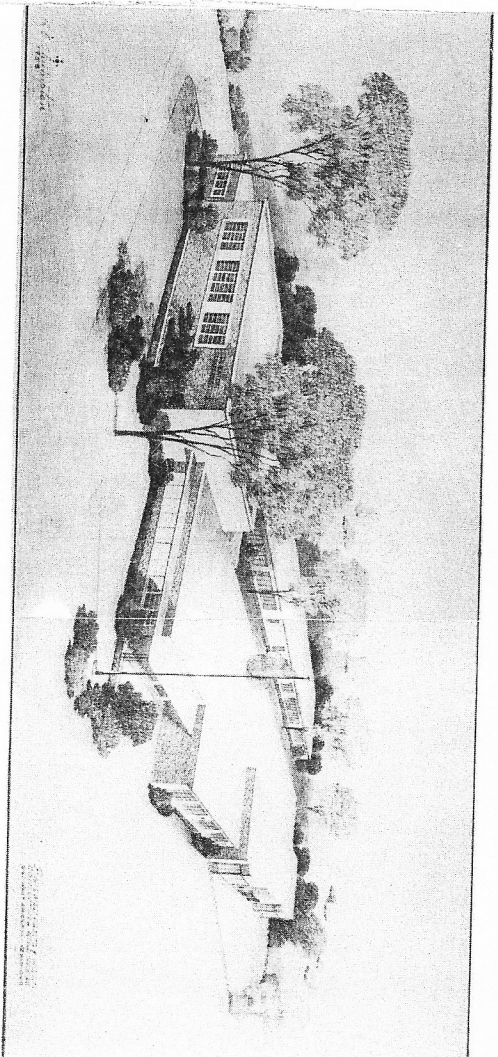
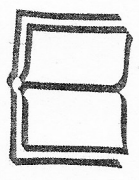


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A New Primary School Is Born



*Lee Eaton Dedication
January 23, 1955*



Lee Eaton



Twenty years of outstanding courage, good cheer, ready wit, and a friendly smile for everyone, achieved under the handicap of severe pain, endeared Lee Eaton to the hearts of all who were privileged to know her and to enjoy her friendship. These attributes made her particularly dear in the hearts of every member of the Eaton family.

Lee, daughter of Cyrus S. and Margaret House Eaton, was born in Cleveland, Ohio, August 29, 1908. She attended the Northfield public school during her early elementary school years (the primary grades) before her family returned to their residence in Cleveland. She spent most of her adult life at the family estate, Arcadia Farms, Sagamore Hills, Northfield, Ohio, where she passed away on February 12, 1949.

Perhaps a large measure of Lee Eaton's contentment, happiness, and peace of mind can be attributed to her putting into practice the credo expressed by Robert Louis Stevenson: "To be honest, to be kind . . . to make on the whole a family happier for your presence. To renounce when that shall be necessary and not to be embittered. To keep a few friends, but these without capitulation. Above all, on the same grim conditions, to keep friends with yourself. Here is a task for all that you have for fortitude and delicacy." That was her life.

Lee's father, Cyrus S. Eaton, Sr., a champion of education for more than a half-century of a busy life, donated to the Northfield-Macedonia board of education the twelve-acre tract upon which this building has been erected. Mr. Eaton, who celebrated his 71st birthday on December 27, was born in Piquet, Nova Scotia, but came as a young man to Cleveland to launch a spectacular and successful business career.

Throughout these more than 50 years in private business, he has never lost interest in civic and educational affairs. He has long been an authority on the Bible; he is able to recognize and correctly name all the birds and trees native to the North American continent. He also has served many years as a trustee of Case Institute of Technology, Cleveland, Ohio; the University of Chicago, Chicago, Illinois; and Denison University, Granville, Ohio. Dr. Hayden of the University of Chicago recently dedicated a book of his, "Biography of the Gods," to Cyrus S. Eaton.

Although he is nationally known as an industrialist and financier, Mr. Eaton is internationally known as the owner of some of the world's finest shorthorn cattle, for breeding and exhibiting this famous breed of beef cattle has long been a hobby of his. Few people, outside of his immediate family know, however, that his greatest pride and joy are his twelve grandchildren. He recently rated them his most cherished possessions of a busy lifetime.

With the naming of this beautiful building the Lee Eaton Primary School, the Northfield-Macedonia board of education has honored the memory of an outstanding young lady who, through great fortitude and a cheery disposition, gained the affection and esteem of many people of this community. The board hopes that this building, designed and erected especially for little folks just beginning their formal education, will be the inspiration for thousands of young men and young women of this school district to become happy, healthy, active citizens of this great democracy of ours; that the bravery of Lee Eaton may be to all who pass through its doors the inspiration to overcome all of life's obstacles; that all its pupils, through their attendance here, may learn "to see today with the eyes of tomorrow."

UNLIKE "TOPSY",
A NEW SCHOOL BUILDING
DOESN'T JUST "GROW"

BEFORE a school building program can crystallize, a detailed study of the following, must be made: (1) current and future educational programs, (2) school plant needs, (3) finance, and (4) school population. In September, 1952, your board of education, through its administrative head, launched a comprehensive survey of the Northfield-Macedonia school system.

Such a study had to begin with the community, because the organization and operation of a school system is affected by the character of the community it serves. The actual survey was concerned with the community's historical background, the character of its population, the various factors which might influence its growth or decline, and the other physical and social characteristics which would clearly aid in the determination of the adequacy of the school plant and recommendations for future development.

The existing school plant, which represented a substantial outlay of the community's money, had to be evaluated first. School enumerations, enrollments, and trends in numbers of births had to be studied for predicting future enrollments. Anticipated school population had to be given careful consideration in order to plan intelligently concerning the number, size, and location of needed buildings.

The second and perhaps major phase of the initial survey concerned the evaluation of the educational aspect of the school system. This involved the study of the philosophy and objectives of education in the local community, an analysis of the organization and staff of the present system, and a review of the existing and anticipated future educational program, both on the elementary and secondary levels. Academic subjects, special subjects, and related activities were carefully scrutinized in terms of their contributions to child and community development.

All of this information was sifted, combed, and made the basis of a report embodying recommendations for an over-all or long-range plan for the school plant, defining generally the use, alteration and/or additions to existing buildings. The study revealed that the most sound idea, both economically and educationally, would be first to erect a building for primary children, and next to enlarge the present high school building. The third step would be to erect a new senior high school building; allowing the utilization of the present building for housing an enlarged junior high school program.

The final stage in this planning was the selection of the buildings, after they have been in use for some time, in terms of their suitability for housing the educational program. Some attempt must be made to judge the accuracy of conclusions formulated during the planning process. Only by such final review can intelligent future planning proceed.

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Construction Cost

LEE EATON PRIMARY BUILDING

General Contract	(original)	\$ 348,389.00	
Deductions		\$ 4,269.52	
Additions		1,721.00	
Net Deductions		2,548.52	
Net General Contract (Jennings & Churella, Inc.)		\$ 345,840.48	
Plumbing, Heating, and Ventilating			
Additions	(original)	117,500.00	
Net Additions		60.00	
Net Contract (Reliance Heating)		60.00	117,560.00
Electric Contract			
Additions	(original)	35,587.00	
Net Additions		299.00	
Net Contract (Roop Electric Co.)		299.00	35,876.00
Kitchen Equipment			
No Additions or Deductions	(original)	12,400.00	
Net Kitchen Contract (B. & B. Co.)			12,400.00
TOTAL CONSTRUCTION COST			
Architect's Fees (Beiswenger, Hoch & Murphy)			30,700.59
12 Acre Site (Gift of Cyrus A. Eaton, Sr.)			1.00
Furniture & Equipment			16,659.03
Miscellaneous			997.96
TOTAL COST LEE EATON PRIMARY BUILDING			\$ 560,035.00

Total Original Construction Contracts			\$ 513,876.00
Actual Construction Cost			511,676.48
Net Difference			\$ 2,199.52



You, the citizens of this community, first gave us the children that made this building necessary; then you voted us the funds that made this building possible. We can not, however, rest on laurels gained in past performance. Our entire school district is a rapidly growing community. About a year ago our citizens realized that we did not have enough classrooms to keep pace with pupil growth; it could happen again in the not too distant future. Our schools must keep pace with population growth. To this end we will continue to rely on our P.T.A. and the many other civic organizations of the community. We know these groups, with the help of the voters of the school district, will carry on with our plan of progress so that our youth may have the best educational facilities. There are no bargains; education is worth all that it costs.

Northfield-Macedonia Public Schools

BOARD OF EDUCATION

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Dr. Edward S. Brown, Vice President
Hernon Woodworth, Clerk-Treasurer
Michael L. Thornton, Member
George Hoffman, Member

ADMINISTRATIVE STAFF

Lee M. Patton, Superintendent
William Boliantz, High School Principal
Roy Parpart, Elementary Principal
Martha Grimm, Primary Principal
Patricia Sexauer, Director of Vocal Music
Joanne Chorpening, Director of Instrumental Music

LEE EATON SCHOOL STAFF

Martha Grimm, Principal
Eleanor Stepro
Carol Thomas
Alice Brown
Eleanor Dunn
Marjorie Flee
Lois Glosch
Jeanette Carnerie
Barbara Ferguson
Massie Johnson
Margaret Roby
Minna Stead
Beatrice Melling
Mary Osborn
Leota Oviatt

Julius Bonk, Head Custodian
Stella Birus, Assistant
Mary Olah, Assistant

Vivian Burns, Cook-Manager
Mildred Black, Ass't. Cook
Dorothy Draves, Ass't. Cook
Esther Early, Ass't. Cook
Faye Miller, Ass't. Cook

LEE EATON PRIMARY SCHOOL

DEDICATION

Multi-Purpose Room

Sunday, January 23, 1955 -- 2:00 P.M.

PROGRAM

Music Northfield-Macedonia High School Band
Miss Joanne Chorpening, Director

Invocation..... The Rev. Lynn Rogers

Salute to the Flag

Introduction of Guests

Presentations

Address..... Summit County Supt. Carl Coffeen

Music Lee Eaton Third Grade Chorus

Benediction The Rev. Lynn Rogers

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OPEN HOUSE

Hosts and Hostesses

Lee Eaton School Staff and P. T.A.

A school building has no meaning except in terms of the life given it by children and teachers, parents and citizens. Its ultimate design begins with the design of the things that take place in the building. The pattern of activities takes its shape from the desires of the community for its youth—desires built out of the hopes and love of parents, the thinking of professional educators, the understandings of human beings gained by scientists, and the experience and insights of teachers.

Homes and churches and firehouses and schools and fields and streets and pets and people are the environment of little children. Each educates and influences the child, who, in turn, is driven by the way he develops and grows—his environment and his heredity.

In this plastic, everchanging shape, the child enters primary school, the organized social institution that attempts to instruct him systematically in the heritage, resources, ways and possibilities of his society and to assist him in becoming the person that he potentially can be.

Out of the educational desires expressed by the voters; out of the experiences of schools in meeting or failing to meet the problems that children face; spurred on by findings about children and how they grow and develop—comes our philosophy of what the curriculum in today's primary school should be. The program has evolved over the years. It has taken on new features. Some aspects of the older school have disappeared. Others have been retained with vigor and force in today's curriculum.

Many communities as they begin the expansion of their school plant, engage educational consultants or university field groups to do their planning. Your board of education, however, felt that committees composed of local staff members and local citizens were best qualified to plan a school which would meet the educational needs of school children in the Northfield-Macedonia school district.

These committees were asked to study and make recommendations under the following broad headings: the curriculum, staff, educational specifications, community and related needs, services for which facilities must be provided, and space requirements. A few eyebrows were lifted when the superintendent first proposed a grade grouping to include only kindergarten and grades 1, 2, and 3. No school in Northeastern Ohio was known to be so organized. Such a grouping was carefully studied and the curriculum committee concluded that such organization was logical educationally. As time goes on, this conviction becomes stronger.

From the beginning, all committee members tried to remember that they were citizens and educators, not architects. They were planning a program; it would later be the architect's task to provide the proper physical facilities to implement the program. Thus they stressed the "feeling" or "atmosphere" they wanted for a given activity, trying to be so specific that the architect could translate that feeling into materials and dimensions. There were dozens of meetings, and out of them came agreement on some guiding principles.

Knowing that the program and many of the activities would vary greatly, all agreed that the building should be designed to facilitate the educational program and the resulting activities which would be conducted therein. The building should be flexible to the point that it could be adjusted to changing programs and unforeseen needs. The peculiar characteristics of the age group (five through ten), which would occupy the building, should be met. The building must be structurally sound, of fire-resistant construction, and its materials and workmanship should insure efficient mechanical operation and maintenance.

In the design of the building, tested and superior new products and technological processes were to be used. Space was to be ample for all activities yet no waste space was to be permitted. Bodily comfort, sound control, visual comfort, and efficiency had to be guaranteed. Possible later additions, which could be made with a minimum of change and adjustment to the original structure had to be taken into account. The building should be attractive, simple, and an inviting place where children and adults would like to be by choice. It should be easily accessible, with ample parking area. The design must create an air of friendliness, cheerfulness and other aspects which enter into the emotional security of children. And finally, but most important of all, the cost must be within the financial means of the bond issue voted by the citizens of this school district.

As you well know, such details do not just happen. They require the highest quality of creative ability, a tremendous amount of "know-how", and infinite patience. Thus selection of the architect became vitally important.

Cognizant of this, your board of education selected Beiswenger and Hoch, Consulting Engineers of Akron, Ohio, and their school architect, Milton Murphy, to create an environment and plan a structure wherein the primary school program could operate. They were instructed to create places of beauty—childlike, but not too easily marred; to see that the structure was honestly built of simple materials and with the single purpose of serving all the people residing in this school district.

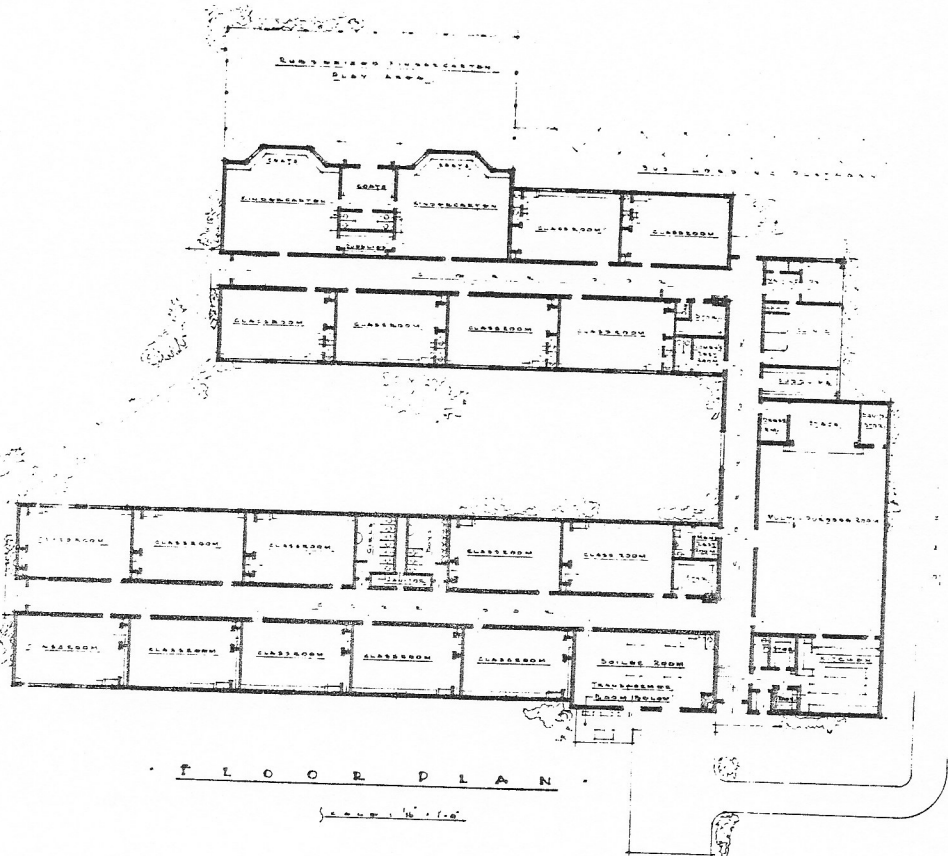
They were asked to design a building to meet the needs of an educational program which would carry little children forward from the play phase of the pre-school life and the close protection of the home to the earlier years of the primary school with their formal study and informal, purposeful activities, and programs. The school was to provide needed experiences in group and community living—work, study, cooperative play, project work, and observation—all of which the home cannot provide.

The outcome of all this planning is the Lee Eaton Primary School built by Jennings and Churella, Inc. of New London, Ohio, under the supervision of their construction foreman, Dale Hostrup of Port Clinton, Ohio. This building will long stand as an expression of community pride and gratitude; to future generations of children it will be a memorial to the forethought, energy, and sacrifices of today's citizens.

But whatever the sacrifices in planning, building, and paying for this edifice, our efforts will be dwarfed by the far-reaching influence of the teachers who in the years to come, will do their very best for each entering child to allow him to develop academically, physically, and socially in proportion to his individual level of intelligence, aptitude, capacity, and physical makeup; to enable him to develop good character and to begin his preparation for good citizenship so that he may finish his education prepared to fill his role as an adult American citizen.

We hope that you, the citizens of this community, like this school. We hope that you, the parents, feel that your board of education has given you a building to be proud of. But truly, the real test of whether they have built a good school is not what you think of it nor what the teachers think of it, but what the pupils think of it. If it stimulates them to learn, if it provides them with a healthy and safe environment, if it instills in them a desire to grow into honest, responsible, intelligent citizens, then, and only then, can it be considered a successful school building.

Lee M. Patton, Superintendent.



FLOOR PLAN

LEE EATON PRIMARY SCHOOL

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