

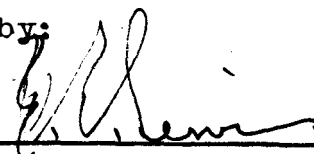
A HISTORICAL SURVEY OF
THE PUBLIC SCHOOLS OF THE CITY OF
DEFIANCE, OHIO

A Thesis
Presented in Partial Fulfillment of the Requirements
for the Degree Master of Arts
in Education

By
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" "
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Approved by:



Adviser

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Franklin Gale Blue

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CHAPTER I

INTRODUCTION

Defiance, a city of eleven thousand two hundred seventy people, is located in the Northwestern section of Ohio. It is situated at the confluence of the Maumee and Auglaize Rivers, considered by the red men to be "the strategic centre of North America,"¹ where the largest convention of Indians on the American continent was held (1792) and on the site of old Fort Defiance, built by General (Mad Anthony) Wayne in 1794. The industrial growth of Defiance was influenced by the accessibility of communications. The Miami-Erie and the Wabash-Erie canals, the Wabash and Baltimore and Ohio Railroads, one national and five state highway routes, and a prosperous rural area have served to make Defiance a natural trade center.

The Defiance City School District

The school district embraces the city of Defiance and also serves two outlying townships for secondary school purposes. Approximately one thousand elementary school pupils (kindergarten through sixth grade) are en-

¹Henry Howe, Historical Collections of Ohio, I, p. 543.

rolled in three new buildings. The three elementary areas are established by the natural boundaries formed by the junction of the two rivers. Almost eight hundred students are served by a six-year high school which is located near the center of the school population. Instruction in the public schools is conducted by thirty-five elementary and twenty-eight secondary teachers.

Eighteen church denominations are represented within the city. There are three parochial schools (two Catholic and one Lutheran) which offer instruction for the first eight grades.

Defiance College, a Congregational Christian co-educational institution, is located within the city proper.

Purpose of This Study

Since Defiance is allied with events of historical importance, one would be led to believe that writings of the history of the city would be easy to find. On the contrary, there is not much material available. A county history was prepared in 1883¹ and Knapp² has made some mention of Defiance but neither give a complete picture

¹History of Defiance County, Chicago:
Warner, Beers & Company, 1883.

²H. S. Knapp, History of the Maumee Valley, Toledo:
Blade Mammoth Printing and Publishing House, 1872.

of the city and its schools. Therefore, the first part of this study will deal mainly with the city and surrounding area, since there seems to be a need for assembling these facts.

This study will present the early history of the city; it will bring together the details of the growth of the community, and it will survey the history and development of the public schools.

As a result, the writer hopes to show that the public school system of Defiance is fulfilling its obligation to the people of the community and what the immediate needs are if it continues to do so.

It is hoped that when this study is drawn to a close, a picture of the more important details of the school district will be available for those who are interested in understanding the problem of public school education in Defiance.

Scope and Limitations

It has already been said that considerable writing has been done on the history of Defiance County. There are, of course, some facts concerning the county which will have a direct bearing upon this study and must be used. However, this study will be limited principally to the city of Defiance and surrounding territory, and facts concerning the county will be omitted unless there is need for them.

Most of the space will be used in bringing together facts which are directly related to the growth of the city and the development of the public schools. Brief mention of other school systems in Defiance County will be made but only to the extent that they have direct bearing on the history of the city or/and its schools.

Related Studies

Many historical sketches have been written on limited areas in Ohio but none of them have been either directly or indirectly related to this study. Writings on the history of Defiance County and the city are available as contributing parts of this study but none of them make^u mention to any great extent of the public school system. Since this study is limited to the history of the city and the development of its public schools, most of the county material is valueless.

There are, however, two related studies which have been of value to the writer in planning this study. (1) Elder R. Herring,¹ Superintendent of Schools at Loveland, Ohio, in 1936, completed a study of the history of Loveland and Novice G. Fawcett,² Superintendent of School at

¹Elder R. Herring, "A Historical Sketch of the Village of Loveland and Her Schools with a Plan for Their Reorganization." Master's Thesis, 1936. Ohio State University.

²Novice G. Fawcett, "A Historical Sketch of the Village of Gambier and Its Schools with a Projection of Their Future." Master's Thesis, 1937. Ohio State University.

Gambier, Ohio, in 1937, a study of the history of Gambier. Superintendent Herring made a thorough study of East and West Loveland and traced the union of the two Lovelands into what is now Loveland Village and presented the resulting implications as they affected the schools. Superintendent Fawcett presented the early history of the area around Gambier previous to the founding of Kenyon College, brought together the details of the growth of the community and surveyed the complete history and development of the public schools of Gambier.

Excellent discussions of their present plans of organization were included in these studies and, through all available records, facts were accumulated to determine the adequacy of the present school plants and possibilities for the organization of the Loveland school on the six-six basis and the reorganization of the Gambier school by consolidation.

It can be seen readily that these are of no value to the writer except as suggestive material and data which should be collected in this, a similar study.

Some of the more important references are listed below:

1. History of Defiance County. Chicago: Warner, Beers, and Company, 1883.

This book contains a history of the county; its townships, town, etc.; military records;

portraits of the early settlers and prominent men; farm views; personal reminiscences, etc. This is an excellent book and has proved most helpful to the writer.

2. Howe, Henry. Historical Collections of Ohio. Vol. I. Cincinnati: Published by the State of Ohio. 1900.

This is an encyclopedia of the state and contains history both general and local, geography with descriptions of its counties, cities and villages, its agriculture, manufacturing, mining and business development, sketches of eminent and interesting characters, etc., with notes of a tour over it in 1886. It contrasts the Ohio of 1846 with 1886-90. Pages 539-548 deal entirely with Defiance County.

3. Knapp, H. S. History of the Maumee Valley. Toledo: Blade Mammoth Printing and Publishing House, 1872.

In this book is given the history of the Maumee Valley commencing with its occupation by the French in 1680. To this history is added sketches of some of its moral and material resources as they existed in 1872. Pages 599-602 tell about Defiance.

4. Minutes of the Defiance Board of Education from 1887 to 1950.

These records, together with reports and other information from the office of the Superintendent and Principal of the Schools, have contributed facts pertinent to the history of the schools in Defiance. These sources have been depended upon most heavily in the latter part of this study.

5. Winter, Nevin O. A History of Northwest Ohio. Vol. I. Chicago: The Lewis Publishing Co. 1917.

This is a narrative account of Northwest Ohio's historical progress and development from the first European exploration of the Maumee and Sandusky valleys and the adjacent shores of Lake Erie, down to 1917. Pages 404-415 deal with the history of Defiance County.

References to other sources are made from time to time and a complete bibliography of all material used is included on page 123.

CHAPTER II

EARLY HISTORY OF DEFIANCE COUNTY

The Indians

Henry Howe, a noted historian of the first part of the nineteenth century, makes the following statements in his history of Ohio:

From early times Defiance has been an important historical point. It occupies the site of the ancient "Tu-en-da-wie" of the Wyandot and "En-sa-woc-sa" of the Shawnee. . . . Au Glaize and Grand Glaize were the names given by the French to this place, and it was so called in all historical accounts prior to the erection of Fort Defiance.

.
One of the early historical accounts speaks of a great council of all the Indian tribes, held at Au Glaize in October, 1792, and says it was the largest Indian council of the times; . . . that the chiefs of all the tribes of the Northwest were here, and representatives of the seven nations of Canada and of the twenty-seven nations of New York repaired here; that three men of the Gora nations were in attendance, whom it took a whole season to travel to this point. "Besides these," says Cornplanter, "there were so many nations that we cannot tell the names of them."

The question of peace or war was long and earnestly discussed: the chiefs of the Shawnees being for war, and Red Jacket, the Seneca chief, for peace. This convention represented a larger territory than any convention of Indians we have an account of, before or since, being held on the American continent. It seems to have been a natural intuition that led the red men to see that this was the

strategic centre of North America.¹

The following verses give additional information concerning the tribes represented at this meeting and the purpose for which they gathered.

Up and down the great Maumee,
The Miami of the Lake
O'er the prairie, through the forest,
Came the warriors of the nations,
Came the Delawares and Miamis,
Came the Ottawas and Hurons,
Came the Senecas and Shawnees,
Came the Iroquois and Chippewas,
Came the savage Pottawatomies,
All the warriors drawn together
By the wampum for a council
At the meeting of the waters,
Of the Maumee and the Auglaize,
With their weapons and their war-gear,
Painted like the leaves of autumn
Painted like the sky of morning.²

"Mustered strong, the Kas-has-kies,
Wyandots and the Miamis,
Also the Pottawotomies,
The Delawares and the Chippewas,
The Kickapoos and Ottawas,
The Shawanoes and many strays,
From almost any nation,
Had joined the fearless congregation,
Who after St. Clair's dread defeat,
Returned to this secure retreat."³

Other information concerning the great council of Indians held at Defiance maintains that there were more than three thousand warriors present, all of whom were fed with rations supplied by the British from Detroit.

¹Henry Howe, Historical Collections of Ohio, I, p. 542.

²Nevin O. Winter, A History of Northwest Ohio, p. 71.

³Ibid., p. 69.

It can not be denied that Defiance County and especially the site of the city of Defiance was a natural meeting place of the Indians. The first white people through this region found Indians inhabiting both sides of the rivers. Fields of maize and beans attested to the domesticity of these people. Today about the only evidence that remains of the "noble savage" who once lived here is found in the literature itself, legend, names of places, and in the finding of an occasional spear or arrow head, a stone bowl, or ax or hatchet. These findings further substantiate the evidence that Defiance was the home of the native Americans long before the coming of the white man.

The early French explorers found the region of Western and Northern Ohio inhabited by the Miamis, formerly called the Twightwees, descendants of the Algonquins. Here, too, lived the Delawares, the Shawnees and the Wyandots who were also of Algonquin lineage. The Miamis were quite friendly to the first whites who came into their territory. Later, at the bidding of the French, and because of their differences with the Iroquois who had allied themselves with the English, they engaged in spasmodic attacks and in the wars against the English and Americans. This feeling of animosity lasted until they were completely subdued by General Wayne's great

campaign.

Beginning with the treaty of Greenville, the lands of the Indians were gradually ceded to the United States, the Indians being placed on reservations where they were maintained by the federal government. Here they lived a miserable life for nearly a century, subject to the whims of the corrupt "Indian Agents" who were supposed to be concerned with their welfare. Finally, after a "Century of Dishonor," the federal government took steps and remedied their situation. No longer do they live in a state of misery and want imposed by corrupt and dishonest officials but are treated with the same fairness and decency accorded other Americans.

The Indians were friendly to the early settlers. In his investigation, the writer could find no instance of atrocities committed upon the early settlers who came to make their homes and till the soil in Defiance County.

First White Person in Ohio

Considerable controversy exists concerning the first white person in Ohio. Legend has it that Mary Harris was first. She had been stolen from her home in Deerfield, Massachusetts, when she was about ten years old.

Later, she was found in Coshocton, Ohio, in 1750, by Christopher Gist, the agent for the Ohio Land Company. She had married an Indian chief and reared a family. At this time she was about fifty years old. This would place her coming into Ohio about 1710.

In 1769, the Count de Frontenac, Governor of Canada, sent out trading parties, with authority to erect trading posts, and to take possession of all the land they explored, in the name of France.

Knapp states:

"One of these parties found their way to the Miami or Maumee River, and in 1680 built a small stockade just below the site of Maumee City. This was an important trading point for several years, and in 1694 was under the command of Sieur Courthemanche; but was finally abandoned for a more eligible location at the head of the Maumee River, near where the city of Fort Wayne now stands. On this very spot where the fort of Maumee stood, the British in 1794, erected Fort Miami." This statement is made upon the authority of the late A. T. Goodman, Esq., Secretary of the Western Reserve and Northern Ohio Historical Society, who obtained the data upon which it is based, from French records, at Montreal and Quebec, and papers at Albany and Harrisburg. Hence the occupation of the Maumee ante-dated that sought to be established on the Detroit; the first effort at French settlement being made on the last named river in 1683.¹

While the exact date of the appearance of the first white man in Ohio is not known, the above information, so well authenticated, is not to be doubted. This would

¹H. S. Knapp, History of the Maumee Valley, pp. 9-10.

appear to be conclusive evidence that the first whites to settle within the territory now constituting the state of Ohio, located in the Maumee Valley in 1680.

With the above data clearly in mind, it may reasonably be assumed that Defiance was one of the first places in Ohio to be gazed upon by the white man.

First Settlers in Defiance

Five French traders still lived at Fort Defiance when the first permanent settlers appeared. "One of these was Peter Lombard, and the names of the others are not now known."¹ Following the traders, the first permanent settlers believed to have established themselves in the neighborhood near Fort Defiance, were John and William Preston. These brothers, who came to Defiance following the War of 1812, have their name perpetuated in an island and a creek (Preston Island and Preston Run).

Shortly after the Prestons came to Defiance, James Partee, John Plummer, John Perkins, and Montgomery Ebons arrived. These men made their first homes in some of the abandoned houses of Fort Winchester. John Perkins surveyed this land for the United States and built the

¹Winter, op. cit., p. 405.

first saw mill and grist mill in this part of Ohio at Brunersburg, 1822. He became one of the first three associate judges of Williams County, of which Defiance was the county seat. James Partee located along the Tiffin River. William Travis first visited in Defiance in 1819 and brought the first wagon to the settlement. By the end of 1820 there were about a hundred people in Defiance.¹

Establishment of Fort Defiance

In order to put an end to the atrocities being committed by the Western Indian tribes in the Northwest Territory, the United States government sent General Wayne into the country northwest of the Ohio River with orders to break and destroy their power. This General Wayne proceeded to do in a mad dash through the Ohio country. To accomplish his mission, he established a line of forts at strategic points along the way.

One of these forts was at the junction of the Maumee and Auglaize Rivers where he had expected to surprise the Indians at their headquarters. When the savages heard of his coming they deserted the place to await the help of the British who were expected

¹Ibid., p. 405.

from the garrison at Detroit. General Wayne decided to erect a fort where he could defy the savages and the British. He chose the point of land formed by the meeting of the two rivers. Completing the fort August 17, 1794, he surveyed its strength represented by the massive blockhouses, the large deep ditches leading to the rivers and the high pointed picket wall surrounding it with satisfaction and said, " I defy the English, Indians, and all the devils in hell to take it." General Scott, who chanced to be standing by his side remarked, "Then call it Fort Defiance."¹ Thus the site at the confluence of the Maumee and Auglaize Rivers was established as Fort Defiance.

Building of Fort Winchester

The second war with Great Britain was fought in order to force her to respect the terms of the treaty ending the Revolutionary War. The immediate causes of the war were: interference with American trade, the impressment of American seamen into British service, and the British encouragement of Indian atrocities and barbarities against the people in the Northwest Territory. However, it is with only the latter that Fort Winchester is directly related.

¹Ibid., p. 76.

General Harrison, having replaced General Winchester in command of the Northwestern Army, appointed the superceded commander in charge of marching a column whose chief task was the transportation of supplies to old Fort Defiance. General Winchester found the old fort in ruins. When General Harrison arrived, soon after, he immediately proceeded to build a new fort. He located it about eighty rods south of the old fortification and named it Fort Winchester in honor of the superceded commander. Although never attacked, it served the purpose as an important stronghold for defense of the Northwest Territory and as a place for troops to meet as well as for the storing of supplies to be taken down the river to the advancing columns.

Establishment of Defiance County

It is a matter of record that the city of Defiance has the distinction of having been the county seat of two counties. Williams County was organized in 1824, and Henry and Putnam Counties were attached for judicial purposes. Defiance, enjoying prestige from the events connected with two wars, was the nucleus of the first settlement of these counties. After the settlement of the Michigan-Ohio boundary line dispute, speculators agitated moving the county seat to another part of the county in order to stimulate sales in a new section. In 1839, the

Ohio Legislature permitted the voters in the county to review the seat of justice. The sought for change received a majority vote, and three commissioners, consisting of Joseph Burns, of Coshocton County, Joseph McCutchen, of Crawford County and James Curtis of Perry County, were appointed to locate the county seat. This they did, and Bryan was chosen because of its central location.

The people of Defiance, not satisfied with the arrangement, immediately laid plans for the establishment of a new county with Defiance as the seat of justice. In 1884, a petition to this effect was circulated with good results and presented to the legislature. A remonstrance was also circulated extensively, the law makers, after a short struggle, passed the bill March 4, 1845. The fact that a democratic legislature passed the act to relocate the county seat, no doubt helped materially to get the petition to be favorably acted upon by a Whig majority.

So happy were the people of Defiance, at the turn of affairs, that a great celebration was held. "In spite of high water and bad roads, people thronged to "Old Fort Defiance," on Thursday afternoon and evening, March 13, 1845, and rejoiced with each other over the fortunate event. Bonfires were kindled in the evening and public

places were brightly lighted. At eight o'clock a feast was held at the hotel. Many toasts were given, and resolutions, appropriate to the occasion, were drafted and read. The gaiety and fun continued with music and dancing, ending at two o'clock in the morning."¹

Although the friends of Williams County made a great effort to have the act repealed at the next session of the legislature, they were unsuccessful.

In the above manner Defiance County was established. This was immediately followed with the erection of a courthouse and jail. Today, a new courthouse and jail stand upon the same site chosen when Defiance County first came into existence.

¹History of Defiance County, p. 78. (Author unknown).

CHAPTER III

ESTABLISHMENT OF DEFIANCE COLLEGE

The Defiance Female Seminary

The Defiance College had its beginning under the name "The Defiance Female Seminary." It was incorporated by an act of the General Assembly of Ohio March 23, 1850. This was done at the request of some of the leading citizens of Defiance who believed that an institution of higher learning would be of great value to the people of the community. The act of incorporation provided that the trustees might select 1280 acres from any of the unsold canal lands in Defiance and Paulding counties and use the proceeds from the sale of such lands in establishing the proposed seminary. The lands were finally sold in 1844, and the first building, Defiance Hall, was built. It was a large three-story structure erected on a well-wooded campus about a mile north of Fort Defiance. At the present time it houses the administrative offices, the library and a few classrooms.

Trouble in Getting Started

The building lay idle for two years before it was leased to Solomon F. Hague, of Edinburg, Pennsylvania. The lease was to run for ten years with the understanding that Mr. Hague was to furnish the "necessary teaching force to teach a normal, a business, and a college course."

He was to be responsible for all expenses of maintenance and was to secure his remuneration from student fees. However, the student fees were not sufficient to continue operation even for one year, and the board of trustees took over the responsibility of running the school for the remainder of the term¹

Continued Efforts to Maintain a College

From 1886 to 1896, the building and its equipment were leased to various persons who conducted schools of varied types and with varying degrees of success. Both sexes were admitted, and the only requirement for entrance was the payment of tuition and fees. During this time the institution was locally known as "Defiance College," although its charter had never been changed.

Dr. John H. Latchaw, president of the college, 1896-1902, endeavored to get the Ohio Christian Church interested in the enterprise in order to put it on a more secure foundation. Dr. Latchaw's project did not develop as he had hoped, and he resigned in 1902.²

The College Successfully Established

The next year, Professor P. W. McReynolds, dean of the college, was made president. The buildings and

¹Albert Garfield Caris, Defiance College, Its Charter and Corporate Existence, p. 12.

²Ibid., pp. 12-15.

equipment were leased to Professor MsReynolds while he, in turn, interested the Ohio State Christian Association to the extent that \$30,000 was raised.¹ About this time the name was changed to "Defiance College."²

A vigorous endowment campaign was instituted, and in 1905, Trowbridge Hall, a dormitory for women was built. In 1907, The Christian Biblical Institute, a theological institution of the Christian Church united with Defiance College and the next year, Weston Hall was erected. This building provided an auditorium, gymnasium and a Y. M. C. A. hall.³ Through additions to the Defiance College endowment, a dormitory for men, and Tenzer Science Hall were added.

In 1916, the Christian Biblical Institute and Defiance College were formally merged in a new corporation under the name "Defiance College."

Aims of the College

An educational institution without aims would be like a boat without a rudder. In order to fulfill the

¹Winter, op. cit., p. 328

²Caris, op. cit., p. 17.

³Winter, loc. cit., p. 328.

purpose for which it was created, the Defiance College has the following aims:

1. Defiance College aims to furnish a wholesome environment, to offer skilled and sympathetic instruction, to emphasize the essentials of education, and to maintain high standards of scholarship and character.
2. Defiance College aims to provide the kind of education which be-tokens our Christian heritage, which encourages the spirit of unselfishness and service in a chosen vocation, and which enlarges the boundaries and enriches the content of life.
3. Defiance College aims to produce graduates equipped in heart and mind and spirit to be responsible, religious leaders in a unified world of tomorrow.¹

The review of the history of The Defiance College shows the difficulties encountered in establishing an institution of higher learning for the benefit of the community. Although the college is not large, the facilities are adequate to care for additional training of about six hundred students. Many of these students come from the Defiance Public School System, the development of which follows in the next chapter.

¹Defiance College, The Defiance College Bulletin, p. i.

CHAPTER IV

DEVELOPMENT OF THE DEFIANCE PUBLIC SCHOOLS

First Schools in Defiance

In the History of Defiance County, the compilers state: "From the best sources of information at our command, back and beyond any written and authentic records, we find that the first school in Defiance commenced about 1825."¹ The school was a hewed-log, one room building located on First Street between the canal and the **Maumee River**. William Semans was the first teacher. He was followed in order by William Edmonson and William A. Brown. About 1837, school was conducted in the old brick court house which was located north of the Presbyterian church.

Written records of the Defiance schools (not kept until June 19, 1841) reveal that Jonas Colby, Edwin Phelps and James S. Greer were the Directors of School District No. I. Levi Colby was the clerk. The school year was divided into two terms, a winter term and a spring term, which lasted from two to three months. The subjects taught were reading, writing, arithmetic, English grammar, geography and orthography. It is interesting to note that the average daily attendance was less

¹History of Defiance County, p. 170. (Author Unknown).

less than 50 per cent and that more girls attended than boys. It is also a matter of record that men teachers were paid higher salaries than women teachers, helping to establish a precedent which has continued until the present time. Of this, the writer will have more to say in a later portion of this study.

The following table shows these and other interesting facts.

TABLE I
DATES OF TERMS, ATTENDANCE
AND TEACHERS' SALARIES

| Dates of term | Enrollment | | | | Salaries |
|--------------------------------------|---------------------|--------------------|-------|---------|-----------------|
| | Number attending | Average per day | Males | Females | |
| Nov. 30, 1840 to Feb. 20, 1841 | 100 | 39 | 47 | 53 | \$105 (man) |
| Dec. 29, 1840 to Feb. 20, 1841 | 35 | 26 | 14 | 21 | \$32 (woman) |
| Mar. 15, 1841 to June 14, 1841 | 72 | 32 | 36 | 36 | \$120 (man) |
| Mar. 25, 1841 to June 4, 1841 | 51 | 25 | 23 | 28 | \$47.43 (woman) |

Figures compiled from History of Defiance County, p. 170.

This table shows that the people of Defiance, like others in this part of the country, were not yet ready for, but very much in need of, supervision by

the state. Although this is obvious to the reader, the early settlers, resourceful in their ways of living, regulated sachol affairs as they saw fit.

Salaries of the teachers were supposed to be paid with money from the city treasury and in case there was an insufficient amount of funds available, a tax was assessed upon each scholar, according to the number of days in attendance, to make up the deficiency. This practice was necessary in 1841 and again in 1846.¹

Until 1841, the teacher's salary was about the only expense for which the city was obligated. However, in that year, due to the greater number of pupils, the Board of Directors of District No. 1 adopted a resolution and erected the walls of a brick school house

"on the west side of Wayne Street, between Fourth and Fifth, and the building was partly finished by Timothy Dame, contractor and builder, at a cost of \$800, which was raised by a tax upon the taxable property of the district. In September, 1842, an additional tax was levied for the finishing up of said school building, and was continued in the use of District No. 1, till the adoption of the Union (graded) school system in 1851, when it was finished up and used as a Union school building."²

The Ungraded School

Before 1851, the schools in Defiance were ungraded.

¹Ibid., p. 172.

²Ibid., p. 172.

This meant that a pupil's work in school was determined by his ability to read, cipher, spell, recite rules of grammar, etc. The teacher often found it necessary to place a young man of nineteen or twenty years of age in a class of six, seven or eight year old children. Other ills characterized the ungraded school. The pupils attended school as long as it was convenient and quit when they had "completed" all the subjects offered, went to work, were married, or expelled. The method of management was simple and expedient. "Moral suasion, not being recognized as an important element in the administration of a good school, was not thought of, but "hickory oil" was considered as just the thing to sharpen the wits and brighten the moral perceptions of the students."¹ This "lubrication" for the mental friction of the boys and sometimes a girl was used in liberal quantities and was seldom the subject of complaint on the part of the parents.

With the above implication of poor administration and incompetent teaching, it is not difficult to form an idea of the kind of instruction given in the ungraded school. However, the writer does not want to give the impression that all teachers were unsatisfactory. There were many who could not justly be charged with in-

¹Eli T. Tappan and others, A History of Education in the State of Ohio, P. 89.

competency or lack of professional zeal. It was the latter, struggling, with commendable fidelity against obstacles and discouragements, who together with leading educators of the time, did such excellent work in bringing about a better system of schools generally referred to as the "graded" or Union school.

The Graded School

Grading and improvement of the schools of Defiance was made possible by (1) legislation passed in 1848 which extended the provisions of the Akron Law¹ to any incorporated town and city in the state whenever two-thirds of the qualified voters petitioned the town or city council in favor of such extension and (2) the passage in 1849, of a bill entitled A General Act for the Schools in Cities and Town.² The provisions were for a local board of education which had full control of all the public schools in the town, which by union became a single district, and authorization of the board to establish not only primary and grammar grades but a higher grade (high school) as well, and to decide what branches should be taught in each and all

¹Eli T. Tappan and others, A History of Education in the State of Ohio, pp. 113-114.

²Ibid., p. 115.

grades. The board had authority to fix the transfer from one grade to another; to make and enforce all necessary rules and regulations for the government of teachers and pupils; to employ and pay teachers; to purchase books and apparatus; to select school sites and erect buildings; to certify to the town council the amount of money for school purposes; to appoint three persons to act as public examiners of teachers annually at such time as the board might deem fit; and to keep schools in operation at least thirty-six, but not more than forty weeks each year.¹

Grading of the schools of Defiance was done in the following manner: The school system was divided into four schools, viz: Primary, Secondary, Intermediate and Grammar. Each school was located in a different part of the town and divided into two grades. The primary contained the first and second grades; the secondary, the third and fourth; the intermediate, the fifth and sixth; and the grammar, the seventh and eighth. There was no one ready for high school at that time although it was graded later.

The actual conditions under which the schools of Defiance were graded are given in the following letter from Francis Hollenbeck:

¹Ibid., pp. 114-15.

Perrysburg, Ohio, Jan. 22, 1882

S. H. Royce:

Dear Sir:

Yours of the 19th instant received. In answer to your inquiries will say, that it is so long since I was in the school at Defiance that I have ceased to have any "clean cut" recollection of what then and there occurred---- general impressions only remain. Of these, I will give such as occur to me while writing.

It may not be amiss to state, briefly, the facts and incidents which led immediately to the organization of the Union School at that place. I had taken a lively interest in popular education from my first arrival in the Maumee Valley, at Maumee City, in December, 1842, and discussed the subject wherever I went, whenever I could. The first Union School established in the valley was at Maumee City; the next at Perrysburg, then at Waterville and Toledo. By this time the public mind had become, generally, awakened to the subject.

Being at Defiance in the latter part of the winter or early spring of 1851 on business, I learned the inadequate provisions of the town for the instruction of its youth. I suggested to some of the citizens of whom I now remember Wolsey Welles, Dr. John Paul, William A. Brown, Frederick Stevens, William Carter, Esq., and probably others, the desirability of adopting and putting into practice the graded school system. The suggestion was received with a ready and cordial response. A huge difficulty, however, stood in the way. As the law then was, a school of that character could be established only by a majority vote of the district, and it was feared that could not be obtained. To prepare the minds of the people for the vote, it was determined to hold a Teachers' Institute there, provided I could obtain proper persons to conduct it. I obtained them, but now recall only one of them, Maurice Paige, Superintendent of the Maumee Schools and a "live teacher." The institute was held: many teachers attended; the session

was highly satisfactory, and much enthusiasm was awakened throughout the town upon the subject of education.

Soon as the required notice could be given, the vote was taken and the graded system adopted by a satisfactory majority.

I was then requested to organize the school. I consented to "assume the pressure," my engagement being for one year. There was no material for a high school and the grades established were primary, secondary, intermediate and grammar schools, myself taking immediate charge of the latter, together with supervision of the others. My assistants were Miss Millie Woods in the primary department, and she was a superior teacher of that grade. Miss Maria Welles taught the secondary, and succeeded very well. The intermediate was taught by a young woman whose name I cannot now recall. She occupied the schoolhouse on the west side of the canal, near the Catholic Church building. Perhaps some one of the old citizens, or of my pupils remaining there, could give you her name. Of the latter, there remains, as I am informed (I give the names as I knew them), Fannie Holgate, Belle Holgate, Georgiana Richards, Mary Stevens, Amelia Howland, now Mrs. Peterson, Frank Brown, John Crowe, George Ferguson and John Kiser. There may be others.

The common school branches only were taught, viz., spelling, reading, writing, geography, grammar, arithmetic, and I recollect I had a very interesting class in natural philosophy. As to efficiency of the school, I refer you to my old pupils and their parents.

I must, however, be permitted to say this, that I do not believe there was ever in the State of Ohio a more pleasant and agreeable school than the department of which I had immediate charge. Teachers and pupils constituted a family which was in perfect sympathy and accord from the commencement to the close. Each one regarded it as OUR school and was sensitively alive to the maintenance of its good name and character. When I think of my connection with that school, it is with unalloyed satisfaction, and I hold my old

pupils in very dear and cherished remembrance.
May blessings attend them during their lives.

When my year expired, the Board of Education had not succeeded in finding my successor, and I remained until the commencement of the summer vacation.

I believe I have answered all your inquiries, but in haste, and perhaps in an unsatisfactory manner. If of service to you I shall be pleased. Make use of it you deem best.

Truly,

Francis Hollenbeck

First North Western Ohio Teachers Association in Defiance

The institute referred to by Francis Hollenbeck, was the first session of the Teacher's Institute of Northwestern Ohio held in Defiance. The meeting took place in the Methodist Episcopal Church, May 5, 1851.¹ More than seventy teachers attended, about two-thirds of whom were young women. About half of the teachers came from Defiance County and the remainder from Williams, Fulton, Henry and Paulding County. Needless to say, the meeting was a success, as the resulting enthusiasm awakened on the subject of education, resulted in a favorable adoption of the new graded school system.

The following persons were elected as the first Board of Directors under the new type of organization by the qualified electors of Districts No. 1 and 5:

¹History of Defiance County, p. 173.

| <u>TERM</u> | <u>MEMBER</u> |
|-------------|------------------------------|
| 1 year | Woolsey Welles, Secretary |
| 1 year | Calvin L. Noble |
| 2 years | John H. Kiser |
| 2 years | J. B. Kimball |
| 3 years | Hamilton Davidson, President |
| 3 years | John H. Stillwell, Treasurer |

One of the first actions of the new board was to levy a tax of four mills on the dollar on the taxable property of the district for the payment of teachers' salaries and other expenditures. To put the new system into operation, it was necessary to provide suitable buildings for the different grades or schools. They ordered the old two-story brick schoolhouse of 1841, mentioned earlier in this chapter, to be repaired and finished for the Union School. This was later called the High School Building, a term which is still applied to the present high school structure.

First Superintendent and Teachers in the New Program

Following the change to the graded school program, Francis Hollenbeck was hired as Superintendent of the Schools at a salary of five hundred dollars per year. He was to teach the Grammar School, located on Wayne Street between Fourth and Fifth Streets, in the Union School building. Mrs. Arietta Hutchinson was employed to teach the Intermediate School for \$150 per year. This school was located at the corner of Fifth and

Jackson Streets. Miss Maria Welles was engaged to teach the Secondary School at the corner of Jefferson and Water Streets, for the same salary. The Primary School, at Wayne and Fourth Streets in the same building as the Grammar School, was to be taught by Miss Permelia Woods at the same salary as the other two women employees.

The Building Program of 1865-80

In 1865, the Board of Union Schools purchased the site of the present Defiance High School building and a new structure was erected there the following year at a cost of \$14,999. Eight years later in 1874, the board bought a lot on the north side of the Maumee River and erected a two-story, slate-roofed building at a total cost of \$3670. In 1875, the Board of Union Schools continued its program of expansion by purchasing a site in the Warren Addition, on the west side of the canal for \$800 and another in East Defiance for \$1000. Here again, the buildings were to be two-story brick structures with slate roofs. The combined cost was \$5350. Following these purchases, the School Board called these buildings on the north side of the Maumee River, the "North Schoolhouse" and on the east side of the Auglaize the "East Schoolhouse", on the west side of the canal, the "West Schoolhouse", and the so called High School

Building, the "Central Schoolhouse."¹

To complete the building program of the first thirty years, the Central Schoolhouse was repaired and enlarged. After completion it contained twelve rooms with a seating capacity for sixty pupils each. In addition to the twelve classrooms, there was an office for the Superintendent, and a recitation room. The entire third floor was given over to a large public hall with a seating capacity of about six hundred.

Careful attention was given by the board in equipping the building at this time. The rooms were supplied with the best furniture available. Chairs were provided for the third-floor hall which was also equipped with large gas chandeliers; the stage was carpeted and provided with a piano. The building was heated with four large furnaces, and wood was used for fuel.²

The extensive building program during this era was carried out in order to facilitate the new graded school system, and to care for the increase in school population. Thus Defiance showed its interest and concern for its youth in providing the educational facilities conducive to a graded school program.

¹Ibid., p. 175.

²History of Defiance County, p. 175.

Names of the Schools Changed

Although the school board had designated the names for the new schools, they were consistently referred to by the political division of the city in which they were located. For example: the West Schoolhouse was commonly called the "Second Ward School" because it was in the Second Ward; the North Schoolhouse, the "Third Ward School", and the Eastside Schoolhouse, the "Fourth Ward School." The terms "Highschool Building" and "Central School" were applied to the grades and highschool in the First Ward. These names persisted until 1941 when three new grade school buildings were erected to replace the old brick slate-roofed structures. At this time the First and Second Ward Schools were organized together in one building and named the "Slocum School" in honor of Charles Elihu Slocum (1841-1915), Defiance physician and historian. The Third Ward School was called the "Spencer School" for Oliver M. Spencer who was captured by the Indians and brought to Defiance to live. The Fourth Ward School was renamed the "Brickell School" for another boy who lived in Defiance four years as an Indian captive.

The Building Program Since 1880

Due to increased enrollment, the repairing and enlarging of the Central Schoolhouse was followed by a new

high school building, erected on the same spot in 1904. This in turn, for the same reason, gave way to another new structure in 1919. To further meet the needs of the community, an auditorium-gymnasium, wood and metal shops, a "Community Room" and cafeteria and suitable equipment and supplies were added in 1929.¹ To complete the program for better schools, the building program of 1941, already referred to in this chapter, was completed. At the present time the public educational program is carried on in three grade school and one high school building.

Summary

The careful consideration of the school program by the people of Defiance has continued to characterize the attitude of the community. As time progressed, the curriculum was enriched and enlarged, extra-curricular activities were introduced, and the course of study broadened. Better facilities and supplies were provided, and the standards of the school as well as the qualifications of teachers were gradually increased. At all times the community made great effort to provide and maintain the best possible program of education in order to meet the needs of its youth.

¹Minutes of the Board of Education, 1880-1950.

CHAPTER V

THE DEFIANCE CITY SCHOOL SYSTEM

The Present Organization

The public schools in Defiance are organized on the 6-6 plan. Three elementary school buildings house the first six grades, and a centrally located high school contains grades seven through twelve. The 6-6 plan appears to have the following advantages over the 8-4 plan which was formerly used:

1. There is better adjustment in age levels of association.
2. The maladjustment in going from the grades to the high school is lessened.
3. Library and laboratory facilities are assessable to more pupils.
4. More students have an opportunity to participate in instrumental and vocal music, physical education, and shop.
5. There is more participation in intramural and interscholastic activities.
6. There is more opportunity for developing better athletic teams.
7. There is more support to athletics.
8. The school organization becomes more functional.

The 6-6 plan is only the framework of the organiza-

tion but serves as a place to begin to study the entire structure. The people of the Defiance City School District elect a Board of Education, consisting of five members, which appoints a superintendent, and delegates to him the authority and responsibility for a good school program. The clerk acts as business manager and frees the superintendent to attend to the more educational aspects of the school program.

Each teacher is allowed to use his own initiative and to experiment in order to develop his program of instruction. The requirement being, that he report his findings to his principal so that they may be shared with others. This freedom permits the establishment of an ideology which most nearly fits the functional type of organization. The philosophy of the administration, therefore, has been to effect an organization, comparable to a big, happy family, living together and sharing in the opportunities and fruits derived from the richest and fullest co-operation possible. The dignity and worth of each individual is recognized, and each staff member regards himself as an integral part of an organization which is striving to lift the hearts and minds of the students to higher levels of happiness.

Rather than to exercise dictatorial power, the administration prefers suggestions from teachers and

pupils and encourages conferences to settle problems.

Each principal is responsible to the superintendent for his school. Two full-time clerks are employed; one for the superintendent and the other for the principal of the high school. Neither the superintendent or principal do actual classroom teaching. Each grade school principal or head teacher has a full teaching load in addition to his other duties.

The pupils are ninety-eight per cent natural-born Americans, and as there are only a few colored students, no social problems of that kind arise. In addition to the grades 1-12, the school maintains three kindergartens and a class in Special Education (Slow Learners Group).

Each high school class has a faculty advisor and every club, its sponsor. Assembly programs and athletics are under the direction of committees. Each department has a "head" and all teachers teach in their major and minor fields.

Teacher's meetings are regularly scheduled, and sometimes irregular ones are called. For the most part, the meetings are held on school time, but there is an occasional evening session. Subjects for discussion are devoted to professional problems in which each teacher may participate freely. With the teachers taking an

active part, the results are most profitable from an instructional point of view. There are at least two social meetings during the year and some of the regularly scheduled meetings begin with the serving of tea.

Courses offered at Defiance are necessarily flexible in order to best meet the needs of the pupils who come from all walks of life. The philosophy that each pupil needs a general education that will equip him for living, predominates; rather than the ideology that preparing for a highly specialized vocation or for college matriculation is the function of the school. There are required areas on each grade level in order to insure a well-balanced program. In addition, there are elective areas to enable each pupil to select wisely in terms of his interests. The academic and science majors offer those areas of study which are still prerequisite to college entrance. Likewise in terms of needs and interests, students may major in commercial, industrial arts, and home economics areas. Near the end of the school year, grades 8-11 register for the remainder of their high school work. Emphasis is made in terms of their chosen vocations or what they "think" they would like to do after graduation. Near the end of each year at "registration time," a pupil may change his schedule if he so desires. While the

course of study in the first six grades is concerned with those things which all pupils should know; the high school offers a wide variety of subjects from which to choose.

Below is the course of study for the high school in 1949-50. (From files of the Principal, 1949-50).

| 7th REQUIRED | 8th REQUIRED | 9th REQUIRED |
|------------------|-------------------|---------------------|
| English | English | English I |
| Arithmetic | Arithmetic | Algebra or |
| Geography | History | Practical Math. |
| Science | Science | Gym |
| Music | Home Ec | ELECTIVES |
| Gym | Shop | Latin I |
| ELECTIVES | Gym | Shop I |
| B-Band | ELECTIVES | Home Ec I |
| | B-Band | General Business |
| | Jr. Chorus | General Science or |
| | | Biology |
| | | Jr. Chorus |
| | | B-Band |
| | | A-Band |
| 10th REQUIRED | 11th REQUIRED | 12th REQUIRED |
| English II | English III | Social Problems |
| World History | U. S. History | Gym |
| Gym | Gym | ELECTIVES |
| ELECTIVES | ELECTIVES | English IV |
| Biology | Algebra II | Sol. Geom. 1st Sem. |
| Algebra II | Plane Geom. | Trig. 2nd Sem. |
| Plane Geom. | Chemistry | Physics |
| Latin II | Shop III | Shop IV |
| Shop II | Latin III | Latin IV |
| Home Ec II | Typing I | Retailing and |
| Shorthand I | Shorthand I | Store Problems |
| Typing I | Typing II | Speech and/or Dram. |
| Glee Club | Bus. Arith. (1st) | Shorthand II |
| A-Band | Com. Math. (2nd) | Typing II |
| Speech | Speech | Journalism |
| | Dramatics | Home Ec III |
| | Journalism | Bus. Arith 1st Sem. |
| | Home Ec III | Com. Math. 2nd Sem. |
| | | Physiology |

| | |
|-----------------|-------------------|
| Physiology | Physiology |
| A-Band | A-Band |
| A Capella Choir | A Capella Choir |
| Glee Club | Glee Club |
| Spanish I | Bookkeeping |
| Art | Secretarial Prac. |
| Driver Ed | Spanish II |
| | Art |

There are sixty-two extra-curricular activities, nineteen held on school time, in which pupils may participate. Membership in clubs and organizations is encouraged for the socializing benefit of the students. School dances, plays, and parties are common, and have the approval of the community.

Many other phases of the school program deserve mention, but to outline each would be a study in itself. The writer proceeds, therefore, to the analysis of those phases of the system which are necessary to its existence.

Residential Distribution and Transportation

It was stated in Chapter I that the grade schools were established by the natural boundaries of the rivers. The school buildings are so located that the maximum distance that any child lives from school is about one mile. No high school student lives more than two miles from his school building. Although the distance is not too far in most cases, the district's school bus picks up groups of pupils living beyond easy walking distance. One bus is able to transport such pupils to their respective schools in the morning and return them after

school.

Enrollment in 1950

A study of Table II, page 44, reveals the enrollment of the Grade Schools and the High School to be progressively increasing. While the High School enrollment is only one more than it was ten years ago; it has had a steady growth since 1945. The enrollment in the Grade Schools is now 315 more than at the same time ten years ago; it has had a steady growth for the last nine years. The break between the eighth and ninth grades shows the influence of the parochial schools which stop at the end of the eighth year. The decrease in high school enrollment from 1943 to 1948 is, no doubt, partly due to fewer children being born during the depression period which began in 1929. That the high school enrollment was high in 1941 and 1942, can be accounted for by the fact that those children were born before the depression hit so hard in 1929. The rise in high school and grade school enrollments in 1948 and the steady increase thereafter is the result of a greater number of marriages during World War II and in the period of prosperity immediately following it.

A study of the enumeration will reveal about the same conclusion. Table III, page 45, shows a break between 1943 and 1944. This increase was apparently due to the greater number of marriages soon after the beginning of World War II.

TABLE II
TOTAL ENROLLMENT BY GRADES FOR THE PAST TEN YEARS
1941 to 1950

| GRADES | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Kindergarten | | | 23 | 58 | 89 | 95 | 118 | 144 | 128 | 130 |
| First | 127 | 147 | 163 | 144 | 141 | 141 | 152 | 138 | 177 | 163 |
| Second | 109 | 106 | 134 | 145 | 130 | 153 | 132 | 133 | 134 | 169 |
| Third | 116 | 106 | 105 | 127 | 132 | 121 | 138 | 135 | 135 | 127 |
| Fourth | 83 | 109 | 107 | 108 | 124 | 122 | 118 | 137 | 124 | 125 |
| Fifth | 108 | 81 | 97 | 105 | 102 | 116 | 121 | 120 | 119 | 133 |
| Sixth | 114 | 97 | 88 | 99 | 107 | 97 | 116 | 112 | 106 | 125 |
| GRADE TOTAL | <u>657</u> | <u>646</u> | <u>717</u> | <u>786</u> | <u>845</u> | <u>845</u> | <u>895</u> | <u>919</u> | <u>923</u> | <u>972</u> |
| Seventh | 124 | 112 | 95 | 77 | 110 | 99 | 94 | 118 | 128 | 122 |
| Eighth | 94 | 108 | 103 | 97 | 85 | 99 | 84 | 79 | 101 | 128 |
| Ninth | 170 | 158 | 177 | 160 | 159 | 137 | 156 | 134 | 148 | 164 |
| Tenth | 155 | 159 | 139 | 162 | 139 | 129 | 130 | 138 | 115 | 146 |
| Eleventh | 164 | 137 | 143 | 125 | 146 | 117 | 121 | 115 | 127 | 113 |
| Twelfth | 110 | 151 | 117 | 130 | 112 | 128 | 108 | 113 | 102 | 128 |
| HIGH SCH. TOTAL | <u>817</u> | <u>825</u> | <u>774</u> | <u>751</u> | <u>751</u> | <u>709</u> | <u>705</u> | <u>697</u> | <u>742</u> | <u>818</u> |
| Special Education | | | | | | | 12 | | 21 | 17 |
| GRAND TOTAL | 1474 | 1461 | 1491 | 1537 | 1596 | 1554 | 1600 | 1616 | 1665 | 1790 |

Figures from the annual report of the principal

TABLE III

DEFIANCE SCHOOL DISTRICT ENUMERATION
FOR THE PAST TEN YEARS

| YEAR | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 |
|----------------|------|------|------|------|------|------|------|------|------|------|
| AGE 5 to 18 | 1853 | 1895 | 1881 | 1973 | 2019 | 1962 | 1923 | 1988 | 2108 | 2202 |

Figures from Annual Enumeration Sheets

There is an increase of 349 from 1941 to 1950. While this is 34 more than the increase in enrollment during the same period, the difference can be accounted for by considering that many of the five year old children are enumerated but not enrolled, and that tuition pupils do not show on the enumeration reports.

Distribution of Enrollment

Ninth grade classes have been considerably larger than eighth grade classes in the system. This is due to the influx of eighth grade students who have completed the parochial school courses. From 1941 to 1950, nearly all the eighth grade students have, during the last ten years, entered the ninth grade, but only 79 per cent of them have graduated four years later.

From the following table one may conclude that there are a large number of pupils dropping out between the ninth and the twelfth grades.

TABLE IV
COMPARISON BETWEEN CLASSES AS THEY ENTER
AS FRESHMEN AND AS THEY GRADUATE

| Year | Freshmen | Seniors | Percent Graduating |
|---------------|----------|---------|--------------------|
| Class of 1941 | 170 | 110 | 64.5 |
| Class of 1942 | 158 | 151 | 95.6 |
| Class of 1943 | 177 | 117 | 66.1 |
| Class of 1944 | 160 | 130 | 81.3 |
| Class of 1945 | 159 | 112 | 71.1 |
| Class of 1946 | 137 | 128 | 96.3 |
| Class of 1947 | 156 | 108 | 69.3 |
| Class of 1948 | 134 | 113 | 84.3 |
| Class of 1949 | 148 | 102 | 68.9 |
| Class of 1950 | 164 | 128 | 78.0 |
| TOTAL | 1555 | 1199 | 79.0 |

Data from Superintendent's Office.

Summary

The 6-6 plan of organization affords opportunity for a broad program at minimum cost. A democratic philosophy provides ideal procedures of administration of the school.

The course offering of the school is large, and students may choose within broad limitations, both curricular and extra-curricular studies. Guidance in

planning for the future is exercised to a greater extent during registration.

The population of Defiance is gradually increasing. Schools in both the grades and high school are transported, if they live beyond a reasonable walking distance.

The peak of enrollment has not yet been reached. With continued prosperity and a new World War looming on the horizon, it is not possible to predict when the saturation point will come.

Pupils from the parochial schools increase the high school enrollment noticeably. Since there is no indication of a change in their school program, this is likely to continue.

Tuition students cause no particular problem as they are well distributed through the twelve grades.

The school enumeration as well as the enrollment shows a progressive increase in the number of children of school age. There will be, then, the problem of educating more and more boys and girls each year for some time to come. Providing suitable educational surroundings is a difficult task, the solution of which requires a study of the present building situation. This study follows in Chapter VI.

CHAPTER VI

THE DEFIANCE CITY SCHOOL BUILDINGS

The writer has already made reference to the date of erection and number of the present school buildings. By referring to the map following this page, a perspective of their location relative to their service areas can be seen.

The High School Building

The Defiance Board of Education exercised its wisdom in the construction and equipment of a high school plant large enough to accommodate pupils who would pass through its doors for more than thirty years. The academic area of the plant is still in good condition after thirty-one years of service. This is due, no doubt, to two things: (1) the careful consideration in planning, erecting, and equipping the building, and (2) to the excellent care which the Board of Education has always insisted should be given the plant. The school program was broadened and made more flexible in 1929 with the addition of a Community Auditorium, wood and metal shops, and a Community Room with a cafeteria.

Present Condition of the Building

The writer has made every effort to establish a satisfactory method for evaluating the present condition of the building. Surveys of different techniques have been

LEGEND

- ① Port Defiance 1794 General Wayne & Lieut. Harrison.
 - ② Port Winchester 1812 General Harrison.
 - ③ Gen. Wayne Road & Camp 1794 Gen. Winchester's Abatis.
 - ④ Gen. Wayne Camp Sept. 16, 1794.
 - ⑤ French-Indian Apple Tree, largest on record.
 - ⑥ French-Indian Corn-Fields.
 - ⑦ Dark Cabin of Coah-Coah-Che Famous Squaw Medicine Woman.
 - ⑧ Birthplace of Pontiac.
 - ⑨ Johnny Appleseeds First Nursery.
 - ⑩ Ft. Defiance Bridge Gen. Wayne & Gen. Harrison.
- Gen. Wayne Road Aug. 8, 1794.
- Gen. Wayne Road Sept. 16, 1794.
- Gen. Winchester Road 1812.
- Gen. Wayne Road Aug. 15, 1794.
- Gen. Harrison's Road Oct. 2, 1812.
- Cal. Dudley's Route May 1, 1813.
- Gen. Clays Route May 3, 1813.
- Capt. Bird's Road 1780.
- Coah-Coah-Che Mineral Springs Birthplace of Shabonee 1775.

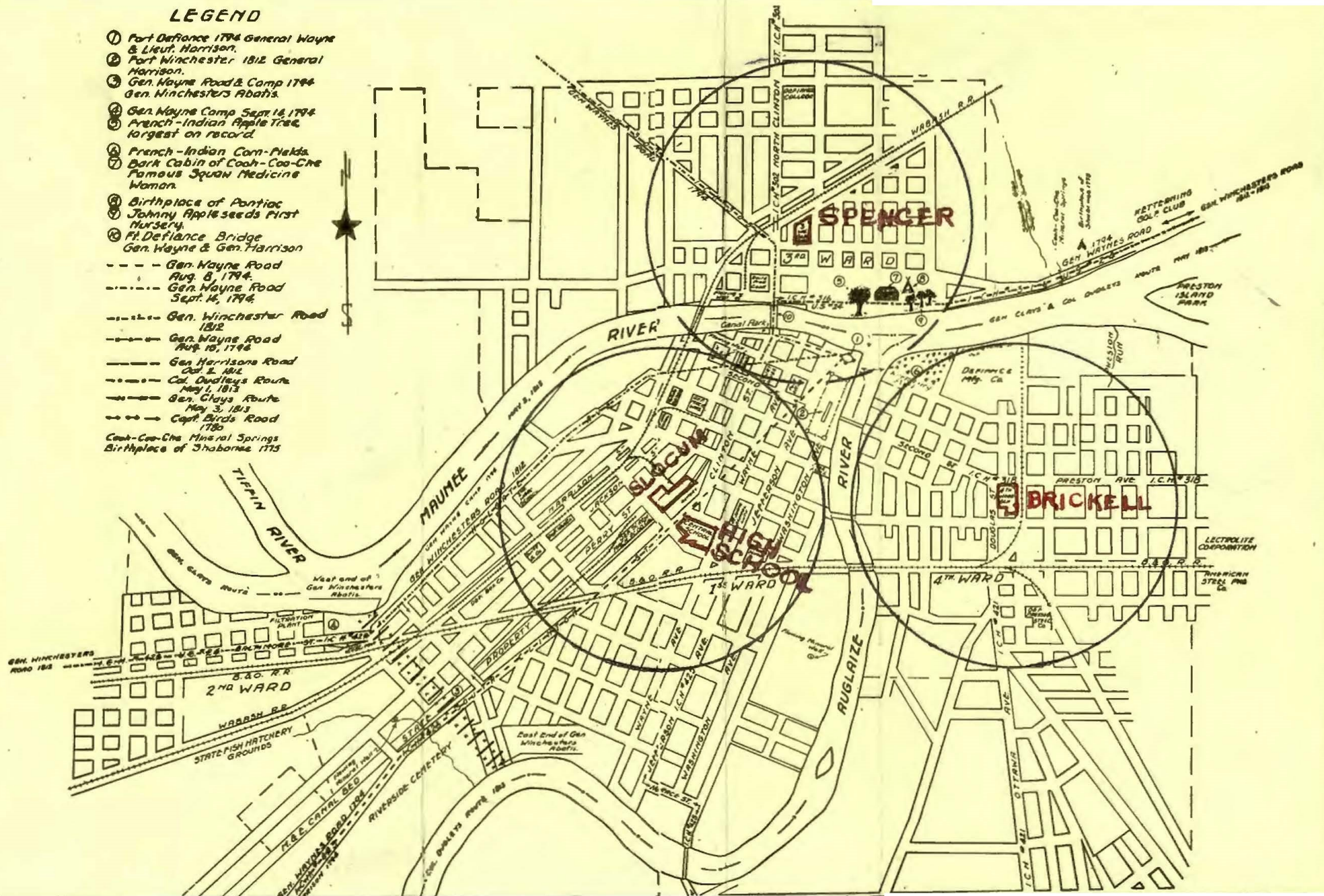


Figure 1. Location of the Public Schools Relative to Their Service Areas

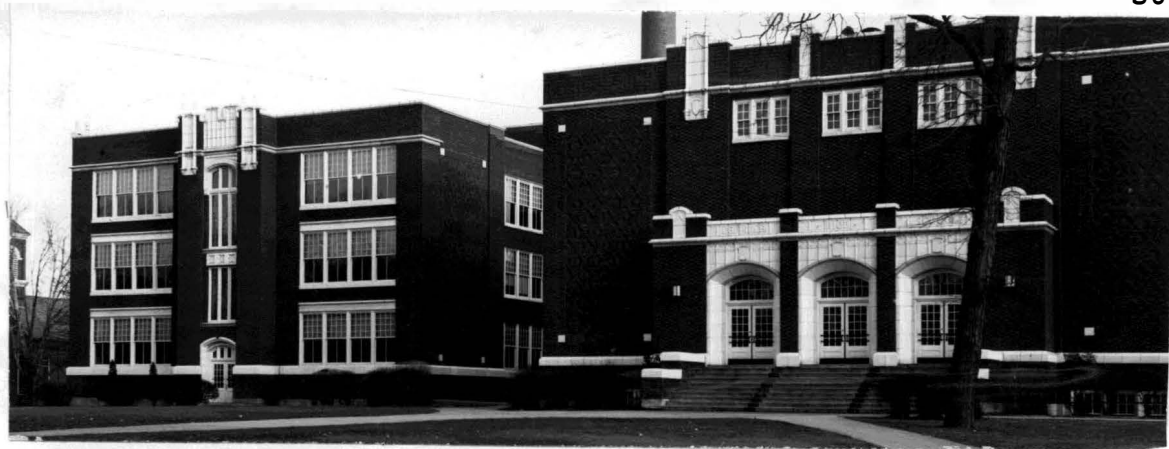


Figure 2. Pictures of Defiance High School, 1949

made, but as far as possible, that outlined by Holy and Arnold has been used here.

To the reader, the total score may seem unreasonably high, but in view of the fact of careful planning, selection of materials, attention to construction, excellent upkeep, and new equipment that has been added, there is some justification for it.

The perfect score on the score card used in this rating is 1000 points. These points are distributed under seven heads weighed as follows:

| | | | |
|-------|-----------------------|------------|--------|
| I. | Site | 120 | points |
| II. | Building | 158 | " |
| III. | Academic Class Rooms | 167 | " |
| IV. | Special Class Rooms | 171 | " |
| V. | General Service Rooms | 153 | " |
| VI. | Administration Rooms | 92 | " |
| VII. | Service Systems | <u>139</u> | " |
| TOTAL | | 1000 | " |

SCORE CARD
FOR THE EVALUATION OF
JUNIOR AND SENIOR HIGH-SCHOOL BUILDINGS

By

T. C. HOLY

Bureau of Educational Research
Ohio State University

and

W. E. ARNOLD

University of Pennsylvania

The Ohio State University
Columbus Ohio

School Defiance High School City Defiance State Ohio
 Enrollment 818 Date 7-22-50 Scorer Blue
 Site: Length 755 ft. Width 514 ft. Total area 332,377 sq. ft. Play space per pupil 416 sq. ft.
 Building: Date of erection 1919 Additions (give each year and number of rooms):

TABLE V
 SUMMARY OF VARIOUS ITEMS MAKING UP
 TOTAL SCORE

| DIVISIONS OF SCORE CARD | SCORES | | | NOTES |
|----------------------------|----------|------------|-------------|------------------------------------------------------------------------|
| | Standard | School | Percentage | |
| Site | 120 | <u>93</u> | <u>77.5</u> | Additions: 1929 Aud.-Gym., 25 rooms. 1937 Machine Shop, 2 rooms. |
| Building | 158 | <u>144</u> | <u>91.1</u> | |
| Academic classrooms. | 167 | <u>144</u> | <u>86.2</u> | |
| Special classrooms... | 171 | <u>129</u> | <u>75.4</u> | |
| General service rooms | 153 | <u>116</u> | <u>75.8</u> | |
| Administration rooms | 92 | <u>55</u> | <u>59.8</u> | |
| Service systems | 139 | <u>123</u> | <u>88.5</u> | |
| Total | 1,000 | <u>804</u> | <u>80.4</u> | |

Make a sketch in this space of the grounds and the building and give their dimensions.

TABLE VI

Score Card for Junior and Senior High-School Buildings

| | E | D | C | B | A | Score | |
|-----------------------------------|---|---|----|----|----|-------|-----|
| I. Site | | | | | | 93 | 120 |
| A. Location | | | | | | 49 | 37 |
| 1. Accessibility (1) | 0 | 7 | 14 | 20 | 27 | 27 | |
| 2. Environment (2) | 0 | 6 | 11 | 16 | 22 | 10 | |
| B. Physical Features | | | | | | 44 | 33 |
| 1. Size of Site (2) | 0 | 5 | 10 | 15 | 20 | 15 | |
| 2. Form (3) | 0 | 4 | 7 | 10 | 14 | 10 | |
| 3. Nature of Soil (3) | 0 | 3 | 5 | 8 | 10 | 8 | |
| C. Improvements | | | | | | 27 | 23 |
| 1. Arrangement of Space (3) | 0 | 4 | 9 | 13 | 17 | 13 | |
| 2. Landscaping (3) | 0 | 3 | 5 | 8 | 10 | 10 | |
| II. Building | | | | | | 144 | 158 |
| A. Placement | | | | | | 23 | 20 |
| 1. Orientation (5) | 0 | 3 | 6 | 9 | 12 | 9 | |
| 2. Position on Site (5) | 0 | 3 | 6 | 8 | 11 | 11 | |
| B. Educational Plan | | | | | | 43 | 39 |
| 1. Flexibility (6) | 0 | 4 | 8 | 12 | 16 | 16 | |
| 2. Expansibility (6) | 0 | 3 | 7 | 10 | 13 | 13 | |
| 3. Economy of Plan (6) | 0 | 4 | 7 | 10 | 14 | 10 | |
| C. Gross Structure | | | | | | 45 | 45 |
| 1. Material (7) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 2. Foundations (7) | 0 | 2 | 4 | 5 | 7 | 7 | |

A, Excellent; B, Good; C, Fair; D, Poor; E, Very poor

TABLE VI (continued)

| II. Building [Continued] | E | D | C | B | A | Score | |
|-------------------------------------------|---|---|---|----|----|-------|---------|
| C. Gross Structure [Continued] | | | | | | | |
| 3. Walls (7) | 0 | 1 | 3 | 4 | 6 | 6 | |
| 4. Roof (7) | 0 | 1 | 2 | 4 | 5 | 5 | |
| 5. Height (8) | 0 | 1 | 2 | 3 | 4 | 4 | |
| 6. Exits (8) | 0 | 2 | 4 | 5 | 7 | 7 | |
| 7. Condition of Building (9) | 0 | 2 | 4 | 6 | 8 | 8 | |
| D. Internal Structure | | | | | | | 47 40 |
| 1. Stairways (9) | 0 | 4 | 7 | 10 | 14 | 14 | |
| 2. Corridors (9) | 0 | 4 | 7 | 10 | 14 | 14 | |
| 3. Lobbies (11) | 0 | 2 | 4 | 5 | 7 | 0 | |
| 4. Basement (11) | 0 | 3 | 6 | 9 | 12 | 12 | |
| III. Academic Classrooms | | | | | | | 144 16; |
| A. Construction | | | | | | | 107 99 |
| 1. Size (12) | 0 | 5 | 9 | 13 | 18 | 18 | |
| 2. Shape (12) | 0 | 3 | 6 | 9 | 12 | 12 | |
| 3. Windows (13) | 0 | 3 | 6 | 8 | 11 | 11 | |
| 4. Shades (13) | 0 | 1 | 2 | 3 | 4 | 4 | |
| 5. Floors (13) | 0 | 3 | 5 | 7 | 9 | 9 | |
| 6. Walls and Ceilings (13) | 0 | 3 | 5 | 7 | 9 | 7 | |
| 7. Doors (13) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 8. Color Scheme (14) | 0 | 2 | 4 | 6 | 8 | 6 | |
| 9. Blackboards (14) | 0 | 3 | 6 | 8 | 11 | 8 | |
| 10. Bulletin Boards (14) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 11. Closets and Built-in Cases (15) | 0 | 3 | 5 | 7 | 9 | 7 | |

TABLE VI (continued)

| III. Academic Classrooms [<i>Continued</i>] | E | D | C | B | A | Score | |
|-----------------------------------------------|---|---|----|----|----|-------|-----|
| B. Equipment | | | | | | 60 | 45 |
| 1. Type (15) | 0 | 9 | 18 | 27 | 36 | 27 | |
| 2. Arrangement (16) | 0 | 6 | 12 | 18 | 24 | 18 | |
| IV. Special Classrooms | | | | | | 129 | 171 |
| A. Science Laboratories | | | | | | 34 | 32 |
| JUNIOR HIGH SCHOOLS ¹ | | | | | | | |
| 1. General Science (17) | 0 | 6 | 11 | 16 | 22 | | |
| 2. Biology (18) | 0 | 3 | 6 | 9 | 12 | | |
| SENIOR HIGH SCHOOLS ² | | | | | | | |
| 1. General Science (17) | 0 | 2 | 4 | 5 | 7 | 5 | |
| 2. Biology (18) | 0 | 3 | 5 | 7 | 9 | 9 | |
| 3. Chemistry (19) | 0 | 3 | 5 | 7 | 9 | 9 | |
| 4. Physics (20) | 0 | 3 | 5 | 7 | 9 | 9 | |
| B. Home Economics | | | | | | 37 | 32 |
| 1. Foods Laboratory (20) | 0 | 4 | 7 | 10 | 14 | 14 | |
| 2. Home-Making Rooms (22) | 0 | 3 | 5 | 8 | 10 | 8 | |
| 3. Clothing Laboratory (22) | 0 | 3 | 7 | 10 | 13 | 10 | |
| C. Industrial Arts | | | | | | 46 | 27 |
| 1. General Shop (24) | 0 | 3 | 6 | 8 | 11 | 8 | |
| 2. Print Shop (26) | 0 | 1 | 2 | 3 | 4 | 0 | |
| 3. Automobile-Repair Shop (27) | 0 | 1 | 3 | 4 | 5 | 5 | |
| 4. Electric Shop (27) | 0 | 1 | 3 | 4 | 6 | 0 | |
| 5. Woodworking Shop (28) | 0 | 3 | 5 | 7 | 9 | 9 | |

TABLE VI (continued)

| IV. Special Classrooms [Continued] | E | D | C | B | A | Score | | |
|-----------------------------------------|---|---|----|----|----|-------|-----|-----|
| C. Industrial Arts [Continued] | | | | | | | | |
| 6. Machine Shop (28) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 7. Sheet-Metal Shop (28) | 0 | 1 | 3 | 4 | 6 | 0 | | |
| D. Commercial Rooms | | | | | | | 23 | 20 |
| 1. Bookkeeping Room (29) | 0 | 3 | 6 | 8 | 11 | 8 | | |
| 2. Typewriting Room (29) | 0 | 3 | 6 | 9 | 12 | 12 | | |
| E. Drawing and Fine-Arts Rooms | | | | | | | 31 | 18 |
| 1. Mechanical Drawing (29) | 0 | 2 | 4 | 6 | 8 | 6 | | |
| 2. Art (30) | 0 | 3 | 6 | 8 | 11 | 6 | | |
| 3. Music (30) | 0 | 3 | 6 | 9 | 12 | 6 | | |
| V. General Service Rooms | | | | | | | 116 | 153 |
| A. Auditorium | | | | | | | 34 | 34 |
| 1. Assembly Room (32) | 0 | 5 | 11 | 16 | 21 | 21 | | |
| 2. Stage (34) | 0 | 3 | 7 | 10 | 13 | 13 | | |
| B. Physical-Education Rooms | | | | | | | 39 | 25 |
| 1. Gymnasium (35) | 0 | 4 | 7 | 10 | 14 | 14 | | |
| 2. Dressing and Shower Rooms (37) | 0 | 2 | 4 | 5 | 7 | 5 | | |
| 3. Corrective Room (38) | 0 | 1 | 2 | 3 | 4 | 0 | | |
| 4. Offices (38) | 0 | 0 | 1 | 2 | 3 | 3 | | |
| 5. Examination Room (38) | 0 | 0 | 1 | 2 | 3 | 0 | | |
| 6. Storage Room (38) | 0 | 0 | 1 | 2 | 3 | 3 | | |
| 7. Laundry (38) | 0 | 0 | 0 | 1 | 1 | 0 | | |
| 8. Swimming Pool (39) | 0 | 1 | 2 | 3 | 4 | 0 | | |
| C. Library | | | | | | | 35 | 27 |

TABLE VI (continued)

| V. General Service Rooms [Continued] | E | D | C | B | A | Score | | |
|-----------------------------------------|---|---|---|----|----|-------|----|----|
| C. Library [Continued] | | | | | | | | |
| 1. Reading Room (40)..... | 0 | 4 | 7 | 10 | 14 | 14 | | |
| 2. Equipment (41)..... | 0 | 3 | 5 | 7 | 9 | 7 | | |
| 3. Workroom (42)..... | 0 | 1 | 2 | 3 | 4 | 2 | | |
| 4. Library Classroom (42)..... | 0 | 1 | 2 | 3 | 4 | 0 | | |
| 5. Conference Rooms (42)..... | 0 | 1 | 2 | 3 | 4 | 4 | | |
| D. Cafeteria | | | | | | | 27 | 17 |
| 1. Lunchroom (42)..... | 0 | 3 | 6 | 9 | 12 | 9 | | |
| 2. Kitchen (44)..... | 0 | 3 | 5 | 7 | 9 | 5 | | |
| 3. Auxiliary Rooms (44)..... | 0 | 1 | 3 | 4 | 6 | 3 | | |
| E. Study Halls (45)..... | 0 | 5 | 9 | 13 | 18 | 13 | 18 | 13 |
| VI. Administrative Rooms..... | | | | | | | 55 | 92 |
| A. Administrative Offices | | | | | | | 34 | 27 |
| 1. General Office (47)..... | 0 | 3 | 5 | 7 | 9 | 7 | | |
| 2. Principal's Private Office (47)..... | 0 | 2 | 4 | 5 | 7 | 5 | | |
| 3. Reception Room (48)..... | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 4. Supply Room (48)..... | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 5. Bookroom (48)..... | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 6. Vault (48)..... | 0 | 0 | 1 | 2 | 3 | 3 | | |
| 7. Other Offices (48)..... | 0 | 0 | 1 | 2 | 3 | 3 | | |
| B. Teachers' Rooms..... | | | | | | | 15 | 6 |
| 1. Workrooms (48)..... | 0 | 2 | 4 | 5 | 7 | 0 | | |
| 2. Rest Rooms (49)..... | 0 | 2 | 4 | 6 | 8 | 6 | | |
| C. Community Rooms (49)..... | 0 | 2 | 4 | 6 | 8 | 8 | 8 | 8 |

TABLE VI (continued)

| VI. Administrative Rooms [<i>Continued</i>] | E | D | C | B | A | Score | | |
|-----------------------------------------------|---|---|----|----|----|-------|-----|-----|
| D. Student-Activity Rooms (49) | 0 | 3 | 5 | 8 | 10 | 8 | 10 | 8 |
| E. Clinics (49) | 0 | 3 | 5 | 8 | 10 | 0 | 10 | 0 |
| F. Pupils' Rest Rooms (50) | 0 | 2 | 4 | 5 | 7 | 0 | 7 | 0 |
| G. Janitors' Rooms (50) | 0 | 2 | 4 | 6 | 8 | 6 | 8 | 6 |
| VII. Service Systems | | | | | | | 123 | 139 |
| A. Heating and Ventilating (51) | 0 | 6 | 13 | 19 | 25 | 19 | 25 | 19 |
| B. Artificial Lighting (52) | 0 | 4 | 9 | 13 | 17 | 13 | 17 | 13 |
| C. Water Supply | | | | | | | 24 | 21 |
| 1. Purity of Water (53) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Plumbing (53) | 0 | 1 | 3 | 4 | 5 | 3 | | |
| 3. Drinking Fountains (53) | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 4. Lavatories (53) | 0 | 1 | 2 | 3 | 4 | 4 | | |
| 5. Showers (37) | 0 | 0 | 1 | 2 | 3 | 3 | | |
| D. Toilets | | | | | | | 19 | 19 |
| 1. Locations (54) | 0 | 3 | 5 | 8 | 10 | 10 | | |
| 2. Rooms (54) | 0 | 3 | 5 | 7 | 9 | 9 | | |
| E. Fire-Protection Systems | | | | | | | 23 | 23 |
| 1. Fire-Resistive Construction (55) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Fire-Protection Equipment (56) | 0 | 1 | 2 | 3 | 4 | 4 | | |
| 3. Elimination of Fire Hazards (56) | 0 | 1 | 3 | 4 | 6 | 6 | | |
| 4. Exits and Fire Escapes (56) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| F. Electric Systems | | | | | | | 16 | 14 |
| 1. Telephones (56) | 0 | 1 | 3 | 4 | 5 | 4 | | |
| 2. Radio (56) | 0 | 0 | 1 | 1 | 3 | 3 | | |

TABLE VI (continued)

| VII. Service Systems [<i>Continued</i>] | E | D | C | B | A | Score | | |
|------------------------------------------------------|---|---|---|---|----|-------|----|----|
| F. Electric Systems [<i>Continued</i>] | | | | | | | | |
| 3. Clock and Program System (57) | 0 | 1 | 3 | 4 | 5 | 4 | | |
| 4. Motion-Picture Equipment (57) | 0 | 0 | 1 | 1 | 3 | 3 | | |
| G. Lockers (57) | 0 | 3 | 5 | 8 | 10 | 10 | 10 | 10 |
| H. Cleaning Systems (58) | 0 | 1 | 3 | 4 | 5 | 4 | 5 | 4 |
| SUMS OF SCORES ALLOTTED | | | | | | 804 | | |
| ADDED FOR ITEMS NOT PRESENT AND NOT NEEDED | | | | | | | | |
| TOTAL | | | | | | 804 | | |

Descriptive ratings applied to numerical values given to buildings are as follows:

| | |
|-----------------------|----------------------------------------|
| <u>Excellent</u> | 85 Or more per cent of maximum score |
| <u>Good</u> | 70 to 84.9 per cent |
| <u>Fair</u> | 55 to 69.9 per cent |
| <u>Poor</u> | 40 to 54.9 per cent |
| <u>Unsatisfactory</u> | Less than 40 per cent of maximum score |

Needs of High School

Many interesting facts are revealed in a study of the scores. It has already been mentioned that the building is not new and some major omissions in construction have been added. Ratings on the site, building, academic classrooms and service systems are good, but in view of all this, the high school has many needs.

Special class rooms in general are satisfactory. However, the following items would add materially to the program; more auxiliary storage space for the foods laboratory; more storage space, a fitting room, and lavatory or sink for the clothing laboratory. To round out the Industrial Arts suite, a print shop, electric shop, and a sheet metal shop should be added.

In the Drawing and Fine Arts division, while mechanical drawing is satisfactory, Art and Music need to have much done for them. At present, there is no formal Art

program; neither are there separate rehearsal, storage, practice rooms, nor a music library for instrumental and vocal music. If these were provided, it would free the auditorium for better school assembly use and community participation, in addition to providing adequate facilities for the Music department. It would also free one room for academic classroom use.

General service rooms rank only fair on the scale. The Physical Education need appears to be for dressing and shower rooms, a corrective room to care for that part of the Physical Education program which is not conducive to a general gymnasium program, a larger gym floor, and greater seating capacity. Since there is no clinic, an examination room is necessary. Laundry service and a swimming pool is needed. A library classroom added to the library would permit the visual aid program to be united with other library facilities under the direction of the librarian. Kitchen and auxiliary rooms need to be enlarged and more kitchen facilities added.

Administrative Needs

Teachers' work rooms are sorely needed as headquarters when teachers are not having classes. Here teachers could have facilities to work and interview pupils. There is need for men teachers' rest rooms as well as for a clinic, pupils' rest rooms, and for a janitors' room.

In the service system area, plumbing appears to need more than the usual amount of attention. A two-way telephone system to all instructional areas would greatly facilitate the administration of the school program.

Capacity of the Building

It has already been mentioned that the high school enrollment at the present time is only one greater than it was ten years ago. With thirty-three classrooms, and figuring a maximum of thirty students per room, it is seen that the building can accommodate 990 pupils. This is 172 more than are enrolled at the present time.

It can be shown from the figures in Table II, page 44, that the average enrollment of the high school during the last decade was 48.1 per cent of the total school enrollment for the same period. With a maximum capacity of 990 students in the high school, the total enrollment for all twelve grades would need to exceed 2058 before reaching the saturation point. This means that the total school enrollment at the present time would need to increase 268 or 15 per cent before crowded conditions would begin to exist in the high school. Therefore, it appears that the building of class rooms for the high school presents no immediate problem..

The Slocum School

The Slocum School site was a compromise for the First and Second Ward School areas. Following the condemnation of the grade buildings in 1939, the Board of Education exercised excellent judgment in merging the two schools and locating a site near the center of the enlarged district, and close enough to the Central School for the pupils to eat noon lunches at the High School cafeteria.

Capacity of Building

TABLE VII

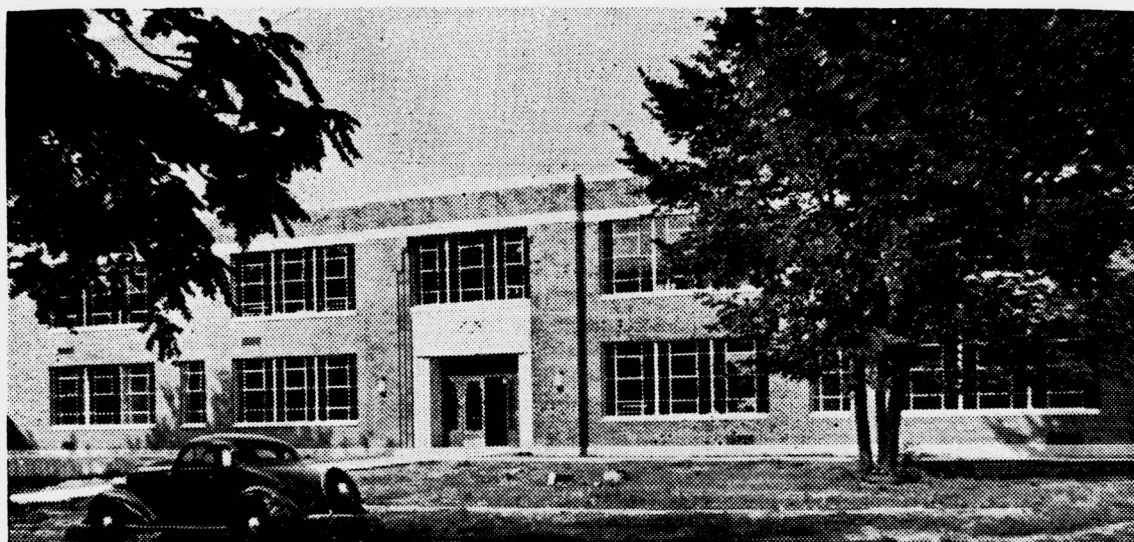
SLOCUM SCHOOL ENROLLMENT BY GRADES
FOR THE PAST TEN YEARS
1940-41 to 1949-50

| GRADES | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 |
|--------------|------|------|------|------|------|------|------|------|------|------|
| Kindergarten | | | 23 | | 38 | 42 | 42 | 61 | 50 | 58 |
| First | 51 | 59 | 61 | 56 | 73 | 52 | 60 | 51 | 86 | 67 |
| Second | 47 | 41 | 53 | 56 | 48 | 59 | 51 | 57 | 44 | 62 |
| Third | 37 | 39 | 38 | 53 | 56 | 40 | 57 | 51 | 51 | 46 |
| Fourth | 39 | 46 | 37 | 41 | 46 | 47 | 44 | 52 | 42 | 53 |
| Fifth | 47 | 45 | 41 | 39 | 42 | 49 | 45 | 49 | 44 | 48 |
| Sixth | 57 | 44 | 42 | 41 | 41 | 36 | 41 | 36 | 45 | 44 |
| TOTAL | 278 | 274 | 295 | 286 | 344 | 325 | 340 | 357 | 362 | 378 |

Figures from the Annual Principal's Report

Table VII as given above, shows a net increase in

SLOCUM SCHOOL



This school is named for Charles Elihu Slocum (1841-1915), Defiance physician and author of histories that provide an enduring record of the Maumee Valley. He obtained his early education in his native city, Northville, N. Y., at Fort Edward Collegiate Institute and in Poughkeepsie. After several years of teaching, he studied medicine at University of Michigan, Detroit Medical College, and Columbia University, where he received his M. D. degree. He came to Defiance in 1871. Later he spent two years at University of Pennsylvania, and was made a Doctor of Philosophy. He also studied in Vienna and London. Throughout his long and successful practice of medicine in Defiance, he enjoyed countless hours in the fields and woods and along the streams, studying nature's record in earth and rock and the romantic story of the Indians and early whites. To benefit future generations, he left extensive collections of natural specimens; notable published works, including "History of the Maumee River Basin", and "The Ohio Country from 1783 to 1815"; and a good example as a diligent student and a useful citizen.

STAFF:

FRANKLIN G. BLUE, Principal

MARJORIE BLUE
DORIS JEAN CULLISON
LILLIAN LIND
LEOTA SCHEUERMAN

FRANCES SCHLOSSER
MARY SHEARMAN
VERA SHINDLER
MARGARET WILHELM

Figure 3. Slocum Grade School, 1941

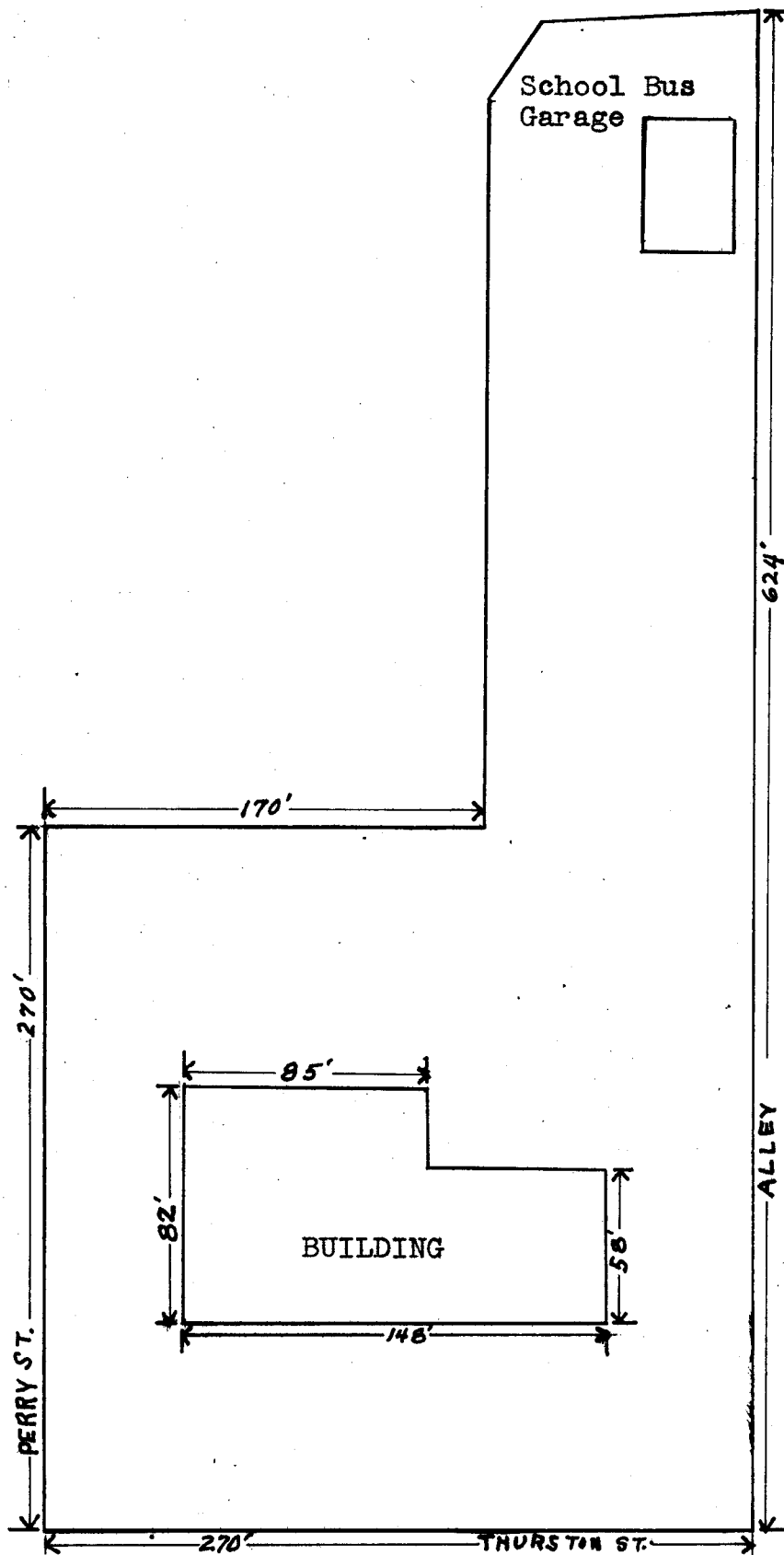


Figure 4. Plot Map of Slocum School Grounds and Building

enrollment of 100 in the past ten years. Although the building was originally planned to care for 360, it has now passed its maximum for an ideal program and represents a crowded condition. With the enrollment expected to increase for several years, it appears that the already over-crowded condition will make itself felt more keenly.

Shortcomings

The Holy-Arnold Score Card for the Evaluation of Elementary School Buildings shows that the building ranks quite high when compared with the standard school. In view of the fact that the building is comparatively new, this is not surprising. However, some shortcomings are noticeable, especially in the General Service area, which ranks as fair. This low ranking is due, in the most part, to the omission of certain constructional items that could have been included with the original plans and which the writer will make further note of in this chapter.

Scoring for Elementary Buildings

The perfect score on the score card used in this rating is 1000 points. These points are distributed under five heads weighed as follows:

| | |
|---------------------------|-------------------|
| I. Site | 136 points |
| II. Building | 178 points |
| III. Academic classrooms | 297 points |
| IV. General Service rooms | 250 points |
| V. Service systems | <u>139 points</u> |
| TOTAL | 1000 points |

SCORE CARD
FOR THE EVALUATION OF
ELEMENTARY-SCHOOL BUILDINGS

By

T. C. HOLY

Bureau of Educational Research
Ohio State University

and

W. E. ARNOLD

University of Pennsylvania

THE OHIO STATE UNIVERSITY
COLUMBUS OHIO

School Slocum School City Defiance State Ohio
 Enrollment 378 Date 7-22-50 Scorer Blue
 Site: Length 624 ft. Width 270 ft. Total area 108,300 sq.ft.
 Play space per pupil 287 sq. ft.
 Building: Date of erection 1941 Additions (give each year and number of rooms):

TABLE VIII
 SUMMARY OF VARIOUS ITEMS MAKING UP
 TOTAL SCORE

| DIVISIONS OF SCORE CARD | SCORES | | | NOTES |
|----------------------------|----------|--------|------------|------------------------------------------------------------|
| | Standard | School | Percentage | |
| Site | 136 | 120 | 88.2 | Add 57 points as correction score for items not needed. |
| Building | 178 | 170 | 95.5 | |
| Academic classrooms | 297 | 259 | 87.2 | |
| General service rooms | 250 | 144 | 57.6 | |
| Service systems | 139 | 127 | 91.4 | Total score, 897. |
| Total | 1,000 | 840 | 84.0 | |

Make a sketch in this space of the grounds and the building and give their dimensions.

TABLE IX

Score Card for Elementary-School Buildings

| | E | D | C | B | A | Score | |
|-----------------------------------|---|---|----|----|----|-------|-----|
| I. Site | | | | | | 122 | 136 |
| A. Location | | | | | | 54 | 54 |
| 1. Accessibility (1) | 0 | 7 | 14 | 20 | 27 | 27 | |
| 2. Environment (2) | 0 | 7 | 14 | 20 | 27 | 27 | |
| B. Physical Features | | | | | | 44 | 33 |
| 1. Size of Site (2) | 0 | 5 | 10 | 15 | 20 | 15 | |
| 2. Form (3) | 0 | 4 | 7 | 10 | 14 | 10 | |
| 3. Nature of Soil (3) | 0 | 3 | 5 | 8 | 10 | 8 | |
| C. Improvements | | | | | | 38 | 33 |
| 1. Arrangement of Space (3) | 0 | 6 | 13 | 19 | 25 | 19 | |
| 2. Landscaping (3) | 0 | 3 | 7 | 10 | 13 | 13 | |
| II. Building | | | | | | 170 | 178 |
| A. Placement | | | | | | 24 | 24 |
| 1. Orientation (5) | 0 | 3 | 6 | 9 | 12 | 12 | |
| 2. Position on Site (5) | 0 | 3 | 6 | 9 | 12 | 12 | |
| B. Educational Plan | | | | | | 43 | 43 |
| 1. Flexibility (6) | 0 | 4 | 8 | 12 | 16 | 16 | |
| 2. Expansibility (6) | 0 | 3 | 7 | 10 | 13 | 13 | |
| 3. Economy of Plan (6) | 0 | 4 | 7 | 10 | 14 | 14 | |
| C. Gross Structure | | | | | | 56 | 56 |

A, Excellent; B, Good; C, Fair; D, Poor; E, Very poor

TABLE IX (continued)

| II. Building [<i>Continued</i>] | E | D | C | B | A | Score | |
|-----------------------------------------|---|---|----|----|----|-------|-----------|
| C. Gross Structure [<i>Continued</i>] | | | | | | | |
| 1. Material (7) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 2. Foundations (7) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 3. Walls (7) | 0 | 2 | 4 | 5 | 7 | 7 | |
| 4. Roof (7) | 0 | 1 | 2 | 4 | 5 | 5 | |
| 5. Height (8) | 0 | 1 | 2 | 3 | 4 | 4 | |
| 6. Exits (8) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 7. Condition of Building (9) | 0 | 3 | 6 | 9 | 12 | 12 | |
| D. Internal Structure | | | | | | | 55 47 |
| 1. Stairways (9) | 0 | 4 | 9 | 13 | 17 | 17 | |
| 2. Corridors (9) | 0 | 4 | 8 | 12 | 16 | 16 | |
| 3. Lobbies (11) | 0 | 2 | 4 | 6 | 8 | 0 | |
| 4. Basement (11) | 0 | 4 | 7 | 10 | 14 | 14 | |
| III. Academic Classrooms | | | | | | | 259. |
| A. Construction | | | | | | | 197 174 |
| 1. Size (12) | 0 | 8 | 15 | 23 | 30 | 30 | |
| 2. Shape (12) | 0 | 6 | 11 | 17 | 22 | 22 | |
| 3. Windows (13) | 0 | 6 | 13 | 19 | 25 | 25 | |
| 4. Shades (13) | 0 | 3 | 5 | 7 | 9 | 9 | |
| 5. Floors (13) | 0 | 4 | 8 | 12 | 15 | 12 | |
| 6. Walls and Ceilings (13) | 0 | 4 | 8 | 12 | 15 | 15 | |
| 7. Doors (13) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 8. Color Scheme (14) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 9. Blackboards (14) | 0 | 4 | 8 | 12 | 15 | 15 | |

TABLE IX (continued)

| III. Academic Classrooms [<i>Continued</i>] | E | D | C | B | A | Score | |
|-----------------------------------------------|---|----|----|----|----|-------|------------|
| A. Construction [<i>Continued</i>] | | | | | | | |
| 10. Bulletin Boards (14) | 0 | 4 | 8 | 12 | 15 | 15 | Not necess |
| 11. Closets and Built-in Cases (15) | 0 | 4 | 8 | 12 | 15 | 15 | |
| 12. Cloakrooms (15) | 0 | 5 | 10 | 15 | 20 | | |
| B. Equipment | | | | | | | 100 85 |
| 1. Type (15) | 0 | 15 | 30 | 45 | 60 | 45 | |
| 2. Arrangement (16) | 0 | 10 | 20 | 30 | 40 | 40 | |
| IV. General Service Rooms | | | | | | | 144 250 |
| A. Auditorium | | | | | | | 34 34 |
| 1. Assembly Room (32) | 0 | 5 | 11 | 16 | 21 | 21 | |
| 2. Stage (34) | 0 | 3 | 7 | 10 | 13 | 13 | |
| B. Physical-Education Rooms | | | | | | | 24 14 |
| 1. Gymnasium (35) | 0 | 4 | 7 | 10 | 14 | 10 | |
| 2. Dressing and Shower Rooms (37) | 0 | 2 | 4 | 5 | 7 | 2 | |
| 3. Storage Room (38) | 0 | 0 | 1 | 2 | 3 | 2 | |
| C. Library | | | | | | | 23 17 |
| 1. Reading Room (40) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 2. Equipment (41) | 0 | 3 | 5 | 7 | 9 | 7 | |
| 3. Auxiliary Rooms (42) | 0 | 1 | 2 | 3 | 4 | 0 | |
| D. Cafeteria | | | | | | | 20 12 |
| 1. Lunchroom (43) | 0 | 3 | 5 | 8 | 10 | 8 | |
| 2. Kitchen (44) | 0 | 1 | 3 | 4 | 5 | 4 | |
| 3. Auxiliary Rooms (44) | 0 | 1 | 3 | 4 | 5 | 0 | |
| E. Kindergarten | | | | | | | 33 21 |

TABLE IX (continued)

| V. Service Systems [<i>Continued</i>] | E | D | C | B | A | Score | | |
|--------------------------------------------------|---|---|----|----|----|-------|-----|----|
| A. Heating and Ventilating (51) | 0 | 6 | 13 | 19 | 25 | 25 | 25 | 25 |
| B. Artificial Lighting (52) | 0 | 4 | 9 | 13 | 17 | 13 | 17 | 13 |
| C. Water Supply | | | | | | | 24 | 24 |
| 1. Purity of Water (53) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Plumbing (53) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 3. Drinking Fountains (53) | 0 | 1 | 2 | 3 | 4 | 4 | | |
| 4. Lavatories (53) | 0 | 2 | 4 | 6 | 7 | 7 | | |
| D. Toilets | | | | | | | 19 | 19 |
| 1. Locations (54) | 0 | 3 | 5 | 8 | 10 | 10 | | |
| 2. Rooms (54) | 0 | 3 | 5 | 7 | 9 | 9 | | |
| E. Fire-Protection System | | | | | | | 23 | 23 |
| 1. Fire-Resistive Construction (55) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Fire-Protection Equipment (56) | 0 | 1 | 3 | 3 | 4 | 4 | | |
| 3. Elimination of Fire Hazards (56) | 0 | 1 | 3 | 4 | 6 | 6 | | |
| 4. Exits and Escapes (56) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| F. Electric Systems | | | | | | | 16 | 11 |
| 1. Telephones (56) | 0 | 1 | 3 | 4 | 5 | 4 | | |
| 2. Radio (56) | 0 | 0 | 1 | 2 | 3 | 0 | | |
| 3. Clock and Program System (57) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 4. Motion-Picture Equipment (57) | 0 | 0 | 1 | 2 | 3 | 2 | | |
| G. Cleaning Systems (58) | 0 | 4 | 8 | 12 | 15 | 12 | 15 | 12 |
| SUMS OF SCORES ALLOTTED | | | | | | | 840 | |
| ADDED FOR ITEMS NOT PRESENT AND NOT NEEDED | | | | | | | 57 | |
| TOTAL | | | | | | | 897 | |

Needs of Slocum School

The writer has already mentioned the lack of constructional items in the General Service area. Among the most noticeable and much needed of these items are the following: dressing and shower rooms, an auxiliary room for the kitchen, an auxiliary room for the kindergarten, a teachers' work room, a safety deposit vault.

Whereas a general office would facilitate administration, it should give way to an office to be used by a counselor, psychologist, or assistant principal.

In other areas, the building ranks quite well with the standard. No lobby is provided; neither is there a public address system. The artificial lighting could be improved and space arrangement could be better.

In spite of the need for the above mentioned items, the building ranks very high with an adjusted score of 897.

Reference to the descriptive rating provided for numerical values on page 61, shows 85 per cent of the maximum score to rate as excellent.

The most pressing need at the present time is additional class rooms to take care of the enrollment which has every indication of becoming progressively larger for several years to come.

The Brickell School

The Brickell School, constructed the same as the Slocum School, built with the same kind of materials, and provided with the same kind of equipment, is another school plant of which the community can be justly proud. It is located on the site of the Fourth Ward School, once called the East Schoolhouse. Although it rates high on the score card, there are some disadvantages as to site and the General Service areas. Three state highways, meeting at a corner of the site close to the building, present a hazzard which would be quite difficult and expensive to eliminate. The General Service room area could be improved also.

TABLE X

BRICKELL SCHOOL ENROLLMENT BY GRADES FOR THE PAST TEN YEARS 1940-41 to 1949-50

| GRADES | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 |
|--------------|------|------|------|------|------|------|------|------|------|------|
| Kindergarten | | | | 29 | 31 | 25 | 47 | 50 | 48 | 46 |
| First | 54 | 60 | 64 | 62 | 51 | 54 | 53 | 56 | 59 | 64 |
| Second | 39 | 44 | 53 | 61 | 56 | 55 | 48 | 41 | 54 | 62 |
| Third | 55 | 46 | 43 | 50 | 54 | 54 | 51 | 52 | 45 | 51 |
| Fourth | 27 | 43 | 46 | 41 | 53 | 55 | 48 | 51 | 48 | 41 |
| Fifth | 37 | 24 | 38 | 46 | 36 | 43 | 55 | 45 | 42 | 52 |
| Sixth | 34 | 33 | 35 | 41 | 53 | 34 | 52 | 56 | 36 | 48 |
| TOTAL | 246 | 250 | 279 | 330 | 334 | 320 | 354 | 351 | 332 | 364 |

Figures from the Annual Principal's Report

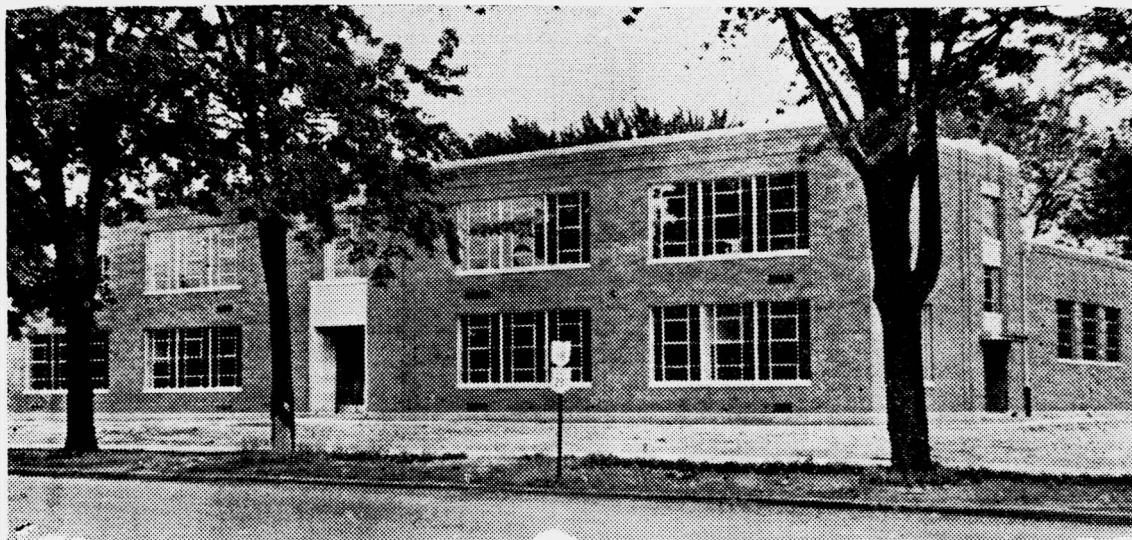
Capacity of Building

Table X on page 76 shows that Brickell, like Slocum, has increased in enrollment in the last decade. Since the eleven class rooms were built to house 330 pupils, Brickell, too, is already over crowded. With Table X indicating an almost steady increase in enrollment, and the enumeration, Table III on page 45, further emphasizing this condition, it can be predicted that the school's enrollment will continue to increase for some time to come. Since the enrollment exceeds the capacity of the building by 10.3%, the problem of housing a large number of additional students exists.

Brickell School Needs

The writer has already indicated the similarity of the Brickell School to the Slocum School. Since the enrollment situation is also similar, the needs, too, are the same. These needs are mentioned on page 75.

BRICKELL SCHOOL



This school is named for John Brickell, who as a boy lived here four years an Indian captive, and was the first white resident of Defiance to leave a written account of Indian life and customs. Born near Uniontown, Pennsylvania, in May, 1781, at the age of ten he was taken captive and brought to the Indian town on the site of Defiance. Adopted into the family of Whingy Pooshies, or Big Cat, a leading Delaware Chief, he mastered the native customs and language. Following the Treaty of Greenville, August, 1796, he returned to his own race and settled at present-day Columbus in 1797, and there remained a respected citizen until his death in 1844. His narrative, written in old age, reflects credit upon his sincerity and powers of observation. Although a captive, he found much to admire in character and customs of the red men, whose cardinal virtues he characterized as honesty, bravery, and hospitality. Their lives and qualities are the common heritage of all Defiance boys and girls.

STAFF:

CLARE A. HOEFFEL, Principal

HELEN ABELE
WANDA MAE CHRISTY
WILHELMINA GHERKE
ESTHER KATTERHEINRICH

FRIEDA MORHART
CAROLINE PAHL
SUE TOADVINE

Figure 5. Brickell Grade School, 1941

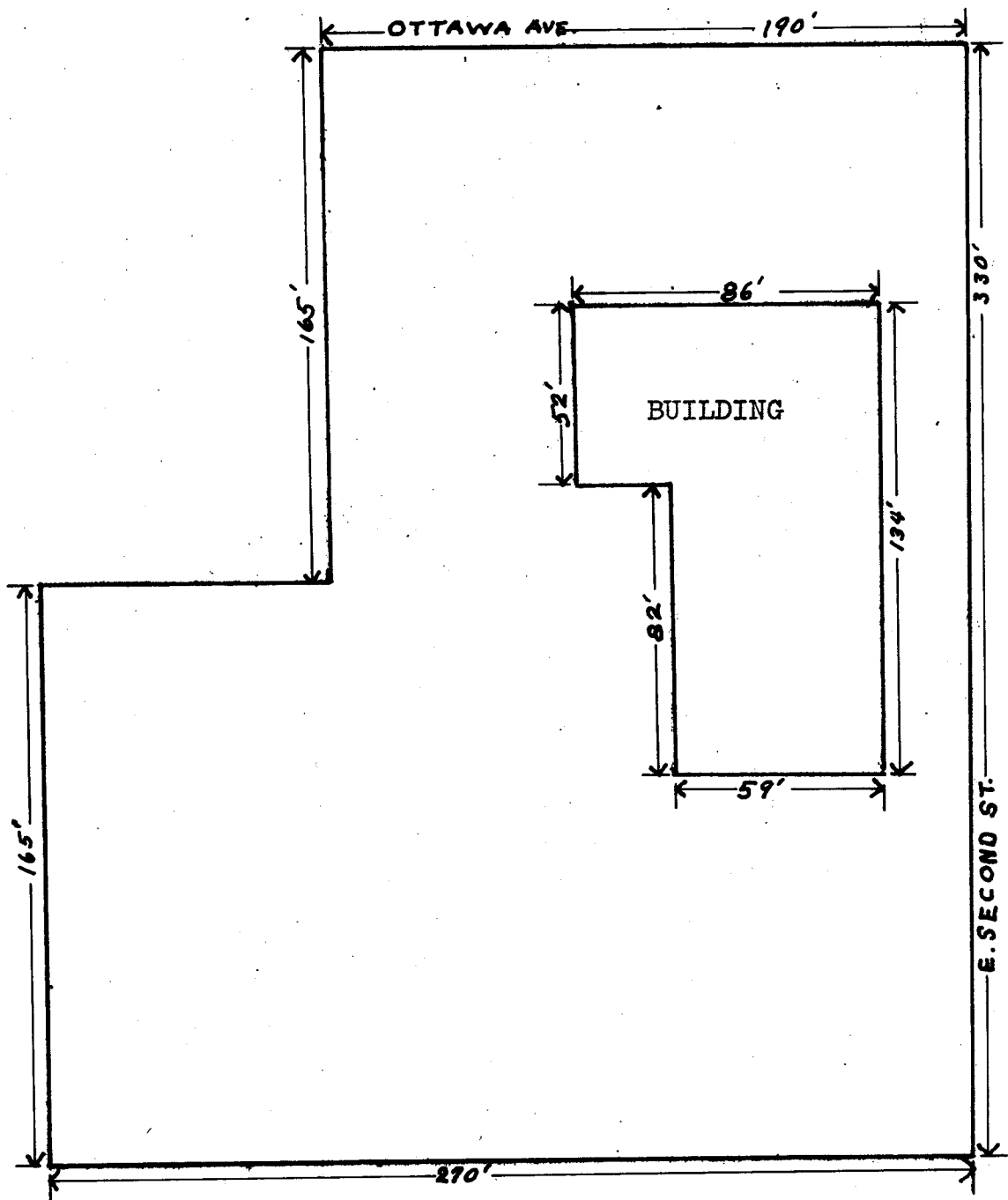


Figure 6. Plot Map of Brickell School Grounds and Building

SCORE CARD
FOR THE EVALUATION OF
ELEMENTARY-SCHOOL BUILDINGS

By

T. C. HOLY

Bureau of Educational Research
Ohio State University

and

W. E. ARNOLD

University of Pennsylvania

THE OHIO STATE UNIVERSITY
COLUMBUS OHIO

School Brickell School City Defiance State Ohio
 Enrollment 364 Date 7-22-50 Scorer Blue
 Site: Length 330 ft. Width 270 ft. Total area 75,900 sq. ft. Play space per pupil 209 sq. ft.
 Building: Date of erection 1941 Additions (give each year and number of rooms):

TABLE XI

SUMMARY OF VARIOUS ITEMS MAKING UP
TOTAL SCORE

| DIVISIONS OF SCORE CARD | SCORES | | | NOTES |
|----------------------------|----------|--------|------------|-------------------------------------------------------|
| | Standard | School | Percentage | |
| Site | 136 | 102 | 75.0 | Add 56 points for correction for items not needed. |
| Building | 178 | 170 | 95.5 | |
| Academic classrooms | 297 | 259 | 87.2 | |
| General service rooms | 250 | 132 | 52.8 | |
| Service systems | 139 | 124 | 89.2 | Total Score, 843 |
| Total | 1,000 | 787 | 78.7 | |

Make a sketch in this space of the grounds and the building and give their dimensions.

TABLE XII

Score Card for Elementary-School Buildings

| | E | D | C | B | A | Score | | |
|-----------------------------------|---|---|----|----|----|-------|-----|-----|
| I. Site | | | | | | | 102 | 136 |
| A. Location | | | | | | | 54 | 47 |
| 1. Accessibility (1) | 0 | 7 | 14 | 20 | 27 | 27 | | |
| 2. Environment (2) | 0 | 7 | 14 | 20 | 27 | 20 | | |
| B. Physical Features | | | | | | | 44 | 23 |
| 1. Size of Site (2) | 0 | 5 | 10 | 15 | 20 | 15 | | |
| 2. Form (3) | 0 | 4 | 7 | 10 | 14 | 10 | | |
| 3. Nature of Soil (3) | 0 | 3 | 5 | 8 | 10 | 8 | | |
| C. Improvements | | | | | | | 38 | 32 |
| 1. Arrangement of Space (3) | 0 | 6 | 13 | 19 | 25 | 19 | | |
| 2. Landscaping (3) | 0 | 3 | 7 | 10 | 13 | 13 | | |
| II. Building | | | | | | | 170 | 178 |
| A. Placement | | | | | | | 24 | 24 |
| 1. Orientation (5) | 0 | 3 | 6 | 9 | 12 | 12 | | |
| 2. Position on Site (5) | 0 | 3 | 6 | 9 | 12 | 12 | | |
| B. Educational Plan | | | | | | | 43 | 43 |
| 1. Flexibility (6) | 0 | 4 | 8 | 12 | 16 | 16 | | |
| 2. Expansibility (6) | 0 | 3 | 7 | 10 | 13 | 13 | | |
| 3. Economy of Plan (6) | 0 | 4 | 7 | 10 | 14 | 14 | | |
| C. Gross Structure | | | | | | | 56 | 56 |

TABLE XII (continued)

| II. Building [<i>Continued</i>] | E | D | C | B | A | Score | |
|-----------------------------------------|---|---|----|----|----|-------|-----|
| C. Gross Structure [<i>Continued</i>] | | | | | | | |
| 1. Material (7) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 2. Foundations (7) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 3. Walls (7) | 0 | 2 | 4 | 5 | 7 | 7 | |
| 4. Roof (7) | 0 | 1 | 2 | 4 | 5 | 5 | |
| 5. Height (8) | 0 | 1 | 2 | 3 | 4 | 4 | |
| 6. Exits (8) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 7. Condition of Building (9) | 0 | 3 | 6 | 9 | 12 | 12 | |
| D. Internal Structure | | | | | | 55 | 47 |
| 1. Stairways (9) | 0 | 4 | 9 | 13 | 17 | 17 | |
| 2. Corridors (9) | 0 | 4 | 8 | 12 | 16 | 16 | |
| 3. Lobbies (11) | 0 | 2 | 4 | 6 | 8 | 0 | |
| 4. Basement (11) | 0 | 4 | 7 | 10 | 14 | 14 | |
| III. Academic Classrooms | | | | | | 259 | 297 |
| A. Construction | | | | | | 197 | 174 |
| 1. Size (12) | 0 | 8 | 15 | 23 | 30 | 30 | |
| 2. Shape (12) | 0 | 6 | 11 | 17 | 22 | 22 | |
| 3. Windows (13) | 0 | 6 | 13 | 19 | 25 | 25 | |
| 4. Shades (13) | 0 | 3 | 5 | 7 | 9 | 9 | |
| 5. Floors (13) | 0 | 4 | 8 | 12 | 15 | 12 | |
| 6. Walls and Ceilings (13) | 0 | 4 | 8 | 12 | 15 | 15 | |
| 7. Doors (13) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 8. Color Scheme (14) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 9. Blackboards (14) | 0 | 4 | 8 | 12 | 15 | 15 | |

TABLE XII (continued)

84

| III. Academic Classrooms [Continued] | E | D | C | B | A | Score | |
|-------------------------------------------|---|----|----|----|----|-------|------------|
| A. Construction [Continued] | | | | | | | |
| 10. Bulletin Boards (14) | 0 | 4 | 8 | 12 | 15 | 15 | Not necess |
| 11. Closets and Built-in Cases (15) | 0 | 4 | 8 | 12 | 15 | 15 | |
| 12. Cloakrooms (15) | 0 | 5 | 10 | 15 | 20 | | |
| B. Equipment | | | | | | 100 | 85 |
| 1. Type (15) | 0 | 15 | 30 | 45 | 60 | 45 | |
| 2. Arrangement (16) | 0 | 10 | 20 | 30 | 40 | 40 | |
| IV. General Service Rooms | | | | | | 132 | 250 |
| A. Auditorium | | | | | | 34 | 34 |
| 1. Assembly Room (32) | 0 | 5 | 11 | 16 | 21 | 21 | |
| 2. Stage (34) | 0 | 3 | 7 | 10 | 13 | 13 | |
| B. Physical-Education Rooms | | | | | | 24 | 14 |
| 1. Gymnasium (35) | 0 | 4 | 7 | 10 | 14 | 10 | |
| 2. Dressing and Shower Rooms (37) | 0 | 2 | 4 | 5 | 7 | 2 | |
| 3. Storage Room (38) | 0 | 0 | 1 | 2 | 3 | 2 | |
| C. Library | | | | | | 23 | 17 |
| 1. Reading Room (40) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 2. Equipment (41) | 0 | 3 | 5 | 7 | 9 | 7 | |
| 3. Auxiliary Rooms (42) | 0 | 1 | 2 | 3 | 4 | 0 | |
| D. Cafeteria | | | | | | 20 | 12 |
| 1. Lunchroom (43) | 0 | 3 | 5 | 8 | 10 | 8 | |
| 2. Kitchen (44) | 0 | 1 | 3 | 4 | 5 | 4 | |
| 3. Auxiliary Rooms (44) | 0 | 1 | 3 | 4 | 5 | 0 | |
| E. Kindergarten | | | | | | 33 | 21 |

| V. Service Systems [Continued] | E | D | C | B | A | Score | | |
|--------------------------------------------------|---|---|----|----|----|-------|-----|----|
| A. Heating and Ventilating (51) | 0 | 6 | 13 | 19 | 25 | 25 | 25 | 25 |
| B. Artificial Lighting (52) | 0 | 4 | 9 | 13 | 17 | 13 | 17 | 13 |
| C. Water Supply | | | | | | | 24 | 24 |
| 1. Purity of Water (53) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Plumbing (53) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 3. Drinking Fountains (53) | 0 | 1 | 2 | 3 | 4 | 4 | | |
| 4. Lavatories (53) | 0 | 2 | 4 | 6 | 7 | 7 | | |
| D. Toilets | | | | | | | 19 | 19 |
| 1. Locations (54) | 0 | 3 | 5 | 8 | 10 | 10 | | |
| 2. Rooms (54) | 0 | 3 | 5 | 7 | 9 | 9 | | |
| E. Fire-Protection System | | | | | | | 23 | 23 |
| 1. Fire-Resistive Construction (55) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Fire-Protection Equipment (56) | 0 | 1 | 3 | 3 | 4 | 4 | | |
| 3. Elimination of Fire Hazards (56) | 0 | 1 | 3 | 4 | 6 | 6 | | |
| 4. Exits and Escapes (56) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| F. Electric Systems | | | | | | | 16 | 11 |
| 1. Telephones (56) | 0 | 1 | 3 | 4 | 5 | 4 | | |
| 2. Radio (56) | 0 | 0 | 1 | 2 | 3 | 0 | | |
| 3. Clock and Program System (57) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 4. Motion-Picture Equipment (57) | 0 | 0 | 1 | 2 | 3 | 2 | | |
| G. Cleaning Systems (58) | 0 | 4 | 8 | 12 | 15 | 12 | 15 | 12 |
| SUMS OF SCORES ALLOTTED | | | | | | | 787 | |
| ADDED FOR ITEMS NOT PRESENT AND NOT NEEDED | | | | | | | 56 | |
| TOTAL | | | | | | | 843 | |

The Spencer School

The Spencer School is an attractive one-story structure. Although it differs in this respect from the other two grade schools, the equipment and facilities are much the same.

Capacity of Building

TABLE XIII

SPENCER SCHOOL ENROLLMENT BY GRADES
FOR THE PAST TEN YEARS
1940-41 to 1949-50

| GRADES | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 |
|--------------|------|------|------|------|------|------|------|------|------|------|
| Kindergarten | | | | 29 | 20 | 28 | 29 | 33 | 30 | 26 |
| First | 22 | 28 | 38 | 26 | 37 | 35 | 39 | 31 | 32 | 32 |
| Second | 23 | 21 | 28 | 28 | 26 | 39 | 33 | 35 | 36 | 45 |
| Third | 24 | 21 | 24 | 24 | 22 | 27 | 30 | 32 | 39 | 30 |
| Fourth | 17 | 20 | 24 | 26 | 25 | 20 | 26 | 34 | 34 | 31 |
| Fifth | 24 | 12 | 18 | 20 | 24 | 24 | 21 | 26 | 33 | 33 |
| Sixth | 23 | 20 | 11 | 17 | 13 | 27 | 23 | 20 | 25 | 33 |
| TOTAL | 133 | 122 | 143 | 170 | 167 | 200 | 201 | 211 | 229 | 230 |

Figures from the Annual Principal's Report

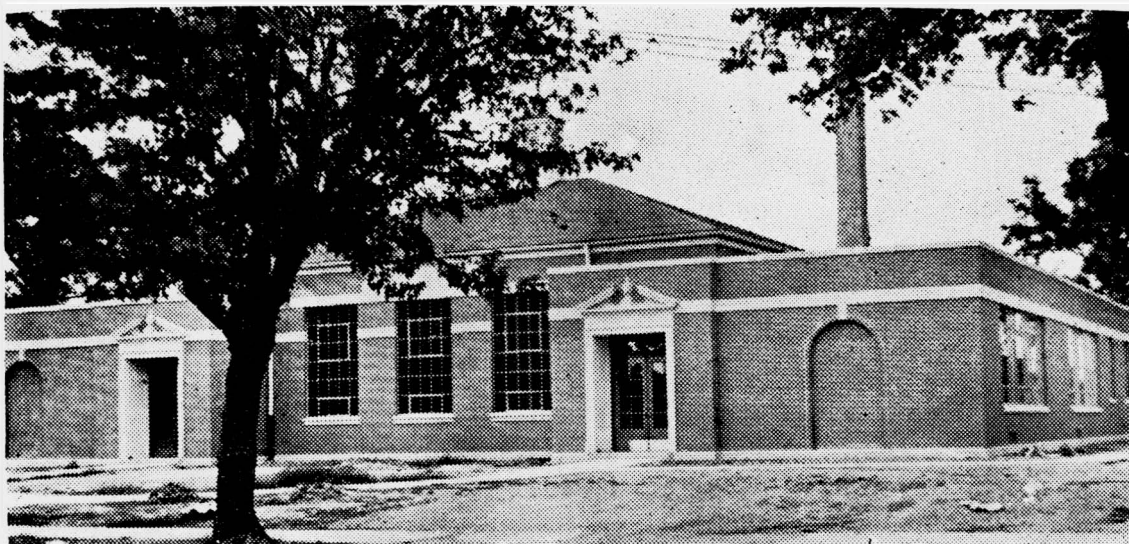
The table above shows the Spencer School enrollment to be progressively increasing. At the present time, the enrollment is twenty more than it was originally meant to include. Here again the overcrowded condition is an item

of chief concern.

Shortcomings and Needs

The same general criticism of the other grade schools applies to Spencer School, too. In addition, it can be seen from the Score Card, page 95, that there is no library. This ranks the Spencer School the lowest of the three grade buildings in the General Service area. The adjusted score, however, ranks the Spencer School as excellent, and this in view of the harshness with which the writer has applied the evaluation sheet, speaks quite well for the building. The Score Card suggests the same general needs as expressed for the Slocum building on page 75.

SPENCER SCHOOL



This school is named for Oliver M. Spencer, native of New Jersey, who at the age of 11 was captured near Cincinnati by Indians and brought here to live from July, 1792, to February, 1793. His captor's mother, Cooh-coo-chee, an Iroquois priestess and medicine woman, cared for Spencer in her bark cabin on the north bank of the Maumee River opposite later Fort Defiance. Redeemed under direction of the Lieutenant Governor of Upper Canada, he had to spend two years in a 2,000-mile journey—via Detroit, Niagara, Albany, New York and Pittsburgh—to reach his Cincinnati home less than 200 miles from Defiance. He became a noted preacher and writer, president of the American Bible Society, and the Miami Exporting Company. He described his captivity in a book which gives a vivid picture of Indian habits and character, and mirrors the dramatic change from a land of wild beasts and savage men to the smiling abode of a peaceful civilization. His courage and powers of observation are an example for the Defiance youth of every generation.

STAFF:

BURESS B. McBRIDE, Principal.

LOUISE JORDAN
GERTRUDE LEWIS

ELIZABETH WALTER
AGNES WHITNEY

Figure 7. Spencer Grade School, 1941

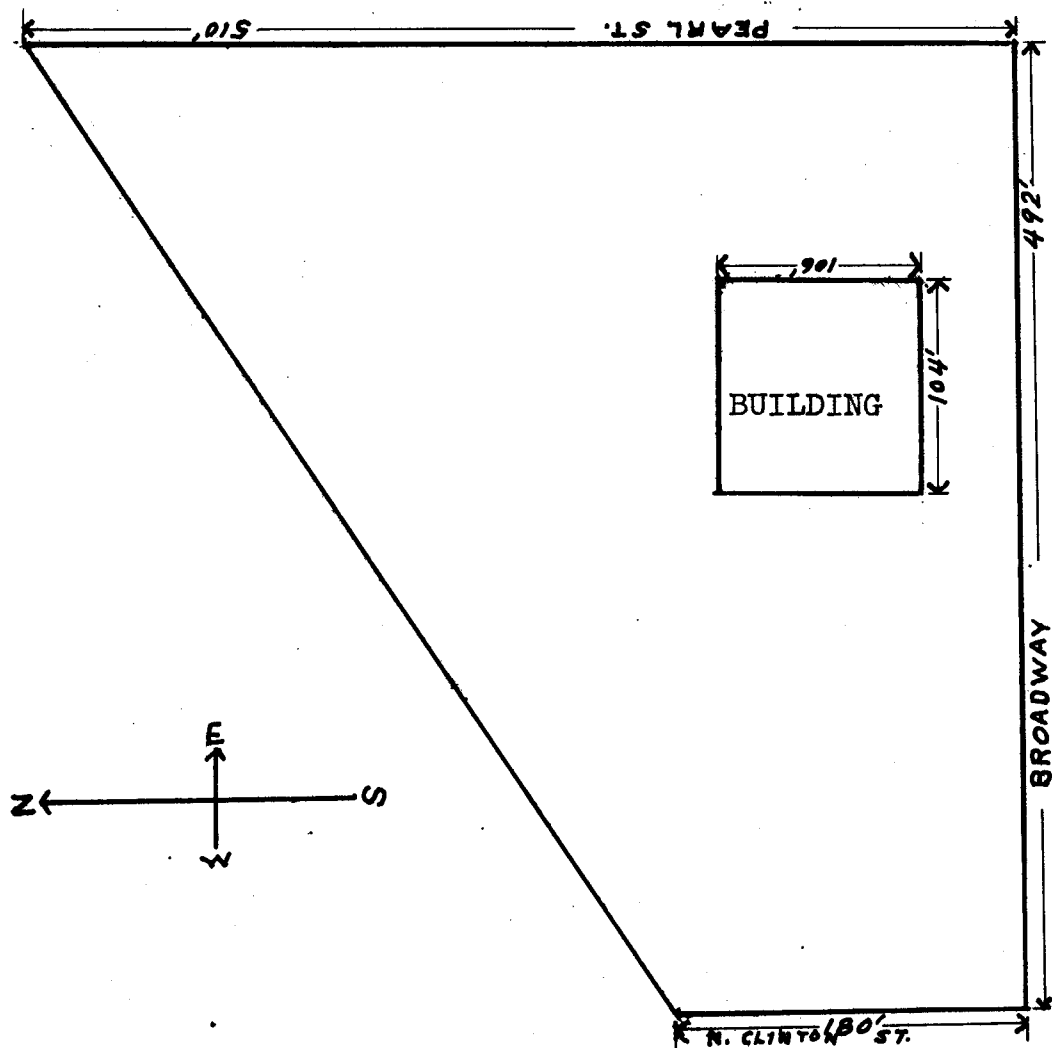


Figure 8. Plot Map of Spencer School Grounds and Building

SCORE CARD
FOR THE EVALUATION OF
ELEMENTARY-SCHOOL BUILDINGS

By

T. C. HOLY

Bureau of Educational Research
Ohio State University

and

W. E. ARNOLD

University of Pennsylvania

THE OHIO STATE UNIVERSITY
COLUMBUS OHIO

School Spencer School City Defiance State Ohio
 Enrollment 230 Date 7-22-50 Scorer Blue ft.
 Site: Length 510 ft. Width 492 ft. Total area 139,740 sq. ft. Play space per pupil 607 sq.
 Building: Date of erection 1941 Additions (give each year and number of rooms):

TABLE XIV
 SUMMARY OF VARIOUS ITEMS MAKING UP
 TOTAL SCORE

| DIVISIONS OF SCORE CARD | SCORES | | | NOTES |
|----------------------------|----------|--------|------------|---------------------------------------------------------------------------|
| | Standard | School | Percentage | |
| Site | 136 | 129 | 94.8 | Add 74 points for correction for items not needed. Total Score, 816 |
| Building | 178 | 152 | 85.4 | |
| Academic classrooms | 297 | 235 | 79.1 | |
| General service rooms | 250 | 99 | 39.6 | |
| Service systems | 139 | 127 | 91.4 | |
| Total | 1,000 | 742 | 74.2 | |

Make a sketch in this space of the grounds and the building and give their dimensions.

Score Card for Elementary-School Buildings

| | E | D | C | B | A | Score | | |
|-----------------------------------|---|---|----|----|----|-------|-----|-----|
| I. Site | | | | | | | 129 | 136 |
| A. Location | | | | | | | 54 | 54 |
| 1. Accessibility (1) | 0 | 7 | 14 | 20 | 27 | 27 | | |
| 2. Environment (2) | 0 | 7 | 14 | 20 | 27 | 27 | | |
| B. Physical Features | | | | | | | 44 | 37 |
| 1. Size of Site (2) | 0 | 5 | 10 | 15 | 20 | 15 | | |
| 2. Form (3) | 0 | 4 | 7 | 10 | 14 | 14 | | |
| 3. Nature of Soil (3) | 0 | 3 | 5 | 8 | 10 | 8 | | |
| C. Improvements | | | | | | | 38 | 38 |
| 1. Arrangement of Space (3) | 0 | 6 | 13 | 19 | 25 | 25 | | |
| 2. Landscaping (3) | 0 | 3 | 7 | 10 | 13 | 13 | | |
| II. Building | | | | | | | 152 | 178 |
| A. Placement | | | | | | | 24 | 24 |
| 1. Orientation (5) | 0 | 3 | 6 | 9 | 12 | 12 | | |
| 2. Position on Site (5) | 0 | 3 | 6 | 9 | 12 | 12 | | |
| B. Educational Plan | | | | | | | 43 | 39 |
| 1. Flexibility (6) | 0 | 4 | 8 | 12 | 16 | 12 | | |
| 2. Expansibility (6) | 0 | 3 | 7 | 10 | 13 | 13 | | |
| 3. Economy of Plan (6) | 0 | 4 | 7 | 10 | 14 | 14 | | |
| C. Gross Structure | | | | | | | 56 | 49 |

A, Excellent; B, Good; C, Fair; D, Poor; E, Very poor

TABLE XV (continued)

| II. Building [Continued] | E | D | C | B | A | Score | |
|------------------------------------|---|---|----|----|----|-------|------------|
| C. Gross Structure [Continued] | | | | | | | |
| 1. Material (7) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 2. Foundations (7) | 0 | 2 | 4 | 6 | 8 | 6 | |
| 3. Walls (7) | 0 | 2 | 4 | 5 | 7 | 5 | |
| 4. Roof (7) | 0 | 1 | 2 | 4 | 5 | 5 | |
| 5. Height (8) | 0 | 1 | 2 | 3 | 4 | 4 | |
| 6. Exits (8) | 0 | 3 | 5 | 8 | 10 | 10 | |
| 7. Condition of Building (9) | 0 | 3 | 6 | 9 | 12 | 9 | |
| D. Internal Structure | | | | | | | 55 30 |
| 1. Stairways (9) | 0 | 4 | 9 | 13 | 17 | | Not Necess |
| 2. Corridors (9) | 0 | 4 | 8 | 12 | 16 | 16 | |
| 3. Lobbies (11) | 0 | 2 | 4 | 6 | 8 | 0 | |
| 4. Basement (11) | 0 | 4 | 7 | 10 | 14 | 14 | |
| III. Academic Classrooms | | | | | | | 235 297 |
| A. Construction | | | | | | | 197 150 |
| 1. Size (12) | 0 | 8 | 15 | 23 | 30 | 30 | |
| 2. Shape (12) | 0 | 6 | 11 | 17 | 22 | 22 | |
| 3. Windows (13) | 0 | 6 | 13 | 19 | 25 | 25 | |
| 4. Shades (13) | 0 | 3 | 5 | 7 | 9 | 9 | |
| 5. Floors (13) | 0 | 4 | 8 | 12 | 15 | 15 | |
| 6. Walls and Ceilings (13) | 0 | 4 | 8 | 12 | 15 | 8 | |
| 7. Doors (13) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 8. Color Scheme (14) | 0 | 2 | 4 | 6 | 8 | 8 | |
| 9. Blackboards (14) | 0 | 4 | 8 | 12 | 15 | 15 | |

TABLE XV (continued)

| III. Academic Classrooms [Continued] | E | D | C | B | A | Score | |
|-------------------------------------------|---|----|----|----|----|-------|------------|
| A. Construction [Continued] | | | | | | | |
| 10. Bulletin Boards (14) | 0 | 4 | 8 | 12 | 15 | 15 | Not necess |
| 11. Closets and Built-in Cases (15) | 0 | 4 | 8 | 12 | 15 | 15 | |
| 12. Cloakrooms (15) | 0 | 5 | 10 | 15 | 20 | | |
| B. Equipment | | | | | | | 100 85 |
| 1. Type (15) | 0 | 15 | 30 | 45 | 60 | 45 | |
| 2. Arrangement (16) | 0 | 10 | 20 | 30 | 40 | 40 | |
| IV. General Service Rooms | | | | | | | 91 250 |
| A. Auditorium | | | | | | | 34 34 |
| 1. Assembly Room (32) | 0 | 5 | 11 | 16 | 21 | 21 | |
| 2. Stage (34) | 0 | 3 | 7 | 10 | 13 | 13 | |
| B. Physical-Education Rooms | | | | | | | 24 14 |
| 1. Gymnasium (35) | 0 | 4 | 7 | 10 | 14 | 10 | |
| 2. Dressing and Shower Rooms (37) | 0 | 2 | 4 | 5 | 7 | 2 | |
| 3. Storage Room (38) | 0 | 0 | 1 | 2 | 3 | 2 | |
| C. Library | | | | | | | 23 0 |
| 1. Reading Room (40) | 0 | 3 | 5 | 8 | 10 | 0 | |
| 2. Equipment (41) | 0 | 3 | 5 | 7 | 9 | 0 | |
| 3. Auxiliary Rooms (42) | 0 | 1 | 2 | 3 | 4 | 0 | |
| D. Cafeteria | | | | | | | 20 12 |
| 1. Lunchroom (43) | 0 | 3 | 5 | 8 | 10 | 8 | |
| 2. Kitchen (44) | 0 | 1 | 3 | 4 | 5 | 4 | |
| 3. Auxiliary Rooms (44) | 0 | 1 | 3 | 4 | 5 | 0 | |
| E. Kindergarten | | | | | | | 33 0 |

TABLE XV (continued)

| V. Service Systems [Continued] | E | D | C | B | A | Score | | |
|--------------------------------------------------|---|---|----|----|----|-------|-----|----|
| A. Heating and Ventilating (51) | 0 | 6 | 13 | 19 | 25 | 25 | 25 | 25 |
| B. Artificial Lighting (52) | 0 | 4 | 9 | 13 | 17 | 13 | 17 | 13 |
| C. Water Supply | | | | | | | 24 | 24 |
| 1. Purity of Water (53) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Plumbing (53) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 3. Drinking Fountains (53) | 0 | 1 | 2 | 3 | 4 | 4 | | |
| 4. Lavatories (53) | 0 | 2 | 4 | 6 | 7 | 7 | | |
| D. Toilets | | | | | | | 19 | 19 |
| 1. Locations (54) | 0 | 3 | 5 | 8 | 10 | 10 | | |
| 2. Rooms (54) | 0 | 3 | 5 | 7 | 9 | 9 | | |
| E. Fire-Protection System | | | | | | | 23 | 23 |
| 1. Fire-Resistive Construction (55) | 0 | 2 | 4 | 6 | 8 | 8 | | |
| 2. Fire-Protection Equipment (56) | 0 | 1 | 3 | 3 | 4 | 4 | | |
| 3. Elimination of Fire Hazards (56) | 0 | 1 | 3 | 4 | 6 | 6 | | |
| 4. Exits and Escapes (56) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| F. Electric Systems | | | | | | | 16 | 11 |
| 1. Telephones (56) | 0 | 1 | 3 | 4 | 5 | 4 | | |
| 2. Radio (56) | 0 | 0 | 1 | 2 | 3 | 0 | | |
| 3. Clock and Program System (57) | 0 | 1 | 3 | 4 | 5 | 5 | | |
| 4. Motion-Picture Equipment (57) | 0 | 0 | 1 | 2 | 3 | 2 | | |
| G. Cleaning Systems (58) | 0 | 4 | 8 | 12 | 15 | 12 | 15 | 12 |
| SUMS OF SCORES ALLOTTED | | | | | | | 742 | |
| ADDED FOR ITEMS NOT PRESENT AND NOT NEEDED | | | | | | | 74 | |
| TOTAL | | | | | | | 816 | |

CHAPTER VII

THE EMPLOYED PERSONNEL

General Statement

Defiance, being a college town in addition to an industrial center, has the advantage of having people formally educated and industrially trained, interested in the public schools. In addition, there is a large group of professional people who take an active part and give thoughtful consideration to school issues. As a result, the Board of Education is made up of people who have the welfare of the schools at heart, and are capable of carrying on a well balanced school program.

Clerk of the Board of Education

A complete accounting system is maintained by the clerk, who is not a member of the board. Mr. A. H. Latchaw, the present clerk, has served in that capacity for thirty years, and his books are repeatedly praised by the State Examiners. At this time, he is in the process of indexing his records preparatory to retiring from public school service in the spring. Because of his wide school experience and careful attention to details, it is not surprising that the board has been able to function so well. In addition to the role of accounting, the clerk acts as the Business Manager of the school, thus free-

ing the superintendent to give more time and attention to the problems in connection with instruction and in publicizing the school and its activities.

The Superintendent

The superintendent is the official representative of the Board of Education. Although there is this dual system of control, the Board, the Clerk, and the Superintendent co-operate in a fashion conducive to efficient organization. In general, Defiance has been fortunate in her choice of Superintendents. This is shown by the record most men have made and the advancement they have secured after leaving here.

Attendance Officer and Guidance Director

The duties of keeping attendance and acting as attendance officer has been combined in the office of the Visiting Teacher. Her two chief functions have been to keep the attendance records of the High School and to aid by visiting parents and pupils in their homes.

Her activities have gradually grown into a vocational guidance and consulting work on a large scale. She is in charge of the Career Day Program. Parents and pupils alike, often call upon her to help them with their problems.

Principals and Teachers

The Board of Education is committed to men principals

in both the high school and the grade schools. However, women, under the title of "Head Teacher", sometimes serve in the same capacity in the elementary schools.

The principal is responsible to the Superintendent for managing his school and is permitted to experiment in administration and instruction consistent with sound educational principles.

The school maintains ten special teachers. There is one Special Education (Slow Learners Group) teacher; one instrumental and one vocal instructor, one teacher in charge of Distributive Education, one wood shop, one metal shop, one Driver Education, and two teachers in the Home Economics laboratory. In addition, there are twenty academic class room instructors in the high school and thirty elementary teachers in the grades. The teachers organize into committees to work on various problems of school nature.

Preparation of Personnel

Each teacher new to the system must have at least four years of training. For the older teachers in the system with less than four years training, an incentive is given to acquire additional training by recognizing the amount of preparation in the salary schedule. Although teaching experience is recognized in the salary schedule, it is not a requisite for placement in the

system.

Salary Schedule

The Board of Education adopted a salary schedule in 1937. In March, 1941, this schedule was revised to differentiate between elementary teachers who had varying amounts of training. In 1944, the salary schedule was adjusted to equalize the salaries according to training and experience. In 1947, elementary and secondary teachers with equal training and experience were paid the same salaries. In 1949, the board set up an equalization plan to eliminate the sex differential shown in Administrative Regulations under item 9, page 103.

In Chapter IV, page 24, the writer called attention to the sex differential existing as early as 1840. Finally, one hundred ten years later, this sex differential is about to be eliminated. The Board of Education retained the fundamental structure of the salary schedule upon which other regulations were to be computed. The number of increments for 1950-51 was increased from ten to twelve years.

For the year 1950-51, the following statements are pertinent:

1. The Board of Education voted to revise the equalization plan and salary schedule as follows:
 - A. Begin the sex salary differential elimination at the A. B. degree level.

- B. Pay a woman with an A. B. or better degree, a sum of \$200, just as a man with an A. B. or better is paid \$300 above the salary schedule.
- C. Eliminate the remaining \$100 sex salary differential in the school year 1951-52, at the A. B. or better degree level.
- D. Increase the number of increments in the A. B. / 15 semester hour and M. A. columns to 14 years as follows:

| <u>Year</u> | <u>A. B. / 15</u> | <u>M. A.</u> |
|-------------|-------------------|--------------|
| 13 | \$2700 | \$2800 |
| 14 | \$2750 | \$2900 |

2. The Board of Education agreed that:

- A. The salary schedule given below is the base upon which salaries are determined.
- B. The cost of living increment of \$216 be added to this schedule.¹

ADMINISTRATIVE REGULATIONS

1. Any and all provisions of this schedule are subject to the provisions of the general code of the State of Ohio.
2. This schedule does not constitute a contract between the Board of Education and the teachers.
3. Salary increases under this schedule are not automatic and depend upon doing a satisfactory job of teaching. The annual increment may be withheld from any teacher when, in the opinion of the superintendent, confirmed by action of the Board of Education, a teacher gives evidence of poor teaching, inefficiency, lack of co-operation or other justifiable cause.
4. All teachers must present credit to the extent of six semester hours at least once every five years after this schedule becomes effective to be granted regular increases.

¹ Minutes of Board of Education, 1950.

5. Only credit obtained in residence at a recognized college or university will be counted towards salary increments above four years of training. This training must be purely on the graduate level. Any extension work must be approved by the Superintendent of Schools before credit will be recognized on the schedule. In general, extension work will not be recognized.
6. All credit for additional training must be presented to the office of the Superintendent for evaluation by or before September 1 in order to receive recognition in the salary for the ensuing year.
7. Credit for experience outside the system shall be determined by the superintendent and the Board of Education. In general outside experience will be reduced and no more than an equated value of 5 years will be recognized.
8. Each teacher will be expected to contribute a reasonable amount of time toward a good program of extra-class activities. Teachers who are assigned heavier than normal loads will receive extra compensation for such work.
9. \$300 over the schedule will be granted men having A. B. or better training and fitness for the work of education.. \$200 over the schedule will be granted women having A. B. or better training and fitness for the work of education.
10. In cases of exceptional merit, the Board of Education, upon the recommendation of the superintendent, may grant increments over the schedule.
11. In special cases the Board of Education may, upon the recommendation of the superintendent, recognize emergency whereby deviations from the schedule may be conducive to good educational procedure.
12. Each full-time employee of the Board of Education shall be entitled for each completed month of service to sick leave of one and one fourth ($1\frac{1}{4}$) work days with pay. Unused sick leave shall be cumulative up to ninety (90) work days. A doctor's certificate concerning the illness should be filed with the Superintendent within one week after the teacher returns to duty. Other absence will cause a deduction from salary.¹

¹Minutes of Board of Education, 1950.

TABLE XVI

SALARY SCHEDULE OF DEFIANCE PUBLIC SCHOOLS

| Experience | 60 hr. 2 yr. | 75 hr. 2½ yr. | 90 hr. 3 yr. | 105 hr. 3½ yr | Bach. Degr. | AB / 15 hr. | M. A. |
|------------|-----------------|------------------|-----------------|------------------|----------------|----------------|-------|
| 0 | 1800 | 1850 | 1900 | 1950 | 2000 | 2050 | 2100 |
| 1 | 1850 | 1900 | 1950 | 2000 | 2050 | 2100 | 2150 |
| 2 | 1900 | 1950 | 2000 | 2050 | 2100 | 2150 | 2200 |
| 3 | 1950 | 2000 | 2050 | 2100 | 2150 | 2200 | 2250 |
| 4 | 2000 | 2050 | 2100 | 2150 | 2200 | 2250 | 2300 |
| 5 | 2050 | 2100 | 2150 | 2200 | 2250 | 2300 | 2350 |
| 6 | 2100 | 2150 | 2200 | 2250 | 2300 | 2350 | 2400 |
| 7 | ---- | 2200 | 2250 | 2300 | 2350 | 2400 | 2450 |
| 8 | | ---- | 2300 | 2350 | 2400 | 2450 | 2500 |
| 9 | | | ---- | 2400 | 2450 | 2500 | 2550 |
| 10 | | | | ---- | 2500 | 2550 | 2600 |
| 11 | | | | | 2550 | 2600 | 2650 |
| 12 | | | | | 2600 | 2650 | 2700 |
| 13 | | | | | ---- | 2700 | 2800 |
| 14 | | | | | | 2750 | 2900 |

From minutes of Board of Education, 1950

An examination of this Table XVI reveals that teachers with less than four years of training are encouraged to acquire additional training. This encouragement made itself felt during the past decade. "In 1940, only three of the twenty-three elementary teachers, or 13%, had four

years of training. In 1950, fourteen of the twenty-six elementary teachers, or 53.8%, now have degrees. All of the twenty-nine teachers in the High School have degrees; eight of them having Masters' Degrees.¹

The salary schedule, then, appears to have been somewhat responsible for many Defiance grade teachers completing their degrees.

Custodial Personnel

The attractive appearance of the buildings and grounds of the Defiance Public Schools is sufficient evidence that excellent custodial service is being maintained. A staff, consisting of a head custodian and eight others, one, a woman, are charged with the housekeeping standards of the four buildings. One man only is employed to service each grade building and the others are attached to the High School plant. The endless task of cleaning and maintaining is performed in an excellent fashion indicating that they take great pride in their work.

¹Superintendent's Records.

CHAPTER VIII

THE PUPILS

Size of Classes

The writer has already referred to the over crowded condition of the grade schools and the maximum capacity (30) of the class rooms. Maximum capacity refers to the largest number of pupils to be housed in a room where a laboratory-type program is carried on. Whenever this saturation point is passed, there is not sufficient floor area to provide for the flexibility, the diversity, the equipment, and the activity necessary for growth, learning, and living. Instead of the maximum capacity of a class room, it might be well to consider the minimum standard. The American Association of School Administrators has the following to say concerning smaller classes:

The trend toward smaller classes has persisted until many school systems have now achieved class sizes in the elementary schools of twenty-five to thirty pupils. The trend is definitely toward an average class of twenty-five pupils or less in the elementary schools. Our growing knowledge of the differences among individuals in learning abilities, attitudes, and other characteristics has led to the inevitable conclusion that since children differ greatly, they need programs of education in the classroom adapted to their individual needs, if they are to profit most from the school program. This is the objective which is largely instrumental in promoting this important trend. It can only be achieved when the teacher works with a class small enough

to yield time for helping each learner as an individual. Such a class must of necessity be limited to fewer than thirty children.

.....
No longer is it good educational practice to require a child in the elementary school to sit all day at one desk to work out his limited textbook assignments in immobility and silence. It has been discovered that he learns best when he works in a classroom designed as a laboratory for purposeful group planning, individual study and research, discussion, and class evaluation. The new classrooms, consequently, are provided with a variety of equipment for study and meaningful activity, such as maps, globes, radio, record player, library corner, bookcases, encyclopedias, work bench, art easels, running water, storage for supplies, and movable desks or tables and chairs as the child's place for individual study. In fact, the trend is distinctly toward the classroom as a learning and growing laboratory for children both in elementary and secondary schools.¹

TABLE XVII

DEFIANCE PUPIL-TEACHER RATIO BY SCHOOLS
1949-50

| SCHOOL | ENROLLMENT | NO. TEACHERS | RATIO |
|-------------|------------|--------------|-------|
| Brickell | 364 | 10 | 36.4 |
| Slocum | 378 | 11 | 34.3 |
| Spencer | 230 | 7 | 32.8 |
| High School | 818 | 26 | 31.5 |
| TOTAL | 1790 | 54 | 33.1 |

Figures from the Annual Principal's Report

Table XVII shows that all the pupil-teacher ratio

¹Commission on American School Buildings, American School Buildings, pp. 14-15.

of all the schools exceeds the maximum. It also shows that the grade teachers are more heavily loaded than high school teachers. In light of the present trend regarding the teacher-pupil ratio and the philosophy of more individual instruction for better learning situations, it appears that the Defiance Public Schools are not yet meeting the present day standards of teacher-load.

Age-Grade Status

One measure of the efficiency of a school system is the number of students who are over-age, of normal age, and under age during a school year and succession of years. The State Department of Education requires this information in the annual reports from principals. Table XVIII shows the age-grade status.

TABLE XVIII

NUMBER OF CHILDREN OVER AGE, OF NORMAL AGE,
AND UNDER AGE IN DEFIANCE FROM 1947-1950

| YEAR | NO. OVER AGE | NO. NORMAL AGE | NO. UNDER AGE |
|------|--------------|----------------|---------------|
| 1947 | 328 | 1167 | 93 |
| 1948 | 333 | 1179 | 104 |
| 1949 | 367 | 1221 | 56 |
| 1950 | 200 | 1329 | 176 |

Figures from the Annual Principal's Reports

The ideal would be for all students to be of normal age in any school, but such is never the case. Defiance has an average of 74.7 per cent of its students of normal age, 18.7 per cent over-age, and 6.6 per cent who are under-age.

TABLE XIX

PERCENT OF CHILDREN OVER AGE, OF NORMAL AGE,
AND UNDER AGE IN DEFIANCE FROM 1947-1950

| YEAR | % OVER AGE | % NORMAL AGE | % UNDER AGE |
|------|------------|--------------|-------------|
| 1947 | 20.6 | 73.5 | 5.9 |
| 1948 | 20.6 | 73.0 | 6.4 |
| 1949 | 22.3 | 74.3 | 3.4 |
| 1950 | 11.7 | 78.0 | 10.3 |

Figures compiled from Table XVIII

The decrease in the over-age group can be accounted for through the enrollment in the Special Education Class, to a general conclusion that many failures are undesirable, and to the large number who drop out during the year. There is not enough increase in the normal or under age group to indicate anything in particular. However, it can be seen from Table XIX, that the normal age group is about 75 per cent of the total number enrolled in a given year.

Socialization

The pupils, being 98 per cent native born and almost 100 per cent white, have no serious social barriers to overcome. While many are represented in the low-income group, the school functions are so arranged that they all feel free to participate and enjoy having a good time together. In addition to sixty-two extra-curricular activities, nineteen of which are held on school time, a teenage organization called the Skylark Club, sponsored by adults but managed by the students themselves, plays an important role in developing social sensitivity. Many people in Defiance, both students and parents, agree that a very important part of the pupil's education is better developed through the extra-curricular program than through the so-called academic course.

Athletics

The students in Defiance are proud of their football, basketball, and track teams. Competition for the privilege of representing the school is keen, and the students begin quite early to prepare for the time when they may be one of the varsity. Coaching for football and basketball, beginning in the fifth grade, continuing into the Junior High school grades, and through the Senior High school, is part of the plan for developing winning teams. As far as is practicable, the same system

and formations are used at all three levels. By this media, Defiance hopes to maintain the prestige already established in Northwestern Ohio and throughout the state.

All athletics in Defiance is not inter-scholastic competition. There is an extensive, as well as intensive, intramural program going on during the entire year. The girls have a good G. A. A. (Girls' Athletic Association) program sponsored by the Girls' Athletic Director. The boys are organized under the direction of the Director of Health and Physical Education. Through a well planned program, many times the number of students out for the major sports, find an opportunity to participate.

The philosophy behind the Intramural Program is for all students to participate in active sports. Pupils who are handicapped are given special functions to perform in helping to carry on the Intramural Program.

CHAPTER IX

FINANCES

General Statement

The effectiveness of any school program has a direct relation to the state of finances. Defiance, the same as most other schools, has had its financial problems and will continue to have them as long as the school system continues to operate. The extent of work to be done will depend upon the amount that can be made available. An analysis of the financial status, therefore, is essential in bringing to a close a study of the present school organization.

Sources of Income

There are two main sources of revenue to support the Defiance Public Schools. One is the property tax and the other is the Foundation Program fund.

The present 1949 tax duplicate of the Defiance City School District is \$14,574,747.00. The tax rate for school purposes is 10 mills. Four mills are levied inside the ten mill limitation and six mills outside. The latter is used to retire bonds and pay interest on the High School Building, the Auditorium, the Gymnasium, and for school improvements. From this source, the district

¹County Auditor's Report to Schools.

receives its funds for operating expenses.

From the State Foundation Program fund, the district pays the teachers' salaries and other wages.

In addition to these funds, Defiance should receive some funds from other sources.

The data is summarized in the table below.

TABLE XX
TOTAL RECEIPTS FOR THE FISCAL YEAR
ENDING DEC. 3, 1949

| SOURCE | AMOUNT |
|--------------------|--------------|
| Property tax | \$183,934.32 |
| Foundation Program | 113,892.81 |
| Non-Revenue | 10,358.42 |
| Other | 20,402.27 |
| TOTAL | \$328,587.62 |

Figures from the Clerk's Records

The following table summarizes the expenditures for the last fiscal year.

TABLE XXI
EXPENDITURES FOR THE FISCAL YEAR
ENDING DEC. 3, 1949

| EXPENDITURES | AMOUNT |
|----------------|------------|
| Administration | \$9,214.66 |

TABLE XXI Cont'd.

| EXPENDITURES | AMOUNT |
|---------------------------|---------------------|
| Instruction | \$186,239.55 |
| Co-ordinate Activities | 3,166.00 |
| Libraries | 3,454.44 |
| Transportation | 120.28 |
| Public Lunches | 2,081.13 |
| Other Auxiliary Agencies | 18,338.17 |
| Operation of School Plant | 30,852.23 |
| Maintainence | 9,989.41 |
| Debt Service | 33,612.56 |
| Capital Outlay | 5,684.68 |
| TOTAL | \$302,653.11 |

Figures from the Clerk's Records

It was seen in Table XX that Defiance should operate her schools for \$328,587.62. Table XXI shows that the total cost for the same year was \$302,653.11. It can be seen that Defiance operates within her income, but to do additional building would require the voting of a special levy. With the present crowded condition in the grade schools, the writer foresees that possibility.

The reader will agree that the tax rate of 10 mills for school purposes is not low, however, it is reasonable

for the type of school program being maintained. The total rate for all purposes is 23 mills. To require more millage for a building program would necessitate careful consideration in view, not only of the cost of construction and materials, but also of the unstable economic situation.

Bonded Indebtedness

At the present time, Defiance has \$209,500 worth of bonds outstanding. There is \$40,000 for the High School building issued in November, 1916, maturing in 1956; \$23,000 for the Auditorium-Gymnasium issued in December, 1927, maturing in 1952; and \$146,500 for school improvements issued in August 1940, maturing in 1961.¹ By consent of the Tax Commission, the Defiance City School District could issue bonds to the extent of 8 per cent of the tax duplicate. This means that the limit of bonded indebtedness is \$1,165,979.76. With the present bonded indebtedness of \$209,500, Defiance could, therefore, issue bonds to the extent of \$956,479.76.

TABLE XXII

THE RELATION OF INCREASED CURRENT EXPENSES TO A
STABLE ENROLLMENT IN THE DEFIANCE SCHOOLS

| SCHOOL YEAR | ENROLLMENT | EXPENSE | EXPENSE PER PUPIL |
|-------------|------------|--------------|-------------------|
| 1944-45 | 1956 | \$151,539.81 | \$94.95 |

¹Records from the Office of the Superintendent

TABLE XXII Cont'd.

| SCHOOL YEAR | ENROLLMENT | EXPENSE | EXPENSE PER PUPIL |
|-------------|------------|--------------|-------------------|
| 1945-46 | 1554 | \$155,837.21 | \$100.28 |
| 1946-47 | 1600 | 185,206.65 | 115.75 |
| 1947-48 | 1616 | 222,878.71 | 137.92 |
| 1948-49 | 1665 | | |
| 1949-50 | 1790 | 302,653.11 | 172.99 |

Figures from Office of Superintendent

The table shows the expense per pupil to be steadily increasing. The expense per pupil was not excessive in 1944-45; however, it has doubled within the last five years. With the above figures indicating a trend, a school district might well refrain from bonding itself to the limit as current expenses may in time require an additional levy.

Assets and Liabilities

A well conducted business knows the exact state of its financial affairs. In this respect, Defiance is no exception. The following statement from the clerk's files is pertinent to the financial condition of the Defiance Public Schools as of December 3, 1949.

TABLE XXIII
ASSETS AND LIABILITIES

| ITEM | ASSETS | LIABILITIES |
|----------------------------------------|--------------|--------------|
| Cash | \$71,705.15 | |
| Inventory of Supplies and Materials | 5,000.00 | |
| Lands | 77,000.00 | |
| Buildings | 625,000.00 | |
| Equipment | 115,000.00 | |
| Liabilities(bonded debt) | | \$209,500.00 |
| TOTAL | \$893,705.15 | \$209,500.00 |

From the above table, together with other facts presented throughout this thesis, one can conclude that the business of education in Defiance is good.

CHAPTER X

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study has been to present the early history of the city, to bring together the details of the growth of the community, and to survey the history and development of the public schools. Information on the territory was presented as a background to the study; facts concerning the early history and development of the public schools were presented for an understanding of the educational situation. The present state of the educational system was surveyed and certain needs and shortcomings pointed out to provide a picture of the problem of public education in Defiance.

Findings have been made which should be of importance to the future guidance of the Defiance Public Schools. These findings are presented to the Board of Education in order to supply information and data essential to a modern school program.

Defiance has always been dedicated to educational progress and should continue to strive toward higher goals of intellectual achievement.

The public schools have played their part in the growth of the community and their prestige is increasing. The fore-

sight of those who have had charge of school affairs have made possible the present program. There is no doubt that the influence of the college on the community is reflected in the public school program. However, in spite of the college influence and the pressure from many industries, most of the students plan their courses around a "general education" program.

The trend of the school population in Defiance is progressively upward and has already manifested itself in the grade schools where overcrowded conditions now exist. Examination of the census figures of Defiance indicate that this increase in population will continue.

Costs have increased with the more prosperous times. Fortunately, Defiance erected a high school with enough classrooms to accommodate students for a long time to come. The auditorium-gymnasium was added and the new grade schools were constructed at a time when prices were not too high.

The buildings are conveniently located and well equipped. Deficiencies will be outlined and proposals for correction will be presented in the conclusion. The tax rate for schools is ten mills, six of which are used to retire bonds and pay indebtedness. The bonded indebtedness is \$956,479.76 under the legal limit, and the buildings, relatively new, can continue to be used for many years.

The pupil-teacher ratio, while in line with the tra-

ditional school program, is not consistent with the activity type program of modern education.

The philosophy of the administration is conducive to a fine spirit of cooperation with the teaching staff. It is the writer's opinion that this spirit of cooperation is reflected in the attitude of the students.

With the above facts in mind the writer feels justified in summarizing the needs of the school and proposing recommendations to meet these needs.

Conclusions

The school now operates on the 6-6 plan. Having followed the recommendations of the state and provided buildings to fit this plan, it is recommended that it be continued. However, in the event that the high school enrollment becomes so great that an overcrowded condition exists, then would be an opportune time to survey the situation in the light of a 6-3-3, or 6-4-4-, or a 6-3-5 plan. This could pave the way for a separate Junior High School and make possible the inclusion of a thirteenth and fourteenth year with the Senior High School.

The school is already involved in pupil transportation. It is recommended that this practice be continued on a tentative basis, but cease when public bus service to all areas of the city become satisfactory.

The result of surveying the present buildings indicate

that the Defiance Public Schools suffer from the lack of certain rooms and facilities. On page 61 and on page 62, the writer called attention to the needs of the high school. These needs are in the nature of an instrumental and vocal music suite; print, electric, and^{sheet}/metal shops for the Industrial Arts division; more storage space for the foods and clothing laboratories; general service rooms and facilities for the Physical Education Department; and auxiliary rooms for the library and kitchen. The Administrative needs are for teachers' work rooms, teachers' rest rooms, a janitors' room, and a school clinic.

In the grade schools, the need is in the General Service area. Teachers' work rooms, auxiliary rooms for the kindergartens and kitchens, dressing and shower rooms, and a library for the Spencer Grade School are the additional features essential to a modern school program. These needs are listed in more detail on pages 75, 77, and 78. It is recommended that the needs of both the high school and grade schools be provided.

It is recommended that immediate steps be taken to relieve the overcrowded condition in the three grade schools.

If the Defiance City School District could issue bonds to the extent of nearly a million dollars, it is further recommended that not more than six per cent of the assessed valuation less the present bonded indebtedness be used for the above purposes. Due to the excessive

cost of materials and labor, together with the fickleness of the world situation, some reserve should be kept for unforeseen contingencies.

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