being seventy-eight percent of total enrollment. Compensation for employees was fixed at $2.50 per night for principal and $1.50 per night for teachers. Total expenditures for the evening school operation amounted to $894.94.

Since the limit on the amount that might be appropriated by the board of education for operating evening schools was set by the legislature some years earlier and was considerably below this figure, it is assumed that tuition was charged.

although the rules and regulations governing the schools said nothing about such charges. No information was found in any other school records indicating how the funds were obtained.

The following year (1890-91) the evening schools met with even greater success. Enrollment climbed to 796 students, and it was necessary to open schools in other buildings. It is interesting to note that the response by older persons in particular was even greater this year than last. A total of 273 persons enrolled who were over the age of twenty-one. Of this number twenty-one were over the age of fifty. Clearly there was an earnest desire on the part of many to gain what education they could.

Unfortunately with the rising enrollment came rising costs. The total cost of operating the evening schools for 1890-91 amounted to $3,115.85. This distressed both the board of education and the Superintendent, resulting in their re-evaluating the work of these schools and what their responsibility towards these schools should be. The Superintendent was definite in his support of the schools, telling the board in his annual report that:

> "It is absolutely necessary to keep a few such schools in order to afford facilities to those children whose circumstances require them to work for a living during the day. No line however, should be drawn on age. Any person interested in self-improvement should be allowed to attend."[7]

Even though the Superintendent was firmly on record as supporting the schools and was opposed to any limitation on

[7]Annual Report of The Board of Education, City of Columbus, August 31, 1891, p. 177.

who might attend, he was forced to economize in their operation the following year. Classes were consolidated and conducted in only one building, the Front Street building which was located downtown and provided at least a central location equally convenient to most students. Some limitation in offerings of the school are noted too, being limited mostly to reading, writing, arithmetic and spelling. Although many nationalities were represented, nothing was stated about including American History as part of the course of study.

This curtailment of the evening school resulted in more than economy. It also resulted in a much smaller student enrollment, dropping to 237 persons. The number of older persons enrolled dropped substantially too, only 94 over the age of twenty-one registering. Only three were over fifty years of age. During the school year 1892-93 the school board began to accept evening schools as a necessary and desirable addition to the public school system. Evening schools were opened in two buildings this year, the Dennison Avenue building on the North side and Central German in the downtown area. Enrollment climbed to 352 persons, although the number of older persons declined. Only 58 adults over the age of twenty-one enrolled for this school year. The additional enrollment came mostly from those students between the ages of fourteen and twenty-one. Commenting on the decline in number of older students, the Superintendent stated in his annual report that some of those not enrolled this year had been members of the

schools since their organization and had made commendable progress.[8]

Attendance during the school year 1892-93 was again excellent, amounting to an average of eighty percent of total enrollment.

During the past four years, the Board of Education had received numerous requests to open additional evening schools as the school year progressed. Responding to these requests, the board adopted a resolution on November 13, 1893. authorizing the committee on Evening Schools to open schools in any building where thirty or more people agree to attend.

The following school year, 1893-94 saw a continued increase in the number enrolling in evening school. Enrollment increased to 513 students, with many of them being at an advanced level.

The Superintendent commented to the board that there was a growing interest in the evening schools on the part of these advanced students, and those in the higher classes continued to show progress. He felt the schools were "doing a grand work."[9]

The increased number attending these schools in 1893-94 included older adults. Once again the schools had caught the attention of some of these people. The number of persons over the age of twenty-one enrolled this year increased to 122.

[8]Annual Report of The Board of Education, City of Columbus, August 31, 1893. p. 122

[9]Annual Report of The Board of Education, City of Columbus, August 31, 1894, p. 189

Eight were over fifty years of age.

The following year (1894-95) saw the return of a familiar problem that had plagued the evening schools of twenty years earlier, faltering attendance. Enrollment increased by two hundred persons to 713. but average daily attendance was less than fifty percent, and Superintendent Shawan considered the operation of the evening schools only fairly successful. He commented to the school board that night school work was the hardest kind of service for those who try conscientiously to secure the best results. There was also some feeling among some of the board members that the job of principal in the evening schools should be passed around. The Superintendent objected, believing that once the proper person was found, he should be retained for the "sake of the service."

Evening schools were conducted in four buildings at the start of this school year, but an additional Evening Cooking School was conducted at the Front Street building, under the regulations governing regular evening schools. This particular school was designed to provide an opportunity for some of the women who had migrated to Columbus from the Southern states to acquire a basic knowledge of cooking and domestic science. Little was said by the Superintendent concerning this school except that it was under the supervision of the Manual Training Committee, a committee composed of members from the Board of Education.

In response to a number of requests from interested

citizens, an Evening School was opened at the Fourth Street School on January 7, 1895 and continued in operation until the end of the winter term.

All the evening schools offered the traditional course offerings, Reading, Spelling, Writing, Arithmetic, Grammar and History, with one exception. The school in the Second Avenue building added classes in Bookkeeping and Algebra.

It was obvious from reviewing school records that many if not most of the persons enrolled in evening schools represented citizens of foreign nationalities. This accounted in part for the increasing absence rate. As explained in more detail later in this chapter under the heading Americanization Education, many of these people dropped out of evening school as soon as they acquired enough verbal facility with the English language to find employment. In addition to these people, the average age as reflected in Table III was becoming younger, with older adults comprising fewer and fewer of the student body. It would be expected with a large student body between the ages of sixteen and twenty-one that attendance would become more irregular. Even so, the evening schools required the employment of five principals and sixteen teachers for the year. Per capita cost of operating the schools amounted to seven dollars, higher than for any previous year.

In an attempt to counter the poor attendance record of many students, the Superintendent proposed for the school year 1895-96 that as a matter of good faith it would be desirable

to have each applicant for admission to the evening schools secure the signature of some responsible party to whom daily reports could be made. It is not known whether such action was taken, but the Superintendent did report that attendance improved during this school year.[10]

The following year, diplomas were awarded to those students who completed the evening school program fulfilling the requirement of a grammar school education. This was the first indication that students were given some recognition by the schools (other than praise) for their efforts.

The evening schools continued operating without major change until the close of the century.

From 1896 until the turn of the century, attendance began a steady decline, but the task of administering the program continued to constitute a problem for the Superintendent and his staff. A committee comprised of school board members Inspected the evening schools several times during the school year 1898-99 and recommended to the entire board that a special supervisor for evening schools be appointed to relieve the Superintendent of this added burden. The board complied and named a Mr. Anton Hungleman as supervisor. During this year there were seventeen teachers and five principals employed in the evening schools.

The Superintendent also recommended to the board that evening schools be conducted on Monday, Wednesday and

[10]Annual Report of The Board of Education, City of Columbus, August 31, 1896, p. 156.

TABLE III

GENERAL EVENING SCHOOL ENROLLMENT
BY AGE
1890 - 1899

Age Range	1890	1891	1892	1893	1894	1895	1896	1897	1898*	1899
Under 14 years	26	30	14	37	29	16	18	6	--	9
14 - 16 "	112	187	54	120	156	176	188	64	--	122
16 - 21 "	174	298	75	137	204	247	196	289	--	185
21 - 30 "	75	141	49	30	76	207	126	81	--	42
30 - 40 "	29	68	29	18	25	70	36	33	--	24
40 - 50 "	9	43	11	7	13	14	13	19	--	10
Over 50 "	9	21	5	3	8	3	9	10	--	8
Totals	434	788	237	352	511	733	586	502	--	400

Source: Annual Reports of The Columbus Public Schools, for the years 1890 - 1899
* Not available

Thursday. This meant changing the session normally held on Friday. He also suggested starting classes half an hour later than in the past. Mr. Shawan felt that such changes might eliminate much of the tardiness of pupils and also decrease the absence rate. Such changes were authorized by the board.

At the turn of the century, the cost of operating evening school increased beyond seven dollars per pupil, and the board found itself facing a familiar problem again, that of keeping the schools in operation with limited funds.

The school board managed to find adequate funds until 1901. At this time Mr. Theodore Glenn, told the other members of the Board of Education:

> "I believe in our present financial condition, it would be wise to discontinue the Evening Schools. The attendance at these schools in the past few years has not been what it should be and I do not believe justifies the expense incurred. The falling off in attendance may be accounted for in a measure to the present good times. I think possibly before discontinuing these schools entirely, it might be well to try but one building, centrally located. This would reduce the expense of these schools to a minimum and at the same time provide schooling facilities for a very worthy class. I feel that those who are really desirous of improving themselves would not object to this method."[11]

Even though the board considered taking such action, it apparently was left for future consideration and forgotten, for during this year total cost of evening schools amounted to $2,834.50, with fifteen teachers and principals being employed.

However, at the following years end, even the Superintendent was becoming concerned at the cost of operation. The

[11] Annual Report of The Board of Education, City of Columbus, August 31, 1901,. p.23

attendance continued to be most irregular and he questioned whether the results the schools were obtaining were really commensurate with the expenditures that were necessary. He noted that the school attendance law in Ohio had again been changed, and the law forbade the employment of any boy under fifteen and any girl under sixteen while the public schools were in session. As a result Superintendent Shawan did not believe that the evening schools met the conditions as they were formerly intended to do.

The following school year (1901-02) the evening schools were consolidated and attempts made to economize in their operation. This effort continued for the next four years. Although total costs of operation dropped markedly, the per pupil cost remained high, amounting to $7.48 per student in 1903. This reflected the continued poor attendance by students.

Although the students were mostly young men and women, those in their twenties and thirties comprised a larger part of total enrollment than formerly, but total enrollment was also much smaller.

By 1904 attendance dropped to only a total of ninety-eight students, and classes were being held in just two buildings, the Fourth Street building and Front Street building.

Beginning with the school year 1906-07 attendance began to grow. A total of 151 persons registered this year, but attendance still amounted to only an average of sixty-two students per session. The students were practically all be-

tween sixteen and thirty years of age, with none over forty. Table V shows the age distribution and how it changed from 1900 through 1909.

By 1910 the school board had decided the best way to economize in the operation of the evening schools was by decreasing the number of teachers. The conclusion was drawn that since these schools had such poor attendance, a large teaching staff was not needed. An an illustration of this, the schools registered 320 students for the school year 1909-10, but only six teachers and principals were employed. Even so, the cost per pupil based on average attendance still amounted to $6.34.

Table IV illustrates the variance in cost of operating the evening schools from 1900 to 1910.

TABLE IV

TOTAL COST OF EVENING SCHOOL OPERATION
1900 - 1910

School Year	Amount
1900-01	$ 2,834.50
1901-02	1,648.75
1902-03	1,100.00
1903-04	747.00
1904-05	545.75
1905-06	596.00
1906-07	714.00
1907-08	633.75
1908-09	845.75
1909-10	624.25

Aource: Annual Reports of The Columbus Public Schools, for the years 1900 - 1910

TABLE V

GENERAL EVENING SOHOOL ENROLLMENT
BY AGE
1900 - 1909

Age Range	1900	1901	1902*	1903	1904*	1905	1906	1907	1908	1909
Under 14 years	6	13	--	1	--	1	1	0	1	0
14 - 16 "	98	115	--	68	--	18	15	17	32	28
16 - 21 "	122	173	--	39	--	44	33	75	80	116
21 - 30 "	35	41	--	26	--	26	31	54	75	81
30 - 40 "	22	13	--	6	--	6	11	5	8	21
40 - 50 "	12	5	--	4	--	3	2	0	2	4
Over 50 "	8	10	--	3	--	0	0	0	0	2
Totals	303	370	--	147	98	98	93	151	198	252

Source: Annual Reports of The Columbus Public Schools, for the years 1900 - 1909
* Not Available
Note: Annual Report for 1904 gave total only.

During 1910 the Board of Education opened a new Trades School and the Superintendent immediately turned his interest and enthusiasm to the work of this school. Almost as soon as the school opened, evening classes were begun, and from 1910 through 1923. the last year an annual report was published, less and less was said about the regular evening schools and more was said in praise about the Trades School. This school is described later in the chapter.

Even though the Trade School held the attention of the Superintendent and school board, the regular evening schools had once again become popular with the local citizenry. During the school year 1911-12 enrollment had climbed to 348 students, and all age groups were beginning to show a revival of interest. Many of these people, incidentally, were enrolled at the Champion Avenue School. This school was where the first classes in basic education were held for the Negro migrants from the South, and many of the older persons enrolled were in this program. This particular school has been in almost continuous operation from the second decade of the nineteen hundreds to the present day. It was at this school that students frequently petitioned the Board of Education to extend the school year by an additional month, which they usually did.

During 1913 and 1914, in addition to the regular work in the common branches offered at the Champion Avenue School, additional classes in Manual Training and Domestic Science

were included with the program. These same additions were made at Reeb Avenue and Fourth Street Schools.

For practically every year after 1910 up until 1924, the students at Champion Avenue petitioned the school authorities to extend their school year an additional month. During 1915, classes in sewing were held at Champion Avenue in the evening, in answer to requests from nearby residents.

For several years after 1910, the school board received occasional requests for an Evening High School. Although the evening school did offer occasional classes in Algebra, Bookkeeping and certain other advanced subjects, a regular high school program had not been offered.

In response to questions from some board members, the Superintendent stated that it had been customary to attempt only the most practical line of work in evening school, and so far as he was aware there had never been a demand for a "Night High School." He felt that because of the irregularity of attendance, no attempt should be made to formulate a fixed course of study for any of the schools. He suggested they continue as they had in the past, adapting each school to the special needs of the students as shown at the time of opening.

However, by 1919. the demand for an Evening High School did exist, and records indicate that an Evening High School was held in the High School of Commerce building for a total of 453 students that year. (1919-20)[12]

[12]Annual Report of The Board of Education, City of Columbus, August 31, 1920, p. 118

The following school year (1920-21) enrollment jumped to 1462 students. Obviously a demand for an Evening High School did exist.

Although these courses were at the secondary level, no diplomas were yet awarded. To determine what kind of program to offer the high school students in evening school for the first four years, the Superintendent would call an assembly of all prospective pupils before the fall opening. At this meeting each pupil would list the courses he wished to take, and from this data a tentative program was made. It is not surprising to find that most courses were of a practical nature designed to improve the students earning capacity.

For the first four years the most popular courses in the order of enrollment were: Typing, Shorthand, Bookkeeping, Business English, Elementary English, Millinery, Sewing, Arithmetic, Manual Training, and Salesmanship.

During the second year of operation when enrollment jumped to 1462 students, the same problem involving attendance occurred as in the earlier evening schools. After 1921 a policy was established to discourage enrollment until the prospective pupil had a definite idea of the courses he wanted to take. If he had no definite idea he was permitted to visit classes until he could make such a choice. The Superintendent felt that in this way the misfits could be avoided. A non-returnable enrollment fee was also charged beginning in the fall of 1921.

From the time the high schools began in 1919 until they were consolidated and moved to the Central High School building in 1924, some interesting data regarding the students background was gathered by school officials.

The reports indicate that the character of the pupils from the standpoint of their dally occupations and previous education fluctuated very little. Approximately sixty percent were occupied in offices and as salesmen, twenty percent were skilled workmen, and the balance were housewives, professional men and women, and unskilled laborers. Twenty-four percent had not gone beyond the eighth grade in school, and another sixty percent had not graduated from high school.[13]

Asked to state why they enrolled in the Evening High Schools, eighty-one percent of them said they wanted to improve in general culture while nineteen percent wished to prepare for further education.

Those who enrolled because they wanted to improve their general culture may have confused this with improving their earning ability.

During each of the four years, women outnumbered men in total enrollment. They accounted for sixty percent of total enrollment in 1919-20, sixty-two percent in 1920-21, sixty-four percent in 1921-22, and sixty-five percent in 1922-23. This probably accounts for the popularity of such courses as Typing and Bookkeeping.

[13]Annual Report of The Board of Education, City of Columbus, August 31, 1923, p. 119

Enrollment data for the Evening High Schools from their inception until consolidation and moving to Central High School is shown in the following table.

TABLE VI

EVENING HIGH SCHOOL ENROLLMENT
1919 - 1923

School Year	High School of Commerce	South High School	Total
1919 - 1920	453	---	453
1920 - 1921	1462	---	1462
1921 - 1922	803	75	878
1922 - 1923	1003	109	1112

Source: Annual Reports of The Columbus Public Schools, for the years 1919 - 1923.

The Free Evening Art School

One of the most interesting and unique ventures into adult education by the public schools occurred during the year 1874.

Superintendent of Schools Robert W. Stevenson was a man with faith not only in the value of a free public education for the youth of the city, but a man who envisioned the public school as a logical and practical place to continue the education of all persons, regardless of age or social status.

In the fall of 1874, the Superintendent prevailed upon the Board of Education to establish a free evening art school, so that the artisans of the community could develop their skills in free hand and industrial drawing. Superintendent Stevenson was very alert to the fact that Columbus had the

potential for becoming a center of industrial activity. He knew that industry brought people and wealth to a community, and industry would gravitate to those cities with a ready supply of skilled and competent artisans and craftsmen.

As a result of his efforts. Superintendent Stevenson was authorized to open the Free Evening Art School on November 18, 1874. Professor W.S. Goodnough, Superintendent of Art Education in the city schools was appointed teacher.

The results were most satisfying. From the beginning, the school proved popular, attracting students from twenty-seven different occupations. The school remained in session for forty-three nights at a total cost per pupil of $3.63.

Although no statistics were given relating to the age distribution of the student body, a review of some sample art work included with the annual report of 1874 revealed that ages of four artists were 19, 30, 35 and 30. Obviously this was certainly a program geared exclusively to adult interests.

The following course of study was designed for the student body:

1. Freehand outline drawing from copies and blackboard with the principles and exercises in elementary design.
2. Memory and dictation drawing.
3. Plane geometrical drawing with instruments of problems given by the teacher.
4. Model and direct drawing from copy and solid model.

5. Perspective drawing.

6. Projection drawing.

The obvious satisfaction with the progress of this school can be seen in Superintendent Stevenson's report to the board at the end of the year. He stated:

> "There is no question that if the artisans and mechanics of our city could have the opportunities for instruction in freehand and mechanical drawing, in free evening schools with competent teachers, the value of their labor would be greatly increased. Columbus is rapidly becoming a manufacturing city and in this direction her future prosperity and growth lie. She ought therefore to offer every inducement possible to tradesmen of every class to settle in our midst, to extend to them every facility for improving themselves, and to encourage skilled labor in every department of handicraft and the arts of design.
>
> To this end I beg leave to recommend the permanent establishment of a Free Evening Art School to be kept open during the school year for the benefit of artisans, mechanics, machinists, civil engineers - for all in short, who look forward to the arts of design and mechanic arts as the occupation of their lives."[14]

The Superintendent stated he believed the total cost of facilities, materials and faculty need not exceed fifteen hundred dollars per annum. The Superintendent asked the Board of Education, "Can this sum of money be expended in any other way that will produce richer results in forwarding the vital interest of our prosperous and growing city"?

It is interesting to note the success of the Free Evening Art School came at a time when the regular evening

[14]Annual Report of The Board of Education, City of Columbus, August 31, 1875, p. 170.

schools was declining and there was some evidence of disciplinary problems with the students.

The success of the evening art school is even more dramatic when the following comment by the Superintendent Stevenson is considered:

> "The progress of the school was very satisfactory considering the disadvantages resulting from the poor arrangement of light, inconvenient desks, and one teacher having most of the winter to teach with part of the class in one room and the remainder in another. The students worked earnestly and enthusiastically."[15]

This statement would certainly be a tribute to teacher and student alike in any learning situation, but particularly to these adults since they sought the opportunity voluntarily and perservered through forty-three nights.

The school attracted students from many occupations. Not only were artisans and craftsmen represented, but merchants, teachers and clerks found the course offerings to be an attraction worthy of their participation.

Table VII presents an analysis of the student body by occupation for the school years 1874-75 and 1875-76.

From this table it can be seen that more occupations are represented during the school year 1875-76. However, it is also noted there are fewer unclassified students. It is probable that some of the unclassified occupations for the school year 1874-75 were classified during the second year. The thirty-two students not classified for

[15]Ibid

the year 1874-75 represented fourteen different occupations.

During the second year, the school found it necessary to employ two teachers, one more than the first year. The per pupil cost, however, of operating the school dropped from the first year figure of $3.63 to $3.23.

TABLE VII
THE FREE EVENING ART SCHOOL
STUDENT ENROLLMENT BY OCCUPATION
FOR THE SCHOOL YEARS 1874-75 - 1875-76

1874-75	1875-76	Occupation
5	1	Engineer
18	21	Teacher
--	16	Merchant
4	11	Student
--	8	Painter
10	5	Carpenter
--	1	Inspector
--	1	Plumber
--	3	Iron Cornice
2	3	Jeweler
3	3	Tinner
--	3	Stone Cutter
--	3	Carriage Trimmer
2	--	Carriage Painter
--	1	Moulder
--	2	Clerk
5	2	Printer
--	2	Architect
--	2	Bookkeeper
--	1	Surveyor
10	--	Machinist
32	14	Unclassified
91	103	Totals

Source: Annual Reports of The Columbus Public Schools, for the years 1874 - 1876.

With the report of the Superintendent to the Board of Education for this year was a record of student ages. The average age of all students was twenty-three. The average age for men was twenty-one and for the women twenty-five. The reason for the average age of the men being younger than the women can probably be attributed to the fact many of the men were apprentices, and this training was directly of benefit to their becoming skilled in some particular trade.

Although no evidence exists to support any particular reason why the women were on the average older, a review of the table on the preceding page will show teachers were well represented among the student body. Most of these teachers were probably female.

It is difficult to determine what criteria Superintendent Stevenson may have used when he so enthusiastically called the Free Evening Art School a success, but apparently neither the criteria or his enthusiasm made a lasting impression upon the Board of Education.

A review of minutes of the regular board meetings for the school year 1876-77 and of the annual report fall to find any mention of the school for that year except for a brief statement that it was in operation.

If we were to judge the success of the school by present day standards, we might assume that cost of operation, student enrollment, and student attendance would comprise the more important criteria for evaluation.

The per pupil cost was on the average double the cost of regular evening school by this time, but average attendance was considerably above that for the other evening schools.

Nevertheless, the year 1878 was the last year for the Free Evening Art School. It is ironic that the opening of a remodeled high school with up-to-date facilities was the cause of its demise. The Superintendent informed the Board of Education that during the year the Evening Art School was discontinued because there were no gas fixtures in the Drawing room of the new high school, making evening classes impossible.

The Superintendent apparently made no pleas with the board to modify the facilities of the new building so that classes could be held, nor did he suggest moving the classes elsewhere.

By this time evening schools of any kind in Columbus were no longer considered necessary. The state legislature had placed a limitation on the amount a school board could appropriate for such schools, and both the school board and Superintendent had their fill of the many problems that plagued the other schools.

The Superintendent of Drawing was the only school official to urge the re-opening of the art school, pointing out to the school board that Massachusetts required their support in every city having over ten thousand inhabitants. He also emphasized that Cincinnati, Cleveland and Dayton were holding

such schools at the current time. However, the Free Evening Art School became a part of history so far as the Columbus Public Schools were concerned. It never reopened.

Americanization Education

By 1870 Columbus began to experience a rapid growth in population. The westward movement of people through and from the city stopped, and many former residents who had gone westward with the fever of speculation driving them, returned.

Columbus was also becoming an industrial center. People were coming into the city from the Southern states and foreign lands to find employment in the many factories and shops. Those coming from the South were mostly negroes, looking for some kind of life better than they had known before and during the war between the states. Europeans by the hundreds of thousands were coming to the United States with the same hope, to find a better way of life for themselves and their families.

The population of Columbus increased from 31.274 in 1870 to 51.647 in the year 1880, a gain of more than sixty-five percent. This growth continued at a rapid pace well into the nineteen thirties.

Although a formal program designed to prepare the foreign born for citizenship was not initiated by the public schools until 1919. the evening schools enrolled many of these people for a number of years before. Unfortunately, the school records do not show the number of foreign born availing them-

selves of the work offered by the regular evening schools, but from comments of the Superintendent in his annual reports, it can be assumed they were numerous.

The first notation in school records concerning the enrollment of these people is found in the annual report for the school year ending August 31, 1891. Commenting on the progress of the evening schools, the Superintendent stated that "many nationalities have been represented in the schools, and all have made fair progress." The words "many nationalities" indicate that many of the new arrivals were availing themselves of the opportunity to acquire the rudiments of a basic education.

The success of the evening schools as a medium for providing this basic education was again emphasized by the Superintendent during 1895 when he told the board of education:

> "The value of the work done in the night schools cannot be estimated, as they not only afforded an opportunity for boys and girls who are unable to attend day schools to get an education, but offered an opportunity to German, Danes, Russians, Poles, and Greeks who wish to become American citizens to learn our language and become familiar with our history and free institutions."[16]

From the above statement, the conclusion can be drawn that evening schools were attended by a substantial number of newly arrived immigrants.

The reason for the popularity of the evening schools with the immigrants was simply the necessity for these people

[16] Annual Report of The Board of Education, City of Columbus, August 31, 1895

to learn the basic language skills so they might seek and hold employment. Although industrial firms were eager for workers, it became obvious to these people that to communicate with their employers as well as their neighbors, they must master the English Language.

Many of the immigrants to Columbus settled on the near West side and the near East side of the city. For this reason early classes for foreigners were located in the Avondale School on the West side and at St. Clair Avenue School on the Northeast side of the city.

Education was not a simple task for many of these new citizens. Most of them had little formal education in their native countries, and many found the attempt to acquire some kind of basic education in a new language insurmountable. The experience required not only learning the academic substance, but the proper study skills and habits had to be learned too.

The difficulties they faced is illustrated by the following events during the year 1913; on petition, an Evening School was opened at the Avondale building on December 2nd. The purpose of this school was to provide instruction for foreigners in the English language. A total of fifty-six persons including one woman registered. All were Italians. The school continued only until February 14, 1914, when enrollment declined to the point where continued operation of the school was no longer considered economical. On March 3,

1914, a petition was presented to school officials requesting a similar evening school in the St. Clair Avenue area. This school enrolled twenty-four young men. The Superintendent noted that both of these schools were experimental and that both began with much enthusiasm. However, as soon as students acquired a small vocabulary, either on account of a loss of interest or because they found the work too exacting in connection with their employment, they dropped out. This was in marked contrast to other regular evening schools, because mention is made of at least one of these schools being extended an additional month on petition of pupils.[17]

Despite the fact that education was a most difficult task for many of these adults, they continued to petition for and enroll in evening schools.

In his report of August 31, 1915, the Superintendent stated that "the greatest demand has been to get the fundamentals of a common school education, and, outside of the Trades School, by far the largest number of pupils attending the evening schools are foreigners."

There was some thought given by the board of education to establishing a uniform program of studies for the foreign adults, but the Superintendent discouraged this idea.

The Superintendent did agree however, that some type of instruction specifically designed to prepare these people for making application for citizenship should be part of the

[17]Annual Report of The Board of Education, City of Columbus, August 31, 1914, p. 89

evening school program. The Superintendent told the board that interested persons were petitioning the school officials for a course that would give some special attention to the instruction in the forms of application. He believed such classes could easily be given without practically any additional cost and would fit in nicely with what they were already doing in the area of preparing these foreign students for citizenship. The board authorized the Superintendent to include such a class with the evening program.

No record of the progress of the evening programs is found in school records for 1916-17, although the minutes of the board show the Superintendent was authorized to hold such programs.

The school year 1917-18 was a trying period for the Columbus schools. They found their finances extremely short and were forced to close all evening schools during the year. The Superintendent expressed concern when the schools were closed that nothing was being done for the Americanization of adult foreigners. He considered this a serious lack in the schools.

During 1919 there was revival of interest by the board in the re-establishment of evening schools. There was particular interest in the formal establishment of an Americanization Department within the schools. There was an interest in such a department within the public schools not only by the board, but from the Department of Naturalization and

Immigration as well in Washington, D.C.

The world had just been through a devastating war, and it was feared by many that a large number of immigrants residing within our country posed a potential threat to our national security, and that something should be done to educate these people in the fundamentals of democracy.

The Columbus Board of Education took action on September 10, 1919 to establish an Americanization Department within the public schools. The stated purpose of such a department was to provide opportunities for foreign born adults to learn to speak, read, and write the English language, and also to receive instruction in United States History and Government which would enable them to pass naturalization examinations and fit them to assume with some intelligence the duties of citizens.

As a general rule, Americanization classes were to be organized during the first week of October and close the latter part of May. The school board did however, authorize the Superintendent to organize a class at any time a sufficiently large group of immigrants should indicate they were anxious to attend school. The Superintendent was to use his own judgment in determining what constituted a sufficient number. He was also authorized to discontinue classes whose attendance did not justify their continued operation. He could close such classes any time during the year.

To accomodate the potential citizens, classes were to

be organized where easy access could be attained by the students, which meant spreading them throughout the city in a number of elementary schools. There were even some instances of such classes being held in private homes.

Beginning with the school year 1919-20 some statistics were retained which gives the reader some idea of what kind of response this program met.

TABLE VIII
AMERICANIZATION PROGRAM ENROLLMENT
1919 - 1923

School Year	Men	Women	Total
1919 - 20	298	113	411
1920 - 21	560	219	779
1921 - 22	491	250	741
1922 - 23	403	291	694

Source: The Annual Reports of The Columbus Public Schools, for the years 1919 - 1923.

From the preceding table it will be noted that the number of women showed a consistent increase in the total number of participants from the first year to the last year given, but the number of men was rather erratic, almost doubling their attendance for the second year but then dropping off for the latter two years.

The same reports provided the data for Table IX, showing the age distribution for one school year. Unfortunately it was not possible to gather sufficient data to construct an accurate table showing the age distribution for all four years.

TABLE IX
AMERICANIZATION PROGRAM PARTICIPANTS
BY AGE
FOR THE SCHOOL YEAR 1920-21

Age Range	Men	Women	Total
Under 16	9	7	16
16 - 18	52	27	79
19 - 25	161	81	242
26 - 35	145	77	222
36 - 45	63	37	100
46 - 55	24	17	41
Over 55	6	3	9
Unknown	31	1	32
Totals	491	250	741

Source: The Annual Report of The Columbus Public Schools, for the year 1921

The reader will note a discrepancy in the total number of all participants when comparing this table with Table VIII on the preceding page. Although no explanation was found for this difference, it probably is a result of some persons registering for the program but not participating. If this is true, then thirty-eight persons enrolled, but never attended.

It can also be seen from the preceding table that more than sixty-two percent (62.6) of the participants were between the ages of nineteen and thirty-five. These would be those persons, mostly men, within the age range where a facility with language would be of most importance for acquiring and holding a job.

For the school year 1921-22 a record of nationalities was included with the annual report. This data is presented in Table X.

It will be noted in the following table that a number of program participants are classed as "miscellaneous."

This group of foreign adults were representative of the following nationalities; Belgian, Canadian, Czechs, Egyptians, English, Finnish, Lithuanians, Norwegians, Scots, Spanish, Swedes, Syrians, French, Japanese, Bulgarians, Chinese, Estonians, and Macedonians. Included were also a few native born caucasian students. In all, twenty-nine nationalities were represented.

TABLE X
AMERICANIZATION PROGRAM ENROLLMENT
BY NATIONALITY
FOR THE SCHOOL YEAR 1921-22

Nationality	Men	Women	Total
Austrian	16	4	20
German	14	9	23
Greek	23	2	25
Hungarian	59	22	81
Irish	5	1	6
Italian	198	106	304
Yugoslavian	31	14	45
Miscellaneous	24	10	34
Polish	18	8	26
Rumanian	3	3	6
Russian	55	61	116
Swiss	4	4	8
Unknown	41	6	47
Totals	491	250	741

Source: The Annual Report of The Columbus Public Schools, for the year 1922.

Certainly the varied and unique backgrounds of these many adult students must have provided the teachers with an interesting experience. Nothing is said in the annual reports for the early nlneteen-twenties about teacher selection for these classes, so it is impossible to determine whether teachers came from the regular staff of the public schools, or

whether they may have possessed special qualifications for their job.

In 1924 the Central High School building was erected downtown on the West bank of the Scioto River. Shortly after the building was opened, all evening high school classes were moved into this building. The Americanization Department became a part of Evening High School and moved into the same building. Unfortunately, this was also the last year the Columbus Public Schools published an annual report, and a search of school records fail to reveal any further statistical data of consequence. The program has continued uninterrupted since 1924, but it is known that very few of the students are older adults. According to teachers connected with the program for many years, enrollment dropped substantially during the nineteen forties and fifties to where the classes stabilized with between fifteen and thirty students, most of whom were in their late teens and early twenties.

The Emergency Schools

During the nineteen thirties, the nation was in the midst of a deep depression with millions of its workers unemployed. In its efforts to restore stability to the economy and provide work for the unemployed, the federal government initiated many programs, financed with federal money.

One of these programs was the establishment of an Emergency School Program. It had two principal objectives:

1. To provide employment to a large number of unemployed teachers.

2. To provide a means whereby adults might use a part of their idle hours so as to take their minds from a daily grind of worries.[18]

The Federal Emergency Relief Administration initiated this policy on July 2, 1933. These schools were to be administered nationally by the Director of the Federal Emergency Relief Administration and by Dr. L. R. Alderman, of the Bureau of Education, both of Washington, D.C.

This program did not in most instances directly involve the public schools, except as cooperating members to provide facilities and teachers if needed in certain areas.

The first school classes under this program in Franklin County began operation during the week of November 20, 1933. In Columbus, most of the classes met in churches, community houses, Y.W.C.A. and Y.M.C.A. and public school buildings. The first county chairman of the program in Franklin County was Dr. Jacob G. Collicott, Superintendent of the Columbus Public Schools at the time.

The first classes under the sponsorship of the Columbus schools were organized during the school year 1934-35 at the Administration Building, 270 East State Street. These classes were designed to provide additional training in commercial work for certain unemployed adults who already had wage earning experience in such work, or were currently on the relief list, but could benefit by the additional training. Courses

[18]Emergency Schools of Franklin County, An Analysis, supplement to The New Dealer newspaper, available at the Main Library, The Ohio State University, Columbus, Ohio

were to be offered in Bookkeeping, Typing, Shorthand, Business English and Commercial Law.

The first day of classes saw thirty-five adults enrolled with five teachers, provided by the public schools.

Before these classes were in progress, it became obvious that it was to be an educational experience for the teachers as well as the students.

One of the teachers, now retired, recalled how the students were barely able to find the physical strength to attend classes reguarly. Some had been without food for several days. On the first day of class the five teachers took a collection among themselves and purchased some cookies, punch, bread, and other food items, and treated the students. These students had no pencils, paper or any other supplies for the classes.

The classes were soon transferred to Central High School because of more adequate facilities.

Even after transfer to Central High School, the program continued to have its problems. One of the most difficult was persuading the school librarian to keep the library open at night. The school board like others, found itself with limited funds with which to operate the public schools during this time, and school employees were being called upon to do more than before with the available funds. However, some employees found the demands unreasonable, as the school librarian for example, who simply found it impossible to maintain library service for the regular students during the day and also stay several additional hours during the evening.

A compromise was soon reached however, and one of the teachers agreed to assume responsibility for the library if it could remain open.

It was recalled by one teacher how each member of the staff acquired the necessary materials to use in class. Students had no funds with which to purchase notebooks, pencils, pens or other writing material. The materials were provided in limited quantities by the program administrator. it was a common complaint to school officials by teachers, that supplies belonging to one teacher were being stolen by another for his classes.

Despite the problems encountered, the program did provide many adult participants with the added skills needed to find employment. During the operation of this program unemployed teachers were selected to serve as instructors, and a number of these people later found employment with the Columbus school system.

The schools continued to function through the summer of 1935 with limited finances and fewer teachers, and on December 23rd of that year, the organization was transferred to the Works Progress Administration. A review of school records does not reveal when the program ended, but it is probable that it gradually phased out as students and teachers alike found employment.

The Central Evening High School

In 1924 The Central High School building in the down-

town area of Columbus, West of the Scioto River was constructed. For reasons of economy and quality of instruction, most of the evening school classes were consolidated into this building. Exceptions were certain classes at South High School and Champion Avenue School. It was felt by the Superintendent that moving these classes would result in too much inconvenience to the students involved.

The character of course offerings changed little after the move, with students continuing to enroll mostly in the courses that would improve their vocational competencies.

It was not long, however, before students began to request courses that might be counted toward the graduation requirements of a regular high school.

In response to these requests, the Board of Education on January 18, 1926, authorized the Superintendent to enroll students in full credit courses in the Central Evening High School. One hundred three students immediately registered for the classes, which were offered in French, Commercial Arithmetic, Geometry, Public Speaking, Typewriting, English, Algebra, American History, and Shorthand. The Superintendent was also authorized to enroll students in any other courses requested as they could be organized.

During this same year, 1926, The Central Evening High School was granted a certificate from the State Department of Education authorizing the school to confer the diploma of graduation upon students who completed certain required courses of study.

The Central Evening High School became increasingly popular with students after its accreditation by the state.

Although enrollment data for most of the years since 1926 is incomplete, the data available indicate that the school continued to grow rapidly. Figures taken from the minutes of the Board of Education for succeeding years is sufficient to reflect that growth. In 1926 the Columbus schools spent $8,764.77 for all evening schools. These included South High School, Champion Avenue School, and the Evening Trade School as well as Central Evening High School. The amount accounted for by Central Evening High School is not known, but since most of the classes were conducted in this school, it probably accounted for most of the expenditures. The amount spent jumped drastically in 1927 to $13,812.84.

Despite the change in economic conditions in 1929, the amount Columbus spent on Evening Schools still continued to rise, reaching a peak in 1931 of $21,828.06. At this time however, the impact of the depression was beginning to show, and the financial support of the public schools became undertain.

With the financial problems of the nineteen thirties came certain other problems as well. One of these problems is explained in a statement to the Columbus Board of Education by the Superintendent of Schools, J.G. Collicott on the date of September 26, 1932:

> "In order to safeguard and promote the educational interests of the pupils who attend the evening school,

it is important that we provide superior teachers who have the personality, the character, the training and the ability to inspire and to interest these pupils so that they will remain in school, working diligently, happily and willingly during the entire school term. These teachers must be able to meet the classroom test of creating and holding the interest of the younger pupils as well as that of the adult pupils in their classes. Otherwise, the enrollment rapidly grows less and less and the pupil cost of instruction becomes more and more as the term advances.

Since the evening high school has been chartered by the state of Ohio, the teachers for these classes must meet the qualifications of the North Central Association in order that graduates may be admitted to the colleges of the state and nation without examination.

At present on account of the abnormal conditions, many applicants, some of whom have very limited personal and professional qualifications, are seeking positions in either day or evening schools and are resorting to political, personal and social influence to secure appointment, a method disapproved by the rules of the Board of Education. Therefore, we have a much greater problem than usual in selecting teachers for the evening schools, who can maintain our professional standards and thus protect these young people.

On account of the economic conditions, many of these people have been unable to attend day schools. The only opportunity they have for continuing their education is in the evening schools. They are entitled to their share of the educational service which Columbus offers its youth. Last year they paid about $8,000 to the board of the total cost of the evening schools, which was about $22,000.

With the approval of the board, the Superintendents will continue their efforts to conserve funds by assigning properly qualified local teachers for evening school work as follows:

1. Substitute teachers who have been assigned part time work in the day schools for as many periods as their services are required may also be assigned evening school work if needed, provided they are interested in this work. As far as possible, the total salary for this divided assignment should not be greater than full time day school salary.

2. Local unemployed teachers approved by the Superintendent as being well qualified in every way

for day school work may be assigned evening school work as their services are needed if they are interested in this work.

3. Regular day school teachers under contract who are willing to accept a part time day school assignment and also an evening school assignment without salary above their full time day school salary in order to assist the Superintendents in promoting the economy program.

4. Day school teachers and principals whose special services are practically required in order to carry on the evening school program.[19]

The Superintendent does not elaborate and explain who these people were who were exerting political, personal and social influence for the teachers, but jobs were scarce and if a prospective teacher knew someone of importance or position in the community he probably asked their help in obtaining a position. Several years ago a Columbus banking official related to this writer how he had attempted to use his influence with school officials at one time to obtain appointment of a personal friend. He was unsuccessful.

During the early nineteen thirties there was occasional talk among school board members and school officials about the possibility of closing the Central Evening High School as an economy measure. Although the evidence indicates most of this was simply an occasional question by someone on the school board, it aroused fears among many people, particularly students in Evening High School. The Superintendent was not risking closing either, for lack of defense of the school.

[19]Minutes of The Board of Education, Columbus Public Schools, September 26, 1932. Available in the office of the Clerk-Treasurer.

On several occasions in 1933 and 1934 he took time to impress upon the school board the importance of the work being done by the school, pointing out that it was the only way many students could obtain the necessary skills for employment. Although the school board did reduce the expenditures to $14,935.74 for the Evening High School in 1933, they continued to support the school and its program.

The talk of closing Evening High School seemed to reach a peak in 1933, with the student body becoming concerned that such action might be taken by the school board. In an attempt to change the thinking of the Board of Education, the student council of Central Evening High School in late May of 1933 drew up a resolution on behalf of the student body and presented this resolution to the Columbus Board of Education at its meeting on June 5, 1933. The resolution read as follows:

> Whereas, education is essential in order to develop a citizenship consistent with our democratic form of government, and
> Whereas, adult education is acknowledged by educators and leading businessmen as a vital stimulus to the morale of the community; and
> Whereas, adult education has proven invaluable in the occupation of the leisure time brought about by the present financial dilemma; and
> Whereas, the education of the men and women of today, who have to meet the perplexing problems of a changing social and financial system and adjust themselves accordingly is of as great importance as the education of the children; and
> Whereas, the present standards of living require at least a high school education, an opportunity should be offered those adults desirous of such an education, whose educational opportunities were denied them in their youth due to economic causes and other reasons beyond their control, thereby saving

the Board of Education at that time approximately $100 per pupil per year; and

Whereas, Columbus Evening High School is to an appreciable extent self-supporting due to the charging of a fee; and

Whereas, the cost of operating Columbus Evening High School is approximately forty percent of the cost of operating a day school of like size; and

Whereas, the demand for adult education is ever growing as evidenced by the enrollment of some 2,000 adults in the Columbus Evening High Schools, and the registration of more than 1,000 adults at The Ohio State Emergency School; and

Whereas, it would be unfair to deprive of those about to graduate of the opportunity to complete their courses; and

Whereas, the inevitable shorter working week will create more spare time for everyone which will either be wasted or be spent in a profitable way; and

Whereas, society as a whole will benefit greatly by adult education, as a chain is only as strong as its weakest link; therefore

Be it resolved that the student council of Columbus Evening High School petition the Columbus Board of Education, Superintendent J.G. Collicott, and director H.M. Appleman to continue their support of said school.[20]

Although teachers in all the public schools of Columbus were given unexpected vacations of a week or two in length twice during the nineteen thirties, the Central Evening High School continued to function as a regular high school throughout the depression years.

The courses of study offered by the Central Evening High School changed little from 1926 to 1960.[21] Within months after organization in 1926 a program of studies leading to a high school diploma was offered. At first most of the course offerings were in the area of Business Education, but a gen-

[20]The Evening Star, published by The Columbus Evening High School, June 1933. Available in the office of the Clerk-Treasurer of The Columbus Public Schools.

[21]Printed Programs of Studies, from the files of the Clerk-Treasurer of The Columbus Public Schools.

eral program of studies soon followed. Through the nineteen thirties, forties and fifties, practically any course of study available in the regular day high schools could be elected in the Central Evening High School, with the exception of some classes in Home Economics and Industrial Arts.

In 1955 an Occupational Annex was constructed as an addition to the school. With the completion of this addition, the Evening Trade School moved from the old Trade School building at 278 East Spring Street. With these added facilities, the Evening High School has been able to offer work in many areas of Trade and Vocational Education such as Machine Shop work, Welding, and Auto Mechanics.

As stated earlier, enrollment figures for most of the years Central Evening High School has existed are incomplete, but the enrollment figures for the first four years and the years 1956 to 1960 indicate student enrollment fluctuated from year to year. The enrollment for the years 1956 to 1960 varied from 859 students to 1110 students per year.[22]

The Continuation Schools

During and following the years of World War I, there was a recognition of certain shortcomings in our educational system. One of these was an awareness that the nation lacked adequately trained men and women to operate the growing industries of the nation. A second shortcoming was that many young men and women were leaving school at an early age to

[22]Data obtained from records in the office of The Director of Student Personnel, Columbus Public Schools.

seek employment in the factories and workshops. This termination of their education was incompatible with a governmental structure dependent upon an educated and enlightened electorate.

A solution to part of this problem was attempted through the Continuation Schools. These schools were to provide an education for employed boys and girls between fourteen and eighteen years of age. The primary purpose of the educational program within these schools was to fit each student for useful employment. Classroom instruction was to amount to 144 hours a year as a minimum. The subject matter was to enlarge the civic and vocational intelligence of the pupil.

The state recognized three types of industrial part time classes for which aid would be provided the local school districts; Trade Extension, Trade Preparatory, and General Continuation.

In Columbus the Continuation Schools had their beginning in 1920, when two teachers from the Trade School organized groups of boys and girls in stores and factories for instruction supplemental to their daily work. Most of the classes were held at the places of employment and attendance was voluntary. Then with the passage in 1921 of the Bing Act, which raised the compulsory attendance age to eighteen for both sexes, and subsequent action by the Columbus Board of Education, attendance became compulsory.

Little information exists which relates the progress

of these schools. A report written by Pauline Bryant in 1930 stated there were 675 boys and girls enrolled in such programs during that year.[23] Boys' continuation classes were held in the Trade School at the corner of Spring and Neilston Streets; most girls' classes on the third floor of the old Administration Building on East State Street. One girls' class was held in Central High School on Saturday mornings, and the retail selling classes were held in the recreation rooms of cooperating stores.

Most of the work in the Boys' Continuation Schools consisted of courses in Machines, Sheet Metal, Wood-Working and Electrical work.

Most of the girls and some boys were employed in retail selling or stock work and were enrolled in retail training classes. These classes enrolled approximately 125 students. The course of study consisted of Merchandising, methods of handling customers, and simple record keeping. Students in these classes attended one hour a day for four days, two hours a day for two days, or four hours on one day.

These courses apparently terminated in Columbus sometime in the early nineteen thirties. No mention can be found in school records of such schools after 1930.

The School of Practical Nursing

In 1952 a group of interested citizens, mostly members of the Nursing profession and representatives of local hospi-

[23]Bryant, Pauline, The Attendance Department of The Continuation and Boys Cooperative Schools, Columbus Public Schools, 1930

tals, approached the Columbus Board of Education asking that consideration be given to the establishment of a program for training practical nurses within the school system. Local hospitals were in urgent need of such persons to work under and assist the professional nurses in their tasks.

The board agreed to give the proposal consideration and appointed an advisory committee of seventeen citizens to investigate the feasibility of such a program and devise a suitable program of study. The committee consisted of five physicians, one educator, one representative, of the Columbus Hospital Federation, the City Health Commissioner, one hospital administrator and one representative from the Metropolitan Hospital Federation.

After consultation with local hospital officials and devising a proposed program of study, the advisory committee presented its plans to the Board of Education.

The proposals submitted by the committee included a pledge for partial financial support from participating hospitals, temporary partial support from the Community Chest, and a recommendation that tuition be charged each student in the amount of sixty dollars per year for residents of the Columbus school district, and one hundred ten dollars for non residents.[24]

The board approved the plans for the school, and on January 5, 1953. The School of Practical Nursing began with

[24]Data obtained from records in the office of The Director of Adult Education, Columbus Public Schools

classroom facilities provided in the basement of Mercy Hospital. The initial enrollment was twenty students. The clinical instructors were and are all registered professional nurses. At the start of the program these instructors were paid by the cooperating hospitals.

The program consists of a one year course comprising both academic work within the classroom and supervised clinical practice within participating hospitals. The academic course of study has changed little from the beginning with the following subjects required of all students; Nursing Principles and Skills, Basic Anatomy and Physiology, Sociology, Nutrition and Diet Therapy, Conditions of Illness, Personal Relationships, Medical and Surgical Nursing, Pediatric Nursing, and Obstetrical Nursing.

Two of the qualifications for admission are that the applicants must be between the ages of eighteen and fifty, and must be high school graduates.

The Evening Trade School

In 1906 Superintendent of Schools Jacob A. Shawan, like one of his earlier predecessors, visualized Columbus as becoming a great industrial center.

Anticipating the needs of such a city, Mr. Shawan believed the time was right for the establishment of a trade school for both day and evening students. He felt that such a school could supply a growing industrial city with young men skilled in the trades industry would be seeking. He

also saw the school as the answer to the needs of the thousands of immigrants settling within the community.

Earlier in the year Mr. Shawan had visited Philadelphia and made special note of how the evening schools were organized on an industrial basis, and was most impressed with the progress of the students in their evening classes.

He also recognized that the industrial processes were becoming more complex each year, and to equip and maintain such a school would be extremely expensive. However, he envisioned such a school becoming a reality if industry itself would help to endow such a school.

There is nothing in school records to indicate that any industry or group of philanthropists were willing to endow such a school, but his power of persuasion must have been sufficient for the members of the Board of Education, for in the fall of 1906, the Trade School was started in the old Front Street Building.

Little can be found in school records appraising the work of the school until 1911. In his annual report to the board dated August 31, 1911, he told the board that average attendance during the year was very near the capacity of the shops. He also stated that it was known that many of the students had their wages increased because of the work done in the Evening Trade School. Teachers In the Trade School were earning forty dollars a month, ten dollars more than those teachers in the regular evening schools.

The Superintendent stated that the students were between the ages of eighteen and thirty, and although the shops had a capacity of fifty students, more than one hundred had applied.

In his annual report to the board dated August 31, 1915, the Superintendent reported the following classes had been conducted at The Evening Trade School during the school year 1914-15; Mechanical Drawing, Electricity, Wood Work, Wood Turning, Mathematics and Machine Work.

In 1916 the school moved into larger quarters at 278 East Spring Street, and here the school remained for many years until moved to the Central High School in 1955 following completion of a special vocational annex to the building. Since that time evening trade classes have been held in that building.

Since 1955 the old Trade School building on East Spring Street has been used for apprentice training programs. These programs are conducted in cooperation with labor unions and businesses to provide required training for those persons entering an apprentice program.

Instructors are hired on a part time basis from industry, labor and the public schools.

Related apprentice programs have been and are being conducted in a number of different subjects, such as Carpentry, Cement Masonry, Glazing, Painting and Decorating, Plastering, Plumbing and Steam Fitting, Resilient Floor Laying, Roofing,

Sheetmetal Work, Structural and Ornamental Iron Work, Welding, and any others which a labor organization, trade association, or other business group may wish to sponsor.

CHAPTER IV

THE ROLE OF THE PUBLIC SCHOOL IN ADULT EDUCATION

Public schools have been a part of adult education for many years. This is a fact supported by the thousands of former students who obtained their high school diploma through one of the many evening high schools in our country, and the many thousands of persons who learned our language and history within the Americanization programs of the public schools. Countless others have obtained occupational training through the public school adult programs and many others have pursued studies in subjects ranging from Creative Writing to Folk Dancing, The public schools have a long history of providing for adult educational needs.

The question to be examined in this chapter is not one of whether the public schools have a role in adult education, but what the role should be.

Unfortunately there is more than a little difficulty in finding agreement on just what this role should be. Even among educators, business and labor leaders, and state legislators the role of the public school is seen as ranging all the way from an extremely limited one to one embracing a wide range of educational activities.

Probably the most important factor considered by many when thinking of a possible role in adult education for the public schools is financing. How will the program be financed? Often there is a hesitancy upon the part of legislators and

school boards to appropriate or expend public funds for an educational program that has not traditionally been an integral part of the total educational program of the public school. This has been true of other additions too, however, as in the case of vocational education and health education. There is always criticism by a few when something new is added by the schools. Any addition, especially if not accompanied immediately by additional funds is viewed as not only unnecessary but as a threat to the adequate financial maintenance of the other school programs.

However, public schools are responsible for providing for the educational needs of a community. More and more the public looks to the public schools for vocational training, kindergarten, driver education, etc. and now the demand upon many school systems is for a more adequate program of adult education. The question is not whether the school has done such a thing before, but whether a need exists now or will exist in the future. If the need is apparent, the schools have the responsibility for developing and implementing a suitable educational program.

Although in many communities there are other agencies concerned with and providing for adult educational needs, this does not mean that all the needs are being met. As an example, many of the larger cities in Ohio have municipal or state universities within their boundaries. Other communities have community colleges and technical institutes, and their numbers are increasing rapidly. These institutions, however,

are directing their efforts primarily to the young adult intent upon acquiring both a relatively lengthy and intensive education above the high school level. This writer would distinguish between educational needs above the high school level and those needs beyond the secondary level. Those above require above average achievement and the adherence to fairly rigid standards. Often there also exists a need for educational programs short in duration with very limited goals. There might be an urgent need to retrain fifty women of varying ages so they can find employment. A school designed as a two year technical school, training engineering assistants would be in no position to offer the fifty women the necessary training. However, the public schools could well have both the facilities and staff available for the task in a very short time. The evening hours and weekends frequently find school facilities free and certain staff members available.

In July of 1966, the Advisory Committee on Adult Education to The Ohio School Survey Commission submitted a preliminary report[25] that contained some interesting statistics. According to this report census figures for 1960 showed that in the state of Ohio 5.4 percent, or over 292,000 adults twenty-five years of age and over, had completed

[25] Preliminary Report of the Advisory Committee on Adult Education to The Committee on the Master Plan School District Organization, The State Department of Education, and The Ohio School Survey Commission, July 31, 1966, p. 2.

less than five years of schooling; and 36.9 percent or nearly two million had never received any high school education.

These figures are significant as they relate to the role of the public school in any adult education program. These adults cited in the report would most likely not fit into the role of most university adult education programs or those of most other post secondary schools and institutes, but it is possible this group of adults may have a great need for some kind of educational program. The public schools would be the most likely source for these people.

In a rapidly changing society, the needs of the population change too. A century ago the need for more than a grammar school education was just beginning to be recognized. Today we recognize the necessity for continued education of some kind beyond the secondary level.

The Increasing Acceptance of the Concept of "Lifelong Learning"

To many persons the term "lifelong learning" is nothing more than an expression. To others, however, who have found themselves during the fourth and fifth decades of their lives suddenly faced with technological unemployment, the term becomes meaningful. With continued mechanization and increasing automation in industry, many workers, both men and women, find the skills they possess no longer needed.

No longer are checks hand sorted by hundreds of women

in banks, but sophisticated data-processing equipment now sorts as many as 60,000 checks per hour per machine.

Newspapers are beginning to use computers that will set type for as many as eleven linotype machines simultaneously with only one operator. To the displaced employee there are few alternatives to unemployment. He can either seek work in some other occupation without further training, and this may be particularly difficult for the older employee, or he may seek retraining in the use and operation of the equipment that displaced him.

Labor unions such as the International Typographical Union and the United Auto Workers have been alert to the changes being brought on by technological advances, and they encourage their members to seek the proper retraining with financial assistance from their union.

Such retraining is not always expensive or extremely difficult. In the case of Typographical Union Number 5 in Columbus for example. it simply meant retraining their members to use a machine with a standard typewriter keyboard.

There are numerous other examples where cooperation between the public schools and business and labor groups has proven successful.

There are few occupations today that will not eventually be affected in some way with technological change.

Some changes will require extensive training in specialized schools above the level of secondary education, but numerous others will require less extensive and less complicated training and can be handled by the public schools economically and without detriment to the other school offerings.

"Lifelong learning" implies much more than job training or retraining. Practically every facet of our life becomes more complicated as we grow older. The multitude of social, economic and political problems become the source of much confusion and misunderstanding. To illustrate, the parents of young children are faced with the problems of raising their children in the environment of an urban society which frequently is held responsible for many emotional and physical problems of children. Parents raised in a rural society and presently living and working in an urban society face many problems themselves. The public schools can do much to educate parents in how to deal with the problems of urban living. Public schools should, and occasionally do, offer educational programs in such areas as racial problems and how they can be dealt with; or how to buy property intelligently; or even a short course on the new math so that parents don't fall out of touch with their childrens education.

Physically, the public school is ideally situated to deal with many kinds of educational problems. The school is a familiar place in practically all neighborhoods. The

facilities can be adapted quickly and economically to provide for the educational needs of a neighborhood or an entire city. Even when used as the place for a public gathering to air views on some controversial issue, it serves an educational purpose by providing the means for people to assemble and communicate. Sometimes school facilities are solicited for such purposes, but more often they should be volunteered.

Many public schools also possess the means to provide for the cultural improvement of a community. Many persons have at some time or other felt a desire to learn or do something creative. It may have been a desire to learn the basic principles of watercolor painting, or a desire to sharpen a talent in woodworking. Most general purpose secondary schools have both the facilities and staff to provide such offerings.

This type of program offering is especially appropriate when consideration is given to the fact that with each decade since 1920 the average work week has been growing shorter. In addition the liberalization of social security laws and increased participation by employees in both company and union retirement plans has seen more and more people retiring from work at an earlier age. Some retirement systems provide for retirement benefits for persons reaching their mid fifties.

The ability to retire earlier or work fewer hours does

not mean that people are content with inactivity. On the contrary many of these people seek some means to use their leisure creatively and productively. This group of people constitute a potential for exploration in adult education activities by the public schools.

Older adults provide one additional potential for adult education activities. As individuals grow older they frequently encounter certain problems common to others their age. Problems of maintaining ones health, a sensible approach to physical activity and the problem of keeping mentally alert become of concern. The public schools can offer helpful programs in these areas through their already established divisions of Health and Physical Education and Home Economics.

Again the location of the public school buildings ideally suit them for programs appealing to the older adult. Many older persons who might find commuting to a distant point impractical can easily attend programs in nearby school buildings.

Programs designed especially for the older adult have certain advantages. Older people frequently like to socialize with others their own age, although they do not necessarily restrict all their activities to such groups, and such a program might attract greater response from older adults if it were tailored to their tastes. Possible program offerings might be in the areas of cooking, health problems.

gardening, neighborhood improvement or any other area in which they might express an interest. Such programs should be designed to appeal to persons with varied educational and social backgrounds.

Another area urgently needing attention by the public schools is that where communication between parents, children and the school is supposed to be maintained throughout the school life of the child. During the early years of a childs education, parents are fairly active in Parent-Teacher groups. But as the child grows older and progresses through junior and senior high school there is a tendency for this communication to be lost. Frequently participation by parents in the Parent-Teacher Associations of the junior and senior high schools becomes neglected and the schools do little to maintain an active program. These years are particuarly important for the child, because many potential drop-outs from junior and senior high school can be salvaged if the parents recognize and understand the purpose and importance of the total school program.

These latter school years are also periods of physical and emotional change for the child. If many parents understood the problems their children encounter in their education they could be more helpful in bridging the times of difficulty and frustration. The education of the child requires cooperation between parent, student and school. It should be obtained.

Too often schools pass up excellent opportunities to make their Parent-Teacher Association meetings an educational experience, and are content to let them exist as gatherings of routine business with occasional offerings from the school choir. The schools might help these groups by making available some of the skilled counselors, master teachers, or outside resource people as speakers or seminar chairmen.

The adult education programs of public schools have traditionally been programs developed in response to public demand, often to serve a need that had existed long before a number of people bothered to petition the school board for a suitable program. Yet legislative authority to conduct such programs had existed for some time in most states.

Social scientists tell us that in the years ahead, change will be just as rapid as within the past twenty years, or more so, and that the volume of new information available will grow at a fantastic rate. The role of the public school must change from one of reacting to public demands in adult education to one of anticipation and planning. School systems in the larger metropolitan areas are beginning to recognize the need for the coordination and careful administration of the growing number of adult programs within their systems. To meet this need they are now beginning to provide qualified administrators and staff to handle such programs. But the day to day administration of such programs falls short of meeting the full need. School Superintendents,

directors of adult education and school boards should plan well in advance, attempting to anticipate the educational needs of the adult citizens within their communities several years in advance. This is a task best accomplished at the local level. Each community is different; some have large populations with few older adults, some have small populations with many older adults. Sufficient data should be gathered and revised periodically so that an intelligent program of adult education can be planned and be ready for implementation when the need arises.

The adult education programs of most communities cannot be static and unchanging programs. The mobility of today's population and the rapidly changing needs of the people make it imperative that each program receive frequent and careful evaluation.

In addition to the programs discussed in previous paragraphs, there will be a continued need for the evening high school. Its purpose will continue to be that of providing a broad educational program for those who for one reason or another did not obtain a high school diploma. With the importance attached to the diploma today by employers, there will continue to be a need for the evening high school.

Even though evening high schools have been the major contribution of the public schools to adult education thus far, and some have had over a century of experience, improvements are needed. By their very nature evening high

schools will be found inconvenient by many and too demanding by others, and these students will drop out. A more adequate counseling program for these evening students would help greatly in reducing the number who drop out. Merely because evening high school students are older in years does not mean that all these students are realistic in the approach to their educational needs.

Counselors should review with the student his needs and desires and assist with the planning of his program.

Even with short term programs with limited objectives, counseling can be most helpful. The student might require special aptitudes or abilities for certain programs, and the counseling service could be most helpful in providing the qualified personnel and appropriate testing procedure. Considerable money might be saved by the schools and much disappointment avoided by the students if the proper screening techniques could be applied in advance of their registration.

Financing the Role of the Public School in Adult Education

Whenever an expanded program is adapted or proposed for the public schools, the first question school administrators often hear is "how will it be financed"? Unfortunately many persons within the schools feel that any addition to the educational program is going to cost other segments of the school program money. What is spent for an addition must be subtracted from something. This of course need not be true.

The problem of financing an adult education program is one that requires careful study.

Some school board members would find the answer to be a simple one. Let the students pay for the entire cost of the program. Let it be self sufficient. In a few communities this might be practical, but not in most.

Often the person most in need of adult education is the person least able to afford the cost. An individual receiving welfare support for his family is in no position to pay for the cost of the job retraining he may need.

If tuition is not practical, and the school board is already straining to carry the financial burden of the elementary and secondary school programs, then how can it be financed? As of this time there is no one answer. Adult education is currently being financed in a number of ways, but it is apparent that new means must be found if adequate programs are to be offered and maintained.

A suggestion frequently heard is that adult programs like any other part of the school program should become a part of the school foundation formula. Corbally[26] defines a foundation program as "a minimum desirable program of education to be offered to every girl and boy In a state. The cost of such a program per student or per classroom unit is often used as a basis for designing a school support program." In Ohio the classroom unit is used. This for-

[26]Corbally, John E. Jr., School Finance, Allyn and Bacon, Inc., Boston, Mass., 1962, p.48

mula is extremely detailed and complicated. It takes into consideration a number of factors including the academic training of teachers, local financial capacity, number of students, kind of facilities, etc.

It would be difficult to determine financial need for adult education in the manner used to allot state funds for elementary and secondary education. Not all communities would have need for similar programs, and the desirable teacher pupil ratio will depend largely upon the type of program needed.

The formula method does have one advantage, however. It helps assure that each school system applying for funds receives equitable treatment in the allocation of such funds. Further research into the formula method appears warranted.

Another possible method is to allocate funds based upon the type of program offered and the number enrolled. This method has the advantage of being able to estimate the cost of a particular program with some degree of accuracy, based on past experience. It is known for example that a program designed to train data processing equipment operators costs a certain amount of money for equipment, and one Instructor can adequately handle so many students per class. Once the cost has been estimated in dollars and cents, the financial burden may then be shared by the local and state school authorities in whatever manner the state legislature may decide.

Another source becoming increasingly important, is the

federal government. Assistance through the federal government is now offered for some programs that are in the national interest. What funds will be available in the future is difficult to estimate. The many laws and acts which authorize the use of federal funds are complicated and often confusing. Any school district contemplating the development of a broad program in adult education should assign as one responsibility to the director of adult education, the task of familiarizing himself with the numerous federal and state laws through which additional funds might be acquired.

In any manner chosen, however, the local school districts will certainly need to provide some of the financial assistance themselves. Education has traditionally been a local responsibility in Ohio. Although the federal constitution makes education a state responsibility, the people of most states have historically made the public school a local matter, a source of pride and often the heart of the community. They have recognized the importance of good elementary and secondary programs, and where competent and imaginative leadership has been given by school authorities, the public has usually responded with financial support. Once adult education becomes a part of the school program, just as elementary and secondary education have, and the programs can demonstrate their value for the entire community, popular support will follow.

With the entire matter of school financing undergoing

careful review in many states, the major burden may shift from local tax sources to statewide sources. This can only help adult education. People should then be more demanding that such programs be offered and adequate financial support provided.

Justifying the Investment

One of the more difficult problems in making adult education part of the total school program is justifying the money spent. People have a tendency to view money paid out as an expense, money that does not produce anything of tangible worth. It is true that every school system has certain expenses it must meet, but adult education is not an expense. Any money spent for any educational activity that provides a more employable person, a more enlightened or understanding person, or even a happier individual has been an investment. Unfortunately accountants do not yet possess the means to measure the new worth of an individual after receiving the benefits of education. But it is known that a person removed from the welfare roles because he became employable as a result of some training he received becomes not just one less person on the welfare role, but he also becomes one more taxpayer.

It is also impossible to measure the worth of a program designed to foster understanding between the residents of the inner-city and those who live in the suburbs. One can never measure the value of not having a racial disturbance.

And how does one measure the worth of a program designed to keep older adults mentally alert? If they remain alert, happy and useful in society, then this program has been successful too.

The public schools have a responsibility to adults of all age groups. The program offerings should be based on anticipated or recognized needs within the community, and the cost of any adult program should be carried by as many levels of government as possible. The greater and broader the financial support, the greater assurance there will be a continuing program.

CHAPTER V

SUMMARY

The purpose of this study has been to explore the development and progress of adult education within the Columbus, Ohio, public schools from 1847 - 1960, documenting the history of individual programs and examining why they succeeded or failed. In the light of what the role of the public school has been and the changes in American society since the development of a free system of public schools, an attempt has been made to define a proper role in adult education for the public schools in the future.

Free public education has always been the heart of our educational system in Ohio. Early settlers represented many beliefs and backgrounds. There is little evidence to indicate they possessed a serious desire for any other kind of educational system at that time. Their varied backgrounds and beliefs made the establishment of a strong private educational system unlikely.

The earliest free schools were grammar schools, offering the basic rudiments of a general education. Until the middle of the nineteenth century little consideration was given to secondary education in Columbus.

The first public schools in Columbus began in 1826 and were supported by subscription. These schools were only partially successful, being plagued by chronic shortages of operating funds. By 1845 the citizens of Columbus recognized the

need for a system of public schools supported by adequate finances and in 1845 the state legislature passed an act placing the public schools in Columbus under the control of a board of six directors. The following year the citizens of the city voted to authorize a tax of $8,000 for the erection of public school houses.

By 1853 the city, under the guidance of its first Superintendent had completed construction of a high school, and within twenty years adults were being enrolled in evening schools conducted in the public school buildings.

During the year 1874 the board of education adopted formal rules governing the operation of evening schools. Although the purpose of these early evening schools was to provide for those youth prevented by their work from attending day school, no attempt was made to restrict attendance by age. These early evening schools met with varying degrees of success. School records indicate attendance would be satisfactory and student enthusiasm high one year only to be followed by poor attendance and discipline problems the following year. Enthusiasm on the part of school officials would also vary. The early school Superintendents recognized the need for such evening schools, but they frequently expressed disappointment with their progress.

During the school year 1874-75 Superintendent Robert W. Stevenson persuaded the Board of Education to open a Free Evening Art School for the artisans of the community.

This school was one with strictly adult appeal and attendance was excellent. Skilled craftsmen from many trades availed themselves of the opportunity to sharpen their skills in industrial drawing as did apprentices from many trades.

Despite the success of this particular venture into adult education, the school closed in 1878 for lack of suitable facilities.

By 1870 Columbus was beginning to attract thousands of immigrants from foreign lands, and the evening grammar schools began to enroll many of these people in their classes. The population of Columbus increased sixty-five percent between 1870 and 1880, largely as a result of migration from both foreign lands and the Southern states.

By 1895, the majority of the evening school students were foreign immigrants, but an Americanization Department to serve these people was not formally established within the schools until September 10, 1919. Five years later this department was absorbed into and became a division of The Central Evening High School.

Shortly after the turn of the century in 1906, the Columbus School Board recognized the need for an Evening Trade School. The city was continuing to grow into an industrial center, and there was a need to educate and train skilled employees for local industry. Since such a school was already planned for day students, the addition of evening classes could be accomplished with little additional trouble.

In the fall of 1906 such a school was started for both day and evening students in the old Front Street Building. This school met with considerable success, offering work in Electricity, Wood Work, and Machine Work. The school continued to operate without interruption until 1955 when it moved to the new vocational annex at Central High School.

It was not long after the construction of Central High School in 1924 and the consolidation of most evening classes in that building that students began to request a program of studies that would carry high school credit. On January 18, 1926, the Board of Education authorized the Superintendent to enroll students in full credit courses.

Although The Evening High School was faced with a financial crisis during the nineteen thirties, the school has remained in continuous operation since its founding. The school, shortly after opening, was chartered by the State of Ohio and accredited by the North Central Association of Secondary Schools and Colleges.

During the nineteen twenties and thirties, the Columbus schools became engaged in additional adult programs. In 1920 Columbus organized Continuation Schools for groups of boys and girls employed in the factories and stores of the city. These schools were specifically provided to give some kind of education to employed boys and girls between fourteen and eighteen years of age and help them to retain useful employment. Little is known about the progress of these schools and the date of

their termination as a part of the Columbus school program cannot be determined.

in the nineteen thirties the public schools participated in a federal program to provide Emergency Schools for certain unemployed adults. These schools had two principal objectives; to provide employment to a large number of unemployed teachers, and to provide a means whereby adults might use a part of their idle hours so as to take their minds from a daily grind of worries. The participation of the Columbus schools was limited mostly to classes in Business Education. These classes were held in the school Administration Building and in Central High School. As students were able to find employment and economic conditions improved, the classes were gradually discontinued..

in 1952 in response to a request from a group of interested citizens, mostly representatives of local hospitals and the nursing profession, the board approved the establishment of a school of practical nursing. This school, which began classes on January 5, 1953, was designed to train practical nurses who could work with and under the supervision of qualified registered nurses. The program established for the students in 1953 remains basically the same today with only minor changes in course offerings. The program consists of a one year program embracing both academic and clinical training.

The involvement of The Columbus Public Schools in adult

education has been a long and fairly continuous association, with only occasional interruptions, the longest lasting from 1877 to 1889.

Almost from the beginning, Columbus school Superintendents have recognized the right of adults to avail themselves of the services the public schools have to offer.

In light of the continued involvement of the public schools in adult education, and the rapidly expanding needs of society, the public schools will find it even more imperative to become involved (more deeply) in the task of satisfying the adult educational needs. We now live in an age when new knowledge and new techniques must be continually acquired by persons of all ages and backgrounds,

CONCLUSIONS

In drawing conclusions from the data presented in this study, a division must be drawn between the conclusions based upon the data in the first three chapters, and any conclusions to be drawn from the data in chapter four.

It was the purpose of this study, in the first three chapters, to trace and describe the history of adult education within the Columbus public schools from 1846 - 1960.

It is known that the Columbus Public Schools have indeed been deeply involved in adult educational activities of several kinds, beginning sometime before 1873.

The earliest adventures into adult education were through

the early evening grammar schools, designed to serve those young people who because of their daily occupations could not attend day school. Yet we find that many older adults as well, took advantage of these schools so they might gain the basic rudiments of an education.

There have at times been additional programs offered because the Superintendents have forseen a need before the program was born by public demand. The Free Evening Art School was one example, and The Evening Trade School another.

The association with adult education has at times been trying and bothersome, as with the problems associated with the administration of the evening schools. Attendance has frequently lagged, costs have risen, and the value of the result obtained has sometimes not been judged worth the effort.

But one fact is clear. As the city has grown, and the local citizenry have come to recognize their own needs, they have frequently turned to the public schools seeking at least part of the solution through education. Since the turn of the century people have been much more aware of the importance of what the public schools have to offer adults, whether it be in The Evening High School, The School of Practical Nursing, or The Emergency Schools.

In chapter four a look was taken at a projected role for public schools In adult education for the future. It seems unlikely that many of the educational needs of people can be met as well through any educational institution as

the public school.

No longer does the process of aging relieve a person of any need for further education, in fact it contributes to his need. It holds great potential for helping adults both young and old to find not only personal enlightenment, but some degree of personal happiness and satisfaction as well.

The rapidly changing technology of our age does not pose any threat to the continuing need for vocational training either, it will need to become a more important part of the public school offering.

The public schools should, however, draw away from the practice of responding to public demand only when the need is already evident, and become more a part of the planning and creating of adult education programs. Metropolitan school systems especially, serving large populations of many backgrounds, will find the existence of many educational needs within their own communities.

RECOMMENDATIONS

To conclude this study, it seems appropriate for the writer to make the following eight recommendations, based upon the data gathered and used in this study.

1. School administrators and school board members should seriously consider taking a more active role in anticipating the educational needs of adults and planning appropriate programs to meet these needs.

2. There is a need for extensive research into the best means of financing adult education programs within the public schools. Professional adult educators and authorities in the field of school finance should give this prompt attention.

3. The public schools should explore the advantages of offering a broader program of general and cultural subjects and activities. This seems to be a neglected area in many adult education programs.

4. The public schools should explore and experiment with activities and programs designed for the older adult.

5. To best meet the changing needs of society, the public schools should frequently review program offerings and evaluate their progress.

6. There is a need for closer cooperation between the public schools and other community agencies involved in activities associated with adult education. The public schools by virtue of their having available skilled personnel should assume leadership in this area.

7. Public schools should consider adult education needs when constructing new facilities or remodeling existing structures.

8. Professional counseling should become a part of all Evening High School programs.

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