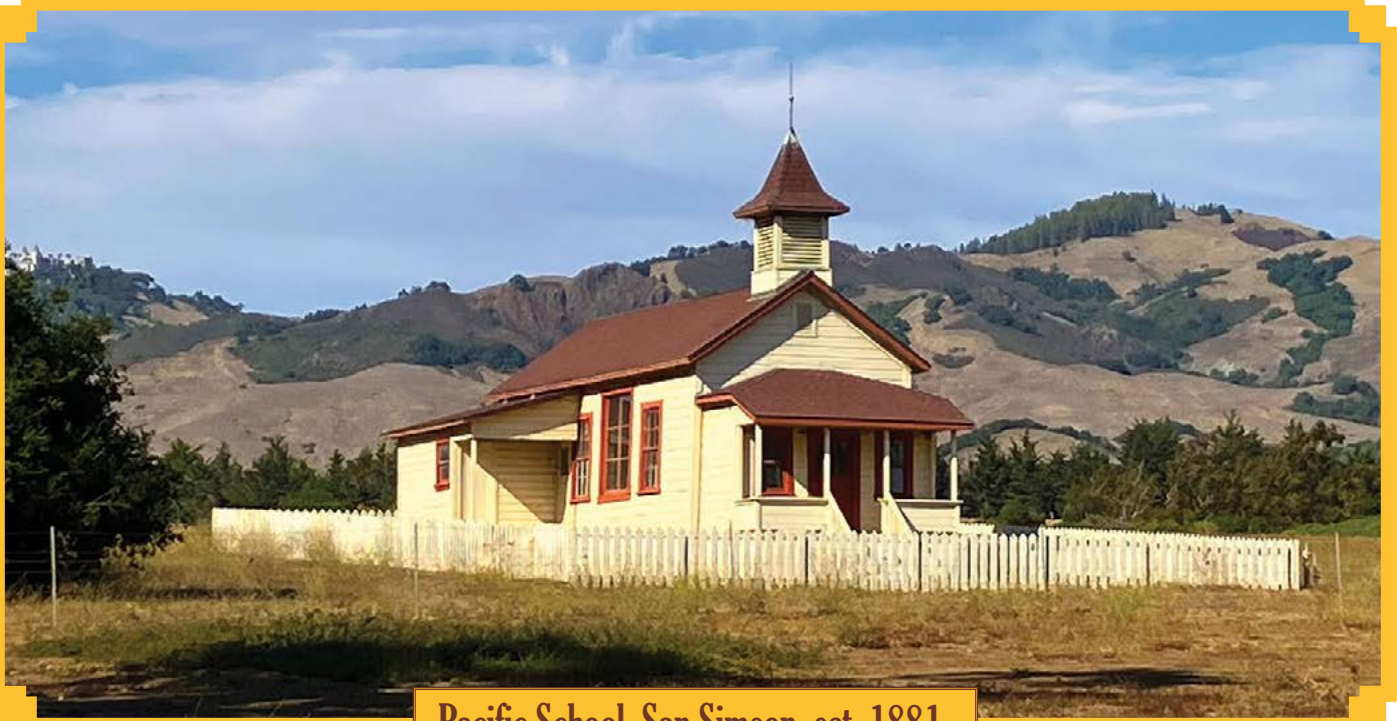




# Ancestors West

*A quarterly publication for the members of the*  
**SANTA BARBARA COUNTY GENEALOGICAL SOCIETY**  
*Fall 2025 Vol. 50, No. 3*



Pacific School, San Simeon, est. 1881

## **Ancestors' Schooling and Education**

**Tale of a Kentucky Teacher**

**In a Lick of Time**

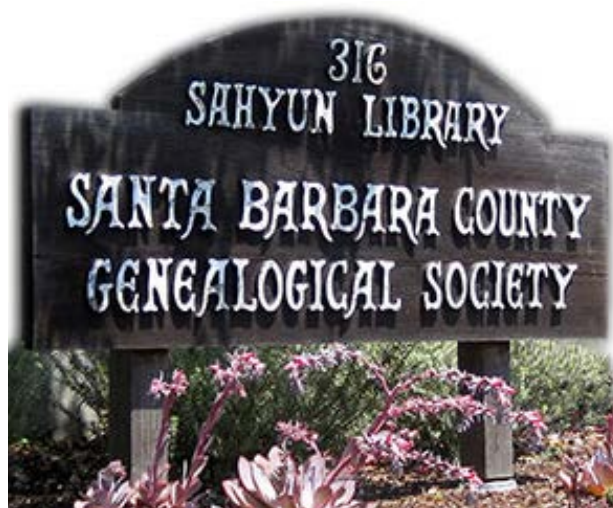
**What's Right about Cursive Writing?**

**Grandma Hollett's Educational Firsts**

**Our Boys Town Story**

**An Education and Legacy Reclaimed**

**SBHS 150<sup>th</sup> Birthday Celebration**



## Santa Barbara County Genealogical Society

[www.sbgen.org](http://www.sbgen.org)

E-mail: [info@sbgen.org](mailto:info@sbgen.org)

### Sahyun Genealogy Library

(SBCGS facility)

316 Castillo St., Santa Barbara 93101

Phone: (805) 884-9909

Hours: Tuesday, Thursday

10:00 AM–4:00 PM

Sunday 1:00–4:00 PM

Third Saturday 1:00–4:00 PM (Except August)

**Membership:** Benefits include *Tree Tips* monthly newsletter and *Ancestors West* (quarterly publication).

**Active** (individual)–\$40; **Family** (2 same household)–\$60; **Friend**–\$50;  
**Donor**–\$75; **Patron**–\$150; **Life**–\$1000 (one-time donation)

**Meetings:** Regular monthly meetings are held on the third Saturday of each month except August. Meetings begin at 10:30 a.m. at the First Presbyterian Church, 21 E. Constance Ave. at State Street in Santa Barbara. At 9:30, special interest groups (SIGs) meet that include the following: Writers, JewishGen, DNA, German Ancestry Research, Genealogy and Technology, Italian Roots, French Canadian Genealogy, Civil War, New Member and Beginning Genealogy, and Scandinavian Roots.

#### The Mission Statement of the Santa Barbara County Genealogical Society

The Santa Barbara County Genealogical Society helps people, wherever they are from, discover, document, share, and preserve their family histories.

#### Vision Statement

We are a premier genealogical resource inspiring discovery of ancestral, cultural, and ethnic roots.

*Ancestors West* is currently published quarterly in February, May, August, November. Articles of family history or of historical nature are welcomed and used as space permits (see inside back cover for submission details). As available, current and back issues are \$6.00 each plus postage. Library subscription to *Ancestors West* is \$20.00 per year. *Ancestors West* is indexed in the **PERiodical Source Index (PERSI)** published by the Allen County Public Library, Ft. Wayne, Indiana.

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### **Land Acknowledgment Statement:**

"The land on which many of us live and where our library is located is part of the ancient homeland and traditional territory of the Chumash people. We recognize and respect the Chumash Peoples past, present, and future and their continuing presence in their homeland as we join in stewarding this land which we all cherish."



## FROM THE EDITOR

Charmien Carrier  
charmien2940@gmail.com

**F**OR THIS ISSUE of *Ancestors West*, we asked members to write about their ancestors' schooling and education. With that suggestion, we received a variety of stories; some mention their ancestors attending or teaching in one-room schoolhouses, like my mother in 1935. Looking back, I wish I had asked her about her experience as a teacher. The only thing I know is that she said it was hard. I think that's a common regret of genealogists and family storytellers; we didn't ask questions when our family member was alive.

We have inspirational stories of teachers such as Mary Jacob's grandmother who achieved many educational firsts in her family, even getting her B.S. degree at age 64! Kate Lima's 5th great-grandfather was Abraham Lincoln's teacher in Kentucky! In Pam Boehr's story of her 2nd great-grandfather, she was able to rescue his "English Grammar" book, revealing some clues.

Teaching medicine was one of Teresa Newton-Terres ancestor's vocation as a pioneering immunologist. On the other hand, her grandfather, born in Spain, was responsible for reshaping "Old Town Goleta." He built commercial, retail, restaurants, and family apartments, along Hollister Avenue. Teresa's immigrant ancestors made a favorable impact in this country.

Boys Town Family Home Program was a calling that spoke to Melinda Yamane Crawford in 1991, and there, in Omaha, Nebraska, began the training to be family-teachers in this heart-warming story.

Sharon Henning and Gloria Cavallero celebrate Santa Barbara High School's 150 years, the 6th oldest high school in the state of California.

They give us the highlights and accomplishments of the school. Go Dons!

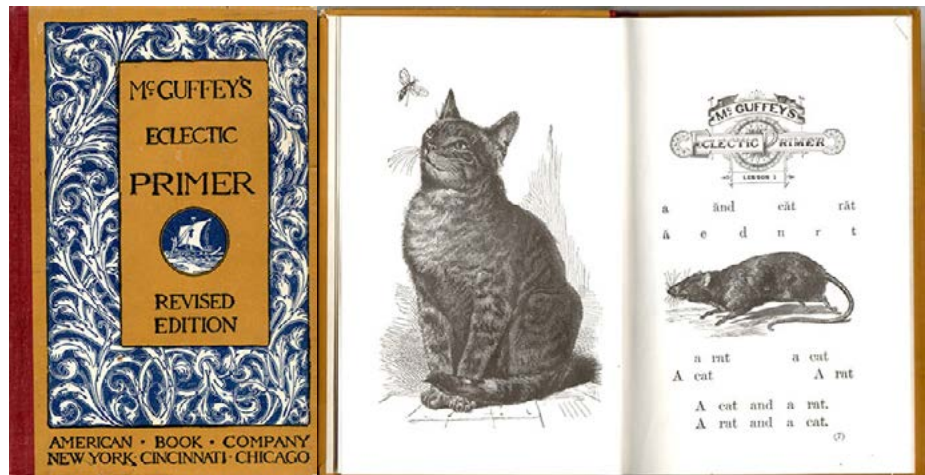
Kristin Ingalls pays tribute to libraries and reminds us how valuable they are. Our Sahyun library contains books on handwriting to support our understanding of historic documents needed for our genealogical research. Our story on cursive writing and penmanship by Sharon Summer has illustrations from some of those books.

Following up on a previous story in *Ancestors West* about County National Bank and Trust, by Cathy Jordan, featuring Herman Hall Eddy, she got a surprise phone call at the library from the grandson of Mr. Eddy. He had found her AW article on Google and remembered visiting the bank. They had a lot to reminisce about!

Betsy Green, house detective, features a Queen Anne-style home and discovers its past.

Last, but not least, a book report by John Profant on "Founding Gardeners," by Andrea Wulf. In the book, she writes about George Washington, John Adams, Thomas Jefferson, James Madison and Profant's ancestor, John Bartram. Bartram was a collector of plants and seeds from the 13 colonies. These men took special interest in their gardens.

**Our next issue's suggested theme is Family Legends and Mysteries. Articles are due October 15.**



Recently I was fortunate to find a little book called "McGuffey's Eclectic Primer," (copyright 1909) at a neighborhood garage sale.

## Surname Index

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# What's Right about Cursive Writing?

## Penmanship - Cursive Writing

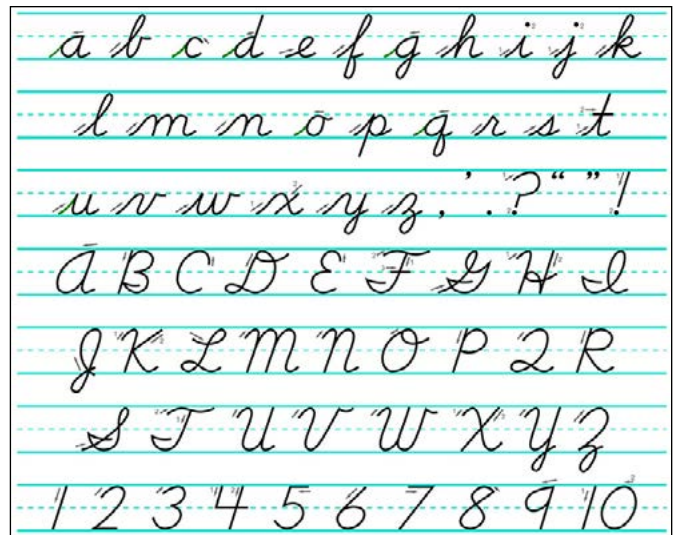
By Sharon Summer

**I**N EARLIER DAYS, a student's school report card listed a grade for penmanship. Teachers wrote comments about the pupil's progress. Not anymore. For centuries, legible handwriting was a crucial skill for various professions, including genealogy. But is cursive writing still taught in today's schools? Or has it joined the list of things people no longer do, like stenography or using a slide rule?

Google tells us that "Cursive instruction has declined in many U.S. schools due to a shift towards digital communication and the perception that it is less essential in the 21st century... The 2010 Common Core State Standards [for instruction in public schools], adopted by many states, did not explicitly require cursive writing." The result is that many members of Gen Z have never been taught how to read or write cursive. A perceived lack of need for handwriting in everyday life has come with the rise of technology. Time constraints in schools have led to an emphasis on other skills, squeezing out cursive writing instruction.

Fortunately, handwriting may be having a comeback. In the 2024-2025 school year, at least twenty-five U.S. states require or strongly encourage cursive writing instruction in schools. This represents a significant increase from previous years, as more states have recognized the value of cursive in areas like reading historical documents and personal writing. States like California and New Hampshire have recently passed laws making cursive instruction mandatory.

Since post-Roman times, most documents have been written in cursive. The Declaration of Independence was written in cursive. Researchers and genealogists need to be able to read the documents of the past, which are handwritten, to discover information about our ancestors. For example, the pension files of Civil



War soldiers are all handwritten. In our modern times, we read a birthday card or a friendly letter that is typically handwritten. Such letters, written by previous generations, offer valuable insight into the writer's life and times, often giving place and usually the date. Researchers who could not read cursive would struggle to understand documents.

In years past, the Palmer method was prevalent. Another was the Zaner-Bloser method. Now there is the New American Cursive or Penmanship method. Its "alphabet retains the classic style of yesteryear but has been simplified for three main reasons: legibility, ease of use, and speed. Unnecessary initial strokes and extra loops have been eliminated to meet the needs of today's students for a beautiful, fast, legible script. NAC has a gentle right slant that is easy for both left and right-handers. A rigid, vertical style is more difficult to write and tires the hand." (Google AI) Also, it has been found that cursive is easier to learn than printing, so children can start learning handwriting before they perfect printing.

There are several books in our own Sahyun Genealogy Library that may help you understand handwriting. Here are a few from the catalog:

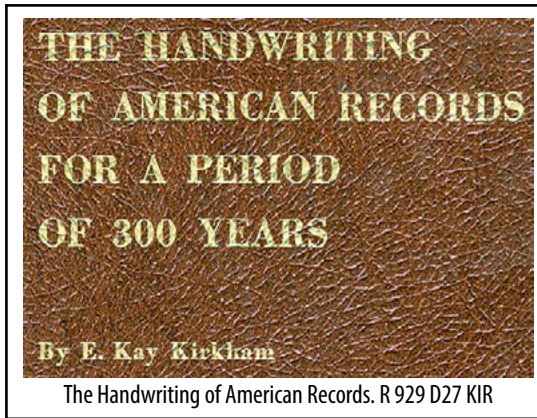
- *Deciphering Handwriting in German Documents* 943 D27 MIN
- *Examples of English Handwriting 1150-1750.* 942 G3 GRI
- *Scottish Handwriting 1150-1650.* 941 G3 SIM
- *Handwriting.* L 929 HAN
- *Understanding Colonial Handwriting.* L 929 G3 STR
- *Reading Early American Handwriting.* 929 D27 SPE
- *The Handwriting of American Records.* R 929 D27 KIR

Check out the examples from these books on the following pages. There are undoubtedly several more; just come and take a look!



Children reading in the classroom, ca 1915.

# From our Sahyun Library...



The Handwriting of American Records. R 929 D27 KIR

The Handwriting Of American Records For A Period Of 300 Years

**WHEN SEARCHING THE CENSUS - DID YOU NOTE CAREFULLY THE PLACE OF BIRTH?**

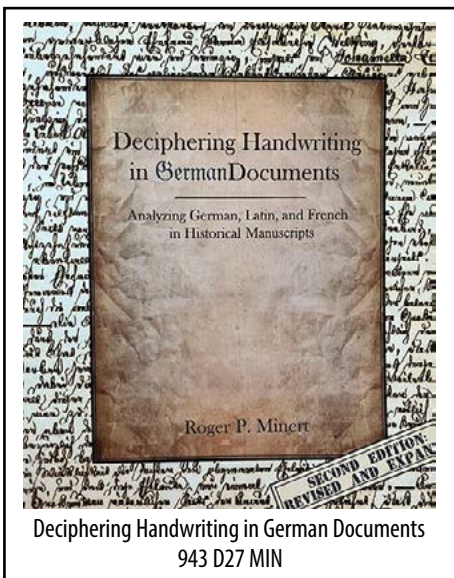
<i>Ind</i> = INDIANA	<i>Ills</i> = ILLINOIS
<i>Ind</i> = INDIANA	<i>Ill</i> = ILLINOIS
<i>P. a.</i> = PENNSYLVANIA	<i>Penna</i> = PENNSYLVANIA
<i>Ky</i> = KENTUCKY	<i>Ky = Ky</i> = KENTUCKY
<i>Va</i> = VIRGINIA	<i>Va</i> = VIRGINIA
<i>Virg</i> = VIRGINIA	<i>Vir</i> = VIRGINIA
<i>Tenn</i> = TENNESSEE	<i>Tenn</i> = TENNESSEE
<i>Iowa</i> = IOWA/INDIANA	<i>Ark</i> = ARKANSAS
<i>N.Y.</i> = NEW YORK	<i>Tenn</i> = TENNESSEE
<i>Mo</i> = MISSOURI	<i>N York</i> = NEW YORK
<i>Md</i> = MARYLAND	<i>N Jersey</i> = NEW JERSEY
<i>Texas</i> = TEXAS	<i>N Hampshire</i> = NEW HAMPSHIRE
<i>Mass</i> = MASSACHUSETTS	<i>Vermont</i> = VERMONT
<i>Delaware</i> = DELAWARE	<i>Unknown</i> = UNKNOWN

The Handwriting Of American Records For A Period Of 300 Years

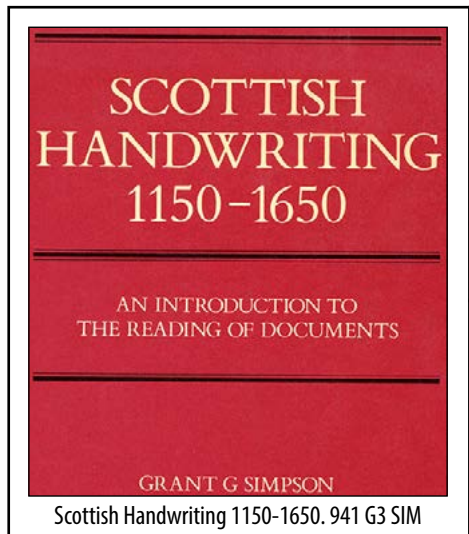
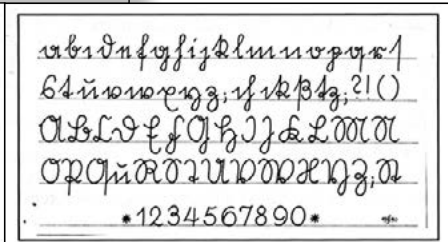
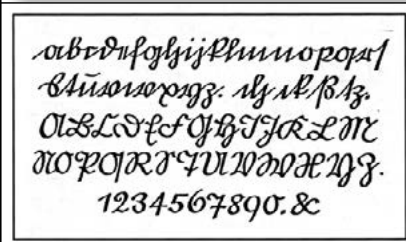
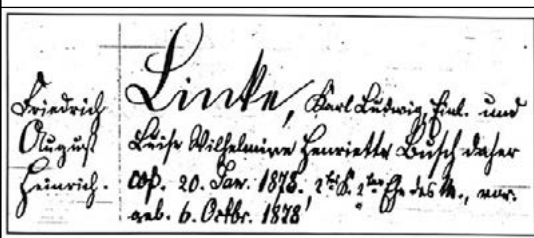
**THAT LETTER "S," THE MOST VARIABLE AND TROUBLE-SOME IN MANUSCRIPT -**

<i>Ross</i> = ROSS	<i>Rofs</i> = ROSS
<i>Proser</i> = PROSSER	<i>Sorrow</i> = SORROWS
<i>Bass</i> = BASS	<i>Baf</i> = BASS
<i>Cross</i> = CROSS	<i>Moss</i> = MOSS
<i>Passy</i> = PASSEY	<i>Douglas</i> = DOUGLASS
<i>Prosser</i> = PROSSER	
<i>Croson</i> = CROSON	<i>Chester</i> = CHESTER
<i>Test</i> = TEST	<i>Resides</i> = RESIDES
<i>Gallery</i> = GALLERY	<i>Ensign</i> = ENSIGN
<i>Clarissa</i> = CLARISSA	<i>Cassidy</i> = CASSIDY
<i>Susanna</i> = SUSANNA	<i>August</i> = AUGUST
<i>Massachusetts</i> = MASSACHUSETTS	<i>Missouri</i> = MISSOURI
<i>Mississippi</i> = MISSISSIPPI	<i>Charles</i> = CHARLES
<i>Tennessee</i> = TENNESSEE	

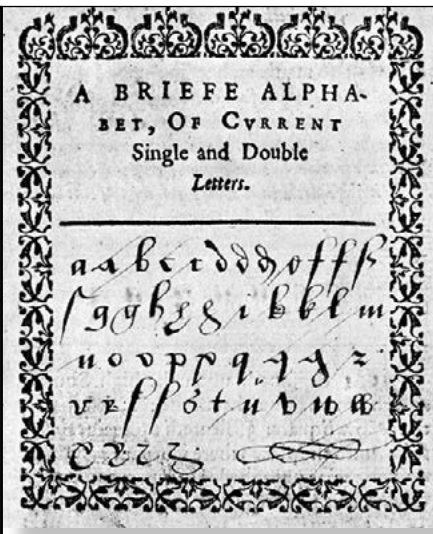
PLATE 20



Deciphering Handwriting in German Documents 943 D27 MIN



Scottish Handwriting 1150-1650. 941 G3 SIM



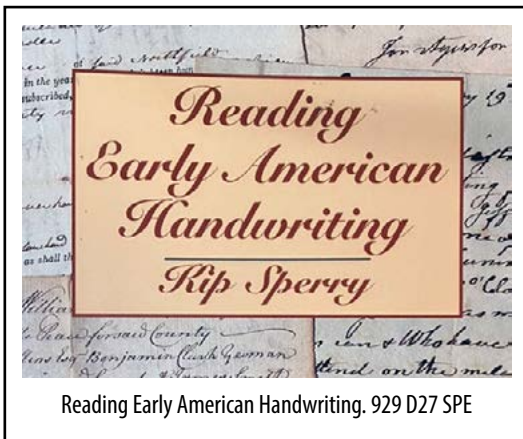
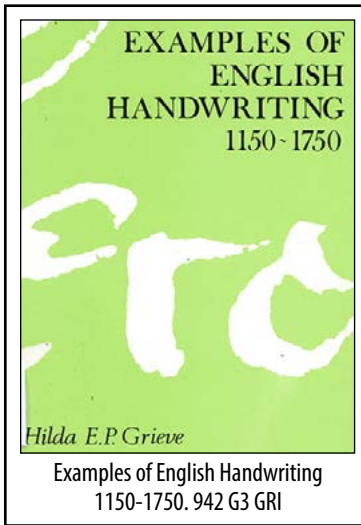
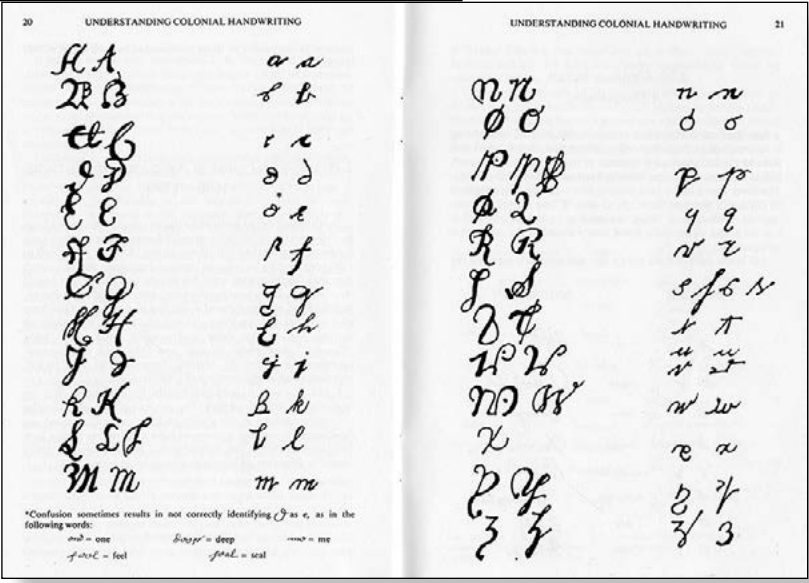
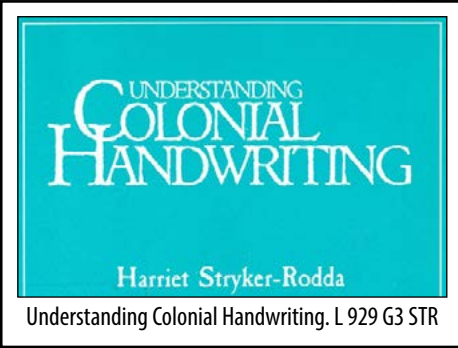
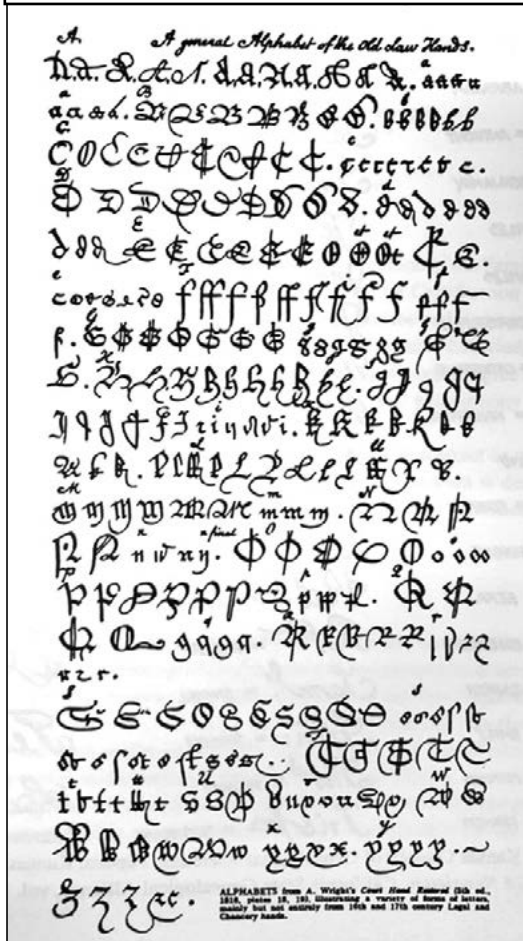
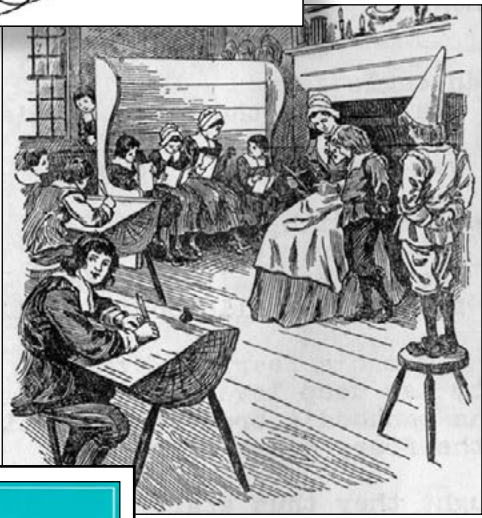


Image titled:  
A Pilgrim School  
from the  
"History of the  
United States,  
The Colonial Period,"  
©1928



# Grandma Hollett's Educational Firsts

By Mary Jacob

**M**Y GRANDMA TILLIE SCOTT HOLLETT worked hard and overcame obstacles to become a teacher. Her love of learning and teaching animated her life and influenced her children and grandchildren. In my case, Grandma reassured my mother that I would do just fine in first grade, even though I could not go to kindergarten.<sup>1</sup> Grandma advised Mom to teach me my numbers and letters from the cookbook we used when baking. The year I was five, I baked my way into numeracy and literacy and was well prepared to start first grade. Grandma's own education began more conventionally, but her educational achievements were hard-won "firsts" in the family and inspired my own educational goals.

Born in a covered wagon in What Cheer, Iowa, in 1889, Tillie Scott's educational prospects were initially dim, but improved when her parents returned home to their farming community in Pulaski County, Indiana. One-room schoolhouses sprouted up every couple of miles alongside the cornfields that covered the county. For seven or so years between September and April, whether it was sunny, rainy, or snowing, Tillie tramped down the dirt road from her family's farm to the nearest school. By age thirteen or fourteen, she had finished the sixth grade, the highest grade completed by both her parents.

Around that time, the one-room schools in her part of the county were consolidated. Thereafter, Tillie journeyed further to school in the nearby town of Kewanna, where she graduated from the eighth grade. Subsequently, Tillie studied at Kewanna High School for three years. When she entered her senior year, her family moved away from the farm and the county. Tillie likely had to fight with her parents to continue in high school. If so, she won the battle.

Tillie moved thirty miles from the farm to the town of Logansport, where her Scott family relatives lived, and where she enrolled for her senior year. Although she was a new student, the high school yearbook noted Tillie gave a memorable speech to the school on women's suffrage, a topic about which she was passionate. Tillie graduated from Logansport High School in 1909. She was twenty years old and proud to be the first high school graduate in the family. According to one family story, Tillie felt her parents did not fully value her accomplishment because their graduation gift was a mirror from a coffee tin, put there as a promotional gimmick.

Tillie aspired to higher education but had to set her educational ambitions aside. After high school, she moved to her parents' home in Plymouth, Indiana, where she found a job working at Schlosser Brothers



Tillie Scott, High School Graduation.

Creamery. The job enabled Tillie to help her family financially as well as save money for herself. Her goal was to become a school teacher. To do so, she needed to take college courses and pass a state teacher's license exam.

In 1912, Tillie applied to nearby Valparaiso University, which at the time was the second largest school in the nation after Harvard University. In fact, Valparaiso University was nationally known as the "Poor Man's Harvard" because of its affordability and high quality.<sup>2</sup>

Tillie was accepted into the Teacher's Department and enrolled for two consecutive twelve-week terms. She was an excellent student who scored 95 or better in most of her classes. One of her worst grades was in cooking (87). Not a surprise to her grandchildren, who remember that Grandma was not a good cook. On the other hand, she excelled in American and English literature, which is also unsurprising to those who knew her. Tillie instilled a love of poetry, literature, and books in her children, who, in turn, shared that love with their own.

After two terms at Valparaiso and passing the state teacher's license exam, Tillie returned to a one-room schoolhouse in Pulaski County, this time as the teacher at the Emmett School in the village of Denham. For two years, she taught kindergarten (aka "primer") through the eighth grade to a group of thirty students. At the end of her first year, she returned to Valparaiso University to complete her third and last term. Ten days after she completed her second year of teaching, Tillie married Clarence Hollett and left Denham.

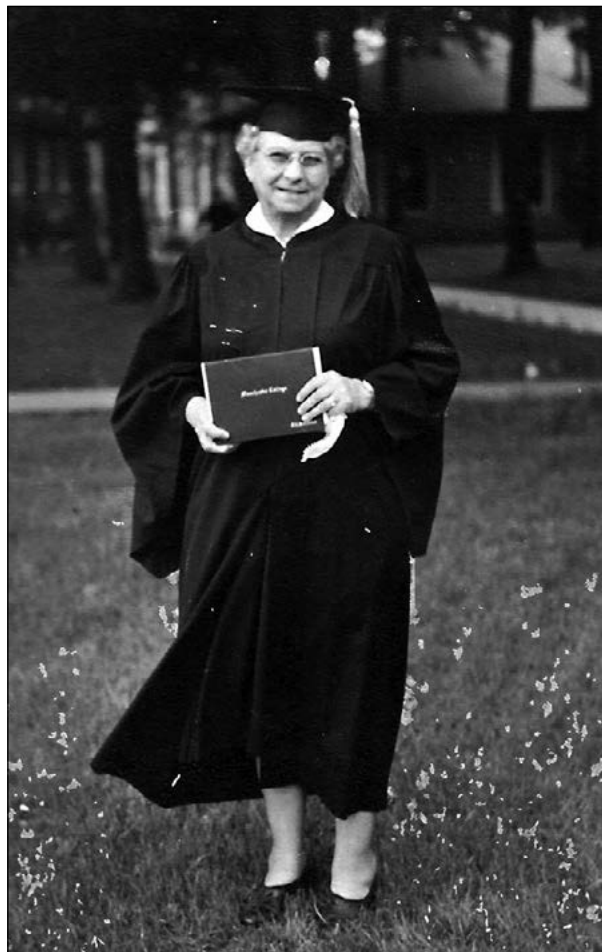
Public School		Dupils	
Indiana		PRIMER	
Sept. 21, 1914—April 9, 1915		Fredie Tunis	
		FIRST YEAR	
		Rudolph Rose	Arthur Kahlow
		SECOND YEAR	
		Lucy Trapp	Helen Figel
		Leonard Geiselman	Erma Williamson
		Addie James	Grace Trapp
		Herbert Gumz	Leona Williamson
		Ella Tetzloff	
		THIRD GRADE	
		Philip Figel	Johnny Sorrel
		Evelyn Gumz	Ruth Gumz
		Harry Tetzloff	Belle Tunis
		Bertha Rhode	Helen Samuel
		Clara Tetzloff	
		FOURTH GRADE	
		Alfred Rhode	Virgie Geiselman
		FIFTH GRADE	
		Grace Tunis	Everette Geiselman
		Gladys Tunis	
		SIXTH GRADE	
		Martha Samuel	
		SEVENTH GRADE	
		Florence James	Ethel Trapp
		Olive Hough	
		EIGHTH GRADE	
		Opal Trapp	Molly Kisilicyki

Emmett School roster 1914-1915.

Tillie moved to Culver in neighboring Marshall County, where the school system had no restrictions on married women teaching.<sup>3</sup> She initially taught the third and fourth grades and eventually taught home economics at Culver High School in 1918-1919. While in Culver, Tillie became involved in women's clubs, which were important organizations for women to educate themselves, develop their leadership skills, and improve their communities through volunteer efforts. Through her membership in the Culver City Club, Tillie continued her educational and advocacy work on behalf of the Susan B. Anthony amendment. She was thrilled when the Nineteenth Amendment was ratified in 1920.

During the next three decades, marked by the Great Depression and World War II, Tillie's teaching and educational endeavors were focused on her four children and also channeled into her club activities. She wrote poetry and compiled research papers that she read to club members as part of club educational programs. After the war and after her children were married, Tillie wanted to teach in the classroom again. However, she needed a new teaching credential, and that required a bachelor's degree.

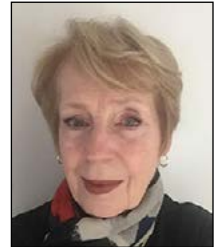
Ever determined, Tillie enrolled at Manchester College<sup>4</sup> and completed her B.S. degree in Elementary Education in 1953 at age sixty-four. Her graduation was a family affair attended by a proud husband, her mother, her four children, eight grandchildren, and her brother's family. Tillie had accomplished another educational first. She was the first person in the family to graduate from college.



Tillie Scott Hollett with her B.S. degree.

Tillie taught elementary school for nine years in Tyner, a small town near her home in Plymouth. During my "baking kindergarten year," Grandma invited me to visit her classroom for a day. Whether it was the excitement of finally being able to go to school or the fact that I got to ring the bell to end the recess period, I never forgot my first day of school. Years later, Grandma encouraged me to go to college, but her less-than-encouraging reaction to my decision to continue for a master's and doctorate surprised me. She worried, "You won't become a wife and mother." She came to my wedding but did not live to meet my son or see me receive my advanced degrees. Given her profound influence, I like to think she would have been pleased with my own educational first, the first in the family to get those two degrees.

*Mary Jacob joined SBCGS in 2016 when she retired from UCSB. She volunteers as the Development Director and as a member of the Finance Committee and the Editorial Committee of Ancestors West.*



#### ENDNOTES

1. We lived in the country outside of Plymouth, Indiana, where the rural school bus schedule did not accommodate kindergarten hours.
2. Valparaiso University: History (<https://www.valpo.edu/about/history/>)
3. Harrison Township in Pulaski County did not hire its first married woman teacher until 1942. Hughes, Betty Lou, editor. *Pulaski County, Indiana: Its History, Its Celebrations, Its People, Volume I: Twelve Townships of Pulaski County*. Winamac, Indiana: Pulaski County Historical Society, 1990, p. 159.
4. Manchester College is now called Manchester University and is located in North Manchester, Indiana, about fifty miles from Plymouth.

**RULES FOR TEACHERS**  
**1872**

1. TEACHERS EACH DAY WILL FILL LAMPS, CLEAN CHIMNEYS.
2. EACH TEACHER WILL BRING A BUCKET OF WATER AND A SCUTTLE OF COAL FOR THE DAY'S SESSION.
3. MAKE YOUR PENS CAREFULLY. YOU MAY WHITTLE NIBS TO THE INDIVIDUAL TASTE OF THE PUPIL.
4. MEN TEACHERS MAY TAKE ONE EVENING EACH WEEK FOR COURTING PURPOSES, OR TWO EVENINGS A WEEK IF THEY GO TO CHURCH REGULARLY.
5. AFTER TEN HOURS IN SCHOOL, THE TEACHERS MAY SPEND THE REMAINING TIME READING THE BIBLE OR OTHER GOOD BOOKS.
6. WOMEN TEACHERS WHO MARRY OR ENGAGE IN UNSEEMLY CONDUCT WILL BE DISMISSED.
7. EVERY TEACHER SHOULD LAY ASIDE FROM EACH PAY A GOODLY SUM OF HIS EARNINGS FOR HIS BENEFIT DURING HIS DECLINING YEARS SO THAT HE WILL NOT BECOME A BURDEN ON SOCIETY.
8. ANY TEACHER WHO SMOKES, USES LIQUOR IN ANY FORM, FREQUENTS POOL OR PUBLIC HALLS, OR GETS SHAVED IN A BARBER SHOP WILL GIVE GOOD REASON TO SUSPECT HIS WORTH, INTENTION, INTEGRITY AND HONESTY.
9. THE TEACHER WHO PERFORMS HIS LABOR FAITHFULLY AND WITHOUT FAULT FOR FIVE YEARS WILL BE GIVEN AN INCREASE OF TWENTY-FIVE CENTS PER WEEK IN HIS PAY, PROVIDING THE BOARD OF EDUCATION APPROVES.

# Our Boys Town Story: A Campus and a Calling

By Melinda Yamane Crawford

**A**LL MY LIFE, I loved watching movies. My older sister and I had this little black and white TV in the bedroom we shared, and we would stay up late on weekend nights to watch movie classics with Audrey Hepburn, Judy Garland, Mickey Rooney, Fred Astaire, Gene Kelly, Danny Kaye, Spencer Tracy, and Katherine Hepburn. One of those movie classics was the 1938 film Boys Town starring Spencer Tracy and Mickey Rooney.

## Father Flanagan's Boys Home, Boys Town, Nebraska

In January 1991, my (now ex) husband and I traveled to Boys Town in Omaha, Nebraska, to interview for jobs as Family-Teachers and ended up being hired. We started our move over Easter weekend in 1991, leaving our jobs at Santa Barbara Bank & Trust and a beautiful condo overlooking downtown Santa Barbara, along with our 2-year-old daughter, to move into a temporary home on the Boys Town farm while we underwent three weeks of intensive training.

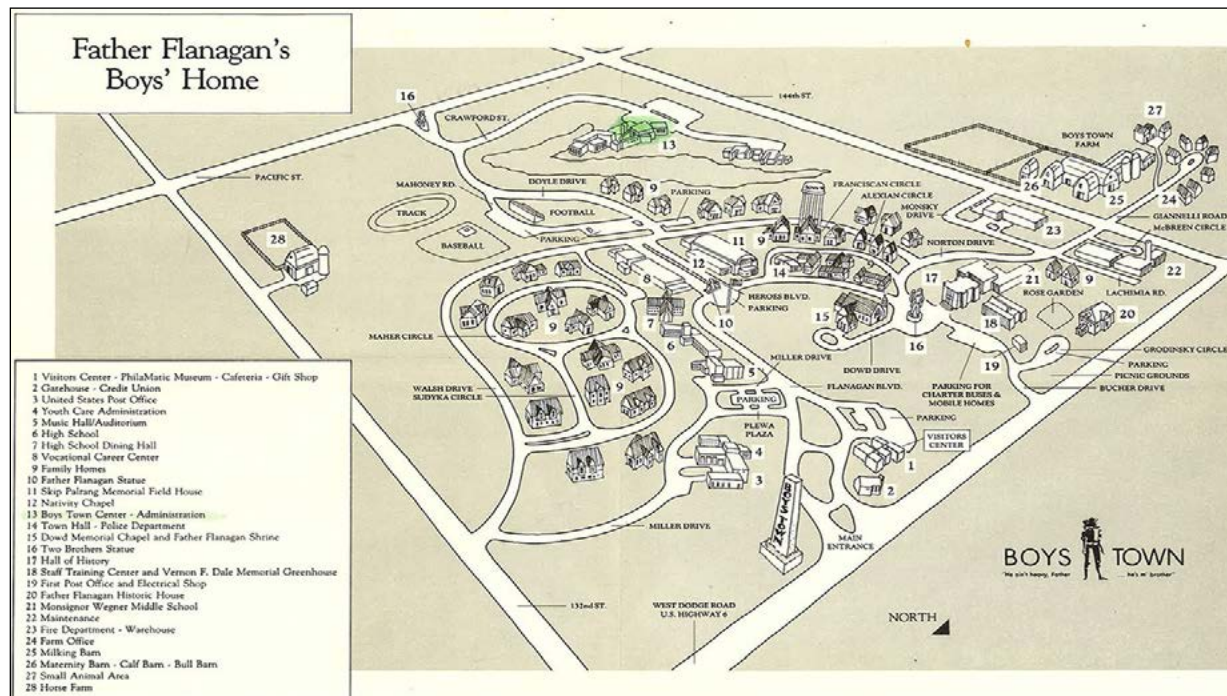
In the opening pages of our 243-page training manual, it mentions how Father Flanagan took in five street waifs in 1917, and that began his dream of providing services to troubled youth. It also describes the Boys Town Family Home Program and the Home Campus, "the place where more than 550 boys and girls live in 63 family-style homes comprising the village of Boys Town, Nebraska...the Boys Town Family Home Program itself is a philosophy and a method of childcare. The program stems from the philosophy that the youth it serves have not yet learned all that they need to know to live healthy, productive, and loving lives. The method of implementing this philosophy is in the creation of "surrogate" families, each headed by a married couple called Family-Teachers. Youth in the Boys Town Family



Crawford's Boys Town Home.

Home Program bring with them a history of instability in their own families created by alcoholism, abuse of all kinds, mental health problems, abandonment, death, and loss of spirituality."

Included in our training was an overview of the Boys Town campus, which is incorporated as its own village with its own middle school, high school, vocational training center, police department, fire department, and student-elected mayor. We were also trained on behavioral modification, motivational systems, and how to teach positive behaviors and their rewards and negative behaviors and their consequences. We also learned how to meal-plan, maintain a household budget, and supervise an Assistant Family-Teacher assigned to our home for respite care.





Boys Town (After Church) 6-30-91.

### 235 Sudyka Circle

While we were still in training, we met the outgoing Family-Teachers and the boys who would shortly be under our care and supervision. My immediate family was already mixed-race, given my Japanese American ancestry and our daughter, who was half Japanese and half Caucasian. Added to that were now Ben (Caucasian), Rich (Latino), Davee (Black), Shannon (Black), Kalei (part Hawaiian), Chris (Caucasian), and Edward (Black). After Davee and Kalei went back home to live with their parents, we later had Jay (Native American), Dale (Caucasian), and Charlie (Native American). Most of our youth were from Omaha, but Rich was from New Orleans, Davee was from Illinois, and Edward was from Florida. A few were placed at Boys Town by their parents, while most were court-appointed. With the racial and ethnic diversity in our home, it was as though we had no boundaries other than being an all-inclusive family that required the valuing of each other's differences while working together on the youths' academic, social, and independent-living skills.



Boys Town Camp at Lake Okoboji, August 1981

After about a year at Boys Town, we had an opportunity to manage a large private group home near Spokane, Washington. We eventually moved to Bellingham, Washington, where we continued fostering high-risk male teens, caring for around 60 youth between 1991 and 1995. Among them was Shannon (now Kwame), who joined us from Boys Town and even lived with us briefly in Bellingham after graduating from high school.

### Juneteenth 2025

When I first met Kwame, he was a 16-year-old sophomore in high school. He later moved in with us in Bellingham, Washington, joining our two young children and three to four other foster youth. I recall teaching him how to drive and supporting his attendance at Whatcom Community College.

Fast forward to 2025. One day, my daughter surprised me by asking, "Did you know that Kwame has written and published a book?" I was completely taken aback. I had reconnected with Kwame on Facebook about 10 years prior but had missed seeing his message from January 2025 announcing his upcoming book.

Today, I couldn't be prouder of the release of Kwame's book, *Prism of Perspectives: The Life and Names of Kwame Gyamfi*, coinciding with Juneteenth 2025.



Kwame's Homecoming 10-25-91.

### In Closing

Celebrating Kwame's recent success brings us full circle. His journey has been long and difficult, and our family is deeply honored to have shared a small, valuable part of it.

Melinda Yamane Crawford is a Southern California native and has been a UCSB HR manager for the last 24 years. Melinda currently serves as a volunteer librarian at the Sahyun Library and has been conducting family history research since 2002. SBCGS classes and general membership meetings have played a crucial role in developing and supporting her passion for genealogical research, and they also served as an inspiration that eventually led to her co-founding the Nikkei Genealogical Society in 2014.



# A TOUCH OF OLD SANTA BARBARA

## THE GREAT HOUSE DETECTIVE

By Betsy J. Green

### The Oldest House on the Block

**T**HIS C. 1900 HOME at 324 North Soledad Street was the only house on the block until 1917. Built on a small hill between Montecito and Gutierrez streets, on what was then the outskirts of the city, this Queen Anne-style home probably overlooked the city when there were fewer homes and trees in the area. Soledad (pronounced so-LAY-dad, meaning “solitary” in Spanish)

The home is painted in historically appropriate earth-tone colors that owners Chris Emanuel and Paul Lommen had carefully researched. The colors accentuate the home’s original details. The steep slope of its roofline marks it as an older home among the shallower slopes of the newer homes that surround it. The home’s crowning glory is the cheerful sunburst motif that accents the front gable. This was a popular decoration for homes of this vintage. I’ve noticed it on other homes in this area. Keep an eye out for it as you walk around.

#### Built by a Pioneer Family

The family of James Augustus Blood built the home. Blood and his wife, Mary Josephine Hall Blood, had traveled from Illinois by covered wagon in 1870 and settled in Santa Barbara. The Blood family came here because a relative, also named James A. Blood, had set-



324 North Soledad Street

tled on a farm in Carpinteria in 1867. (My research was made especially challenging because both men shared the same name and died within a year of each other. The James A. Blood who built this home was referred to as James A. Blood, Junior, to distinguish him from the Carpinteria farmer, although the farmer was his uncle, not his father.)

The Bloods raised six children in Santa Barbara – several of whom spent their adult lives in this home. The most prominent was Alice Mabel Blood, an accomplished painter who had been Saint Barbara and the Festival Queen in the Flower Festival parades of the 1890s.

James A. Blood was in the real estate business and was co-owner with Francis H. Knight of the House-Furnishing Emporium on State Street near Ortega. The store sold furniture – everything from baby carriages to coffins. The company once caused a controversy, according to Walker A. Tompkins. In his newspaper column in 1971, he wrote that in the 1880s, the firm of Blood and Knight put a huge sign on the side of a building facing Stearns Wharf – BLOOD AND KNIGHT, UNDERTAKERS. COFFINS AT LOW PRICES. “Since many of Santa Barbara’s winter visitors in the 1880s were in their terminal illnesses, the advertising of Blood and Knight – not too euphonious a name in itself – was enough to chill the marrow. So vociferous were the civic protests that the controversial sign was finally removed.”

#### History from Near and Far

It pays to network when you are curious about the history of your house. Chris learned from a neighbor that her home’s property had been much larger in the past and that the family had several farm animals. This



The Blood family posed on the front porch in the 1920s. Back row, from left to right: Addie, Carolyn, Fred, Mabel. Front row: Grace, Mary J., Ella.

was corroborated by a 1909 ad that I found in the local paper for a "milch" (milk) cow for sale at the 324 N. Soledad home.

A few months after the current owners moved into the home in 1990, a woman knocked on the door and explained that her grandfather had built the home. Along with some information about the home's past, she had a 1920s photo of the Blood family posed on the porch. A porch post can be seen next to the family members - the same post that is there today. Also original to the home is the large pair of pocket doors separating the front parlor from the family room.

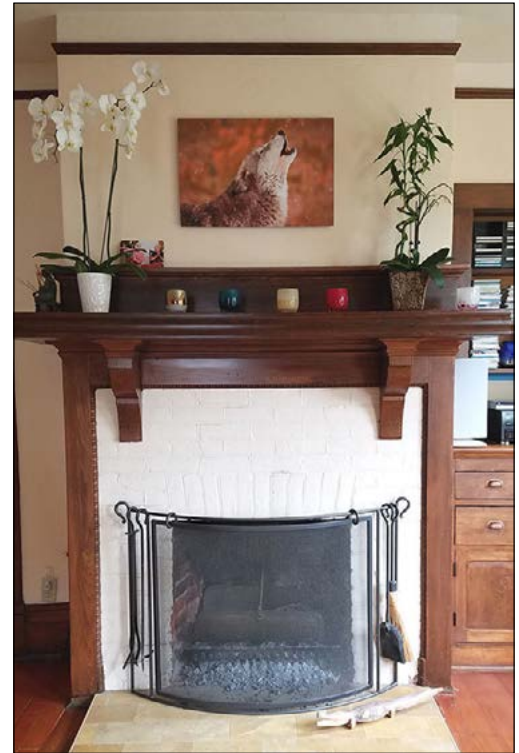
Chris Emanuel remembers falling in love with the house 30 years ago. "When I saw it, I knew this was the one. The house has a very welcoming feel to it. It has been very nicely redone and still retains a lot of the original character. There is a lot of very lovely woodwork throughout the house and a great old Mexican Pepper tree in the back."

Please do not disturb the residents of this home.

Photos of house by Betsy J. Green



Sunburst gable.



*Betsy J. Green is a Santa Barbara historian and author of *Discovering the History of Your House and Your Neighborhood*, Santa Monica Press, 2002.*

*She is always looking for more homes to write about in her Great House Detective column in the Santa*

*Barbara Independent. If you have a home in the Santa Barbara area built 1930 and earlier, please contact Betsy at her website: [betsyjgreen.com](http://betsyjgreen.com)*



## Are You an Autodidact?

AN AUTODIDACT IS A PERSON who learns a subject or skill independently, without formal instruction or guidance from a teacher. They are self-taught, relying on their initiative and resources to acquire knowledge and develop skills.

Autodidacts take charge of their learning process, setting their own goals, choosing materials, and managing their time. They learn through self-study, utilizing resources like books, online courses, and other materials, rather than relying on traditional classroom settings.

# SBHS 150<sup>th</sup> Birthday Celebration at the All Dons Reunion

By Sharon Henning and Gloria Cavallero

2025 MARKS THE 150TH ANNIVERSARY of Santa Barbara High School and the 50th anniversary of the SBHS Alumni Association. This historic event is a milestone for Santa Barbara and public education across California. SBHS is the 6th oldest high school in the state, and since our centennial in 1975, the Alumni Association has awarded more scholarship funds than any other public school in the country.

The Santa Barbara High School campus has grown significantly in size and enhanced its historical beauty and diversity. The student body has become more vibrant and diverse, reflecting the face of Santa Barbara. The year 2024 marked the 100th anniversary of our Anapamu campus, Granada Theater, Lobero Theater, and the Old Spanish Days Fiesta. However, SBHS has surpassed these Santa Barbara landmarks by more than half a century! We are extremely proud of our alumni and the meaningful ways they've given back to Santa Barbara and communities beyond.

Santa Barbara High School, known to all Dons as "The High School," was established in 1875 at the corner of Cota and Santa Barbara Streets. Following a population boom between 1900 and 1920, the school's enrollment quadrupled, resulting in multiple moves. Surging enrollment overcrowded the De La Vina campus; it was bursting at the seams with 500 students in a building designed to accommodate 300. Funding was desperately needed to construct a larger school. Students and community members, including School Board President Frederick Forest Peabody, worked tirelessly to promote the issuance of bonds to fund the construction of a new campus. Two key bonds were proposed and passed during 1922 and 1923. The 1922 bond passed with a significant majority, providing \$450,000 for the construction of a new building. An additional bond was passed in 1923, providing \$150,000 in funds to furnish the new school building.

A remote 29-acre site was selected at 700 East Anapamu Street, later expanding to over 40 acres. Acqui-



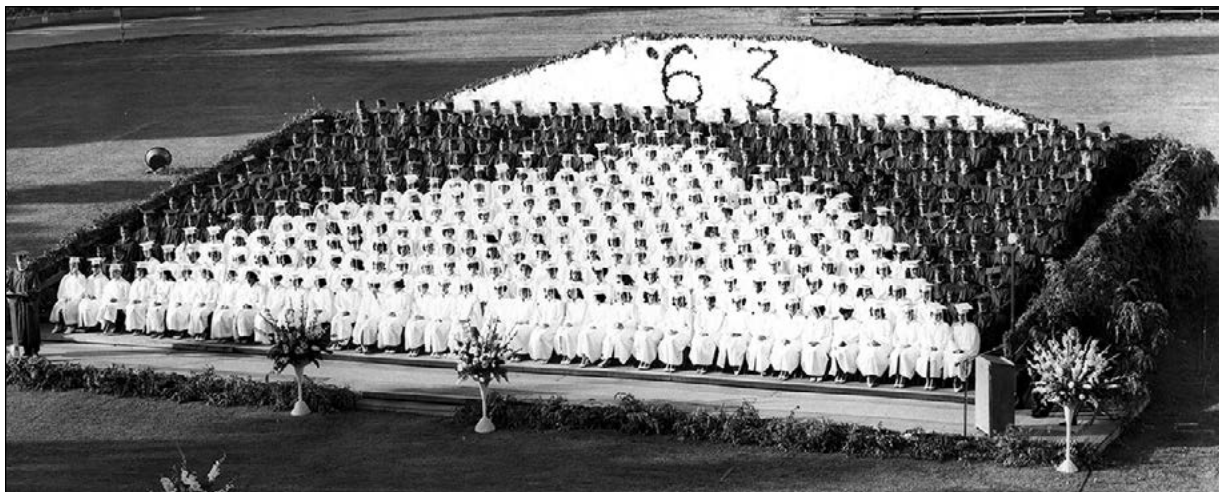
Santa Barbara High School front entrance.

sitions from undeveloped areas near the new campus enabled SBHS to expand to its current 40-plus-acre campus. The cornerstone was laid in September 1923, and the Anapamu Campus was born.

On June 20, 1924, 130 students from the De La Vina campus graduated in the newly built auditorium. On opening day, September 2, 1924, the doors to the main building opened for students to begin their 1924-1925 academic year on the Anapamu Street campus. By Thanksgiving Day, Peabody Stadium was dedicated and enjoyed by students, teams, and the community.

SBHS alumni stand on the shoulders of the early 20th century Dons who made our home possible.

To commemorate our 150th year, Rebecca (Becky) Cole '68, a former Forge editor and student of legacy teacher Dorothy Brubeck, is writing a follow-up book to Brubeck's "A Salute to 100 Years: Santa Barbara High School 1875-1975." Rebecca's new and updated book covers the last fifty years and will be available at the 150th Birthday Celebration during the All Dons Reunion on October 11, 1925.



SBHS 1963 class photo.

A heartfelt thank you goes to Rebecca Cole for generously volunteering her time to research and write about the past 50 years of SBHS.

Over the past five decades, the SBHS campus has significantly changed in the following ways:

- The Peabody Stadium was completely rebuilt into a multi-million dollar state-of-the-art facility.
- The gym was renovated and renamed in honor of the past Principal and alumnus, J.R. Richards '57.
- The pool was modernized to meet CIF standards.
- The PTA was honored as the oldest continuous PTA in California, celebrating its 100th year..
- Girls gained access to competitive CIF sports, an incredible leap in equity, with the passage of Title IX.
- A beautiful new engraved granite sign adorns the Canon Perdido Entrance.
- The Visual Arts and Design Academy (VADA) and Multimedia Arts & Design Academy (MAD) emerged as thriving "schools within a school." MAD is in the old Manual Arts building on Nopal, and VADA has a new state-of-the-art building adjacent to the art classrooms.
- Career paths were established for Computer Science & Technology, Sports Medicine, and Translation & Interpretation (a first in California).
- The new Green Lab was established and helped SBHS become the first local high school to be awarded Green Ribbon School honors by the California Department of Education.

Yes, even the "Cow" was rebuilt/painted, and relocated. She found a new home and now resides on top of campus, "The Hill."

Despite the many changes over the past fifty years, SBHS traditions remain strong and vibrant. A few examples of these cherished 21st-century traditions include:

- Friday nights in Peabody Stadium, the Golden Tornado, and banners lining the hallways.
- *The Forge*, SBHS newspaper.
- Painting and decorating the cow.
- The timeless walk down the "hill" for graduation.



Ticket booth.

Thanks to the generosity of the Alumni, the following items were established and supported:

- Created an Alumni Garden, Wall of Fame, Faculty Memorial Garden, and Annual Distinguished Alumni Recognition.
- Supported library needs, classroom resources, counselors, and graduation costs for students in need.
- Increased scholarship funding - from two \$150 awards to more than seventy-five \$3000 awards in 2025, for a total of nearly \$3 million in the last fifty years!
- Expanded scholarships - now offered to all alumni, including those returning to college or pursuing graduate degrees.



### Sesquicentennial Celebration: October 11, 2025

We've been celebrating with students all year. 150th flags fly atop J.R. Richards Gym, and banners decorate the campus. A 150th flag was unveiled at a spirited pep rally and will be featured at future events, reunions, and this summer's Fiesta Parade. Weekly "Did You Know?" history segments are shared with students, and the senior class proudly identifies as the Sesquicentennial Class. ASB students are actively helping to organize our All Dons Reunion celebration.

"Here's to 150 years of Santa Barbara High School," and to the next 150.

Once a Don, always a Don!



*Sharon Henning graduated in 1974, and she is a 3rd-generation graduate. She has two children who attended SBHS, and her son is now a teacher there. Her grandmother was a member of the class of 1924 and one of the first students to graduate from the Anapamu campus. Sharon is the Director of Membership for the SBHS Alumni Association.*



*Gloria Cavallero, SBHS Alumni Association Historian and Class of 1972. She is a 2nd-generation Don, and her two children also attended SBHS.*

# In a Lick of Time

By Pamela Jameson Boehr

**A**T MY BIRTH, our first home was with my maternal grandparents. It was a loving environment that housed four generations. In childhood, I learned very little about family connections, but I picked up that one relative had come from Germany. It wasn't unusual for my Grandfather King to tune in the radio, and I recall he seemed devoted to the Cincinnati Reds. Every so often, he'd travel to visit his Illinois relatives.

Fast forward to 1987, when both of my parents had died, and I entered the self-addressed stamped envelope era when I could finally open the curtain to learn about the maternal side of my family, which no one seemed to know much about.

Of course, I knew that both sides of my family had come to California from Illinois. My dad's sister, with the aid of various cousins, had learned about their side of the family, so it was up to me to equal or to surpass what they had accomplished. On my father's side were some highly educated folks, so at least I could eventually boast that as far as I knew, I was the first from my mother's side to be so fortunate as to attend and graduate from a four-year university.

One of my earliest pursuits was to obtain the death certificate of Grandpa King, who passed away in 1973. You could have knocked me over with a feather! All along the family believed his folks were solidly rooted in Illinois. It turns out that his mother, Lillie Swaren, was born in Ohio. No wonder Grandpa rooted for the Reds. And it was her father, William Swaren, who was born in Hesse-Darmstadt, Germany.

Research during that era relied heavily on the assistance of kind librarians and volunteers at genealogical libraries. Census data provided valuable insights, and while there was an abundance of lines to pursue, one of my top priorities was to focus on William Swaren, also known as W.A. Swaren, Wolfgang Schwerin, and numerous other variations. My dear mother wasn't particularly into family history, but she always said that of all our relatives that German was the most remarkable. Mom had valiantly rescued news clippings, letters, photos, and a book belonging to her German great-grandfather when the family home burned down in 1967.

With such a priceless windfall awaiting me I went forward with a vengeance.

While not in order of discovery I learned a great deal over these many years.

My Berliner husband pointed out that prior to his departure from Antwerp and his arrival in New York in 1849 at age sixteen, William would surely have had eight years of Volksschule. That was the requirement in most German states in that era, and pupils were taught the basic 3Rs. Of course, he spoke his native language, but he was also fluent in French since his mother came from France. It's doubtful that he spoke English.

Even though the ship's manifest reported his correct year of birth, 1833, and listed him as "boy," this was no ordinary boy.

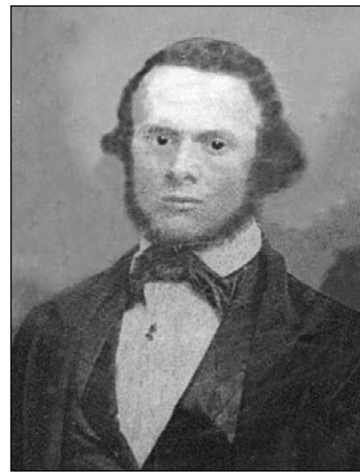
In tracing his movements through life, I've been successful in learning many facets about his hardships, successes, and most importantly, his character.

Research indicates that soon after he arrived in New York, he made his way to Cincinnati. One might think that having survived a 52-day voyage it would have taken a lot of energy and determination to make another move.

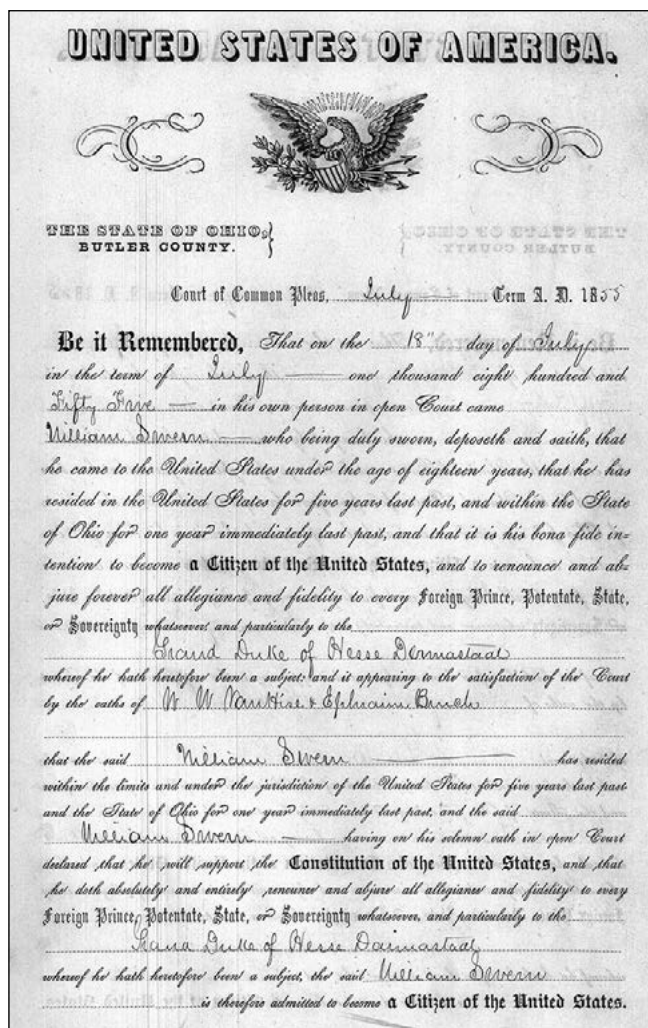
Another family member informed me that he was destitute, but his mother had sewn money into the inside of his jacket.

The usual search went forward through a myriad of sources. He was employed for a short time with Tyler, Davidson & Company, worked as a farm laborer, became a citizen, and married by 1855. By 1862, he had three children, and in 1865, the family moved to Crawford County, Illinois.

He farmed a mile west of Robinson, and his achievements were vast. During his long life, he was not only a farmer, teacher, and school principal who held import-



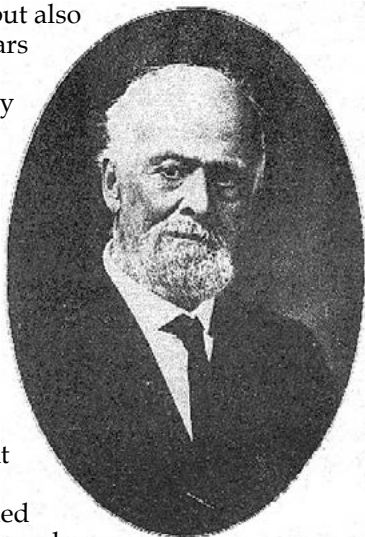
William Swaren at age 21.



Oath of Citizenship, Petition 39, pg. 22, Butler Co., Ohio.

ant positions in his county, but also was elected to serve four years as county treasurer and for twenty-one years as secretary of the Crawford County Agricultural Society. That wasn't enough for this venerable citizen. He invented the Electric Ballot Box.

A rare opportunity presented itself in the summer of 2012. My husband and I made plans to attend a convention in Columbus, Ohio. That meant we could stop in Cincinnati, where William had first settled in the United States. We can surely learn about the area where he lived and attended school from the inscriptions in his rescued English grammar book. Therein presented a problem because, try as I might, no one had heard of the Lick School. I was crestfallen, but persistence does pay off. Shortly before our departure, I linked up with the director of the Mason Historical Society. We learned that the building, now a private home, had been a one-room school located in Mason, Warren County, Ohio. After so many years of wondering about the Lick School, it was gratifying to see where my remarkable 2nd great-grandfather was motivated to continue his education and acquire a command of the English language.



mature photo of William A. Swaren.

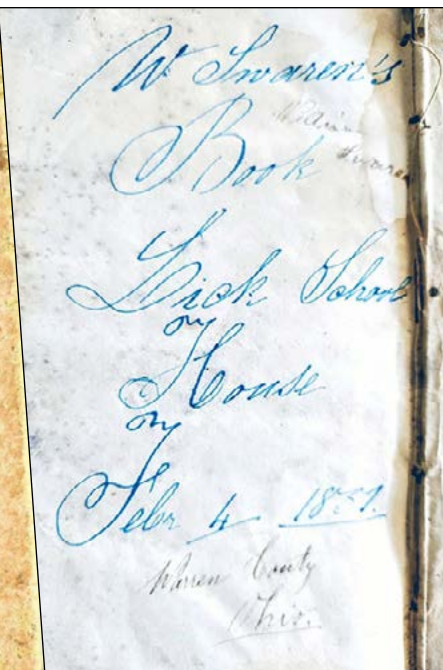
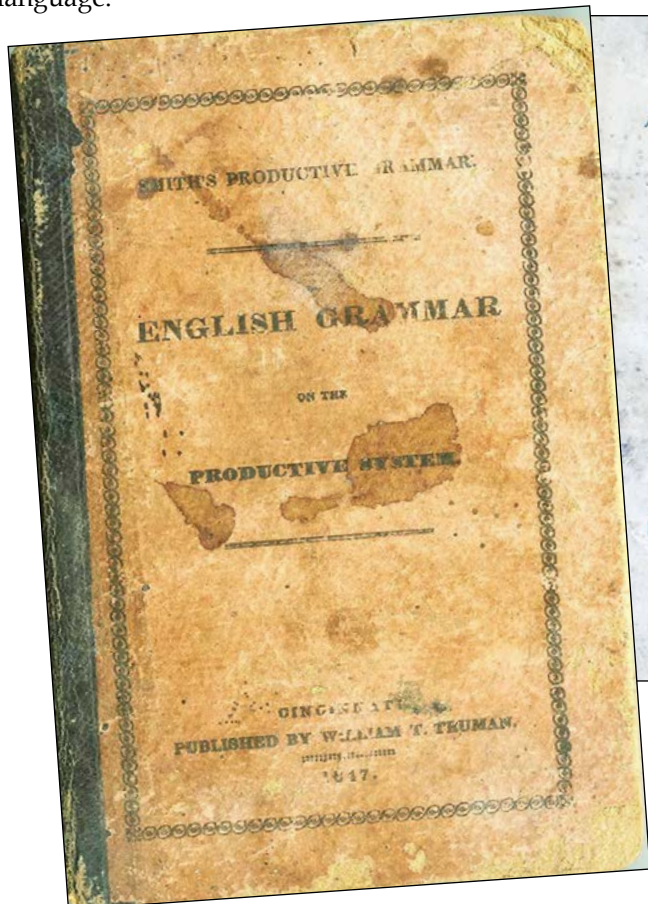


Photo of the current building where the Lick School once stood.

#### Sources

Inside page of "English Grammar" Inscribed: W. Swaren's Book, Lick School House, February 4, 1851, Warren County, Ohio

Oath of Citizenship, Petition 39, pg. 22, Butler Co., OH



Inside page of "English Grammar" Inscribed: W. Swaren's Book, Lick School House, February 4, 1851, Warren County, Ohio.



Pamela Jameson Boehr is a native of Montecito and a long-time member of the SBCGS, whose maternal great-grandparents settled in Santa Barbara County in 1896. She is past regent of the National Society, Daughters of the American Colonists, Santa Barbara Chapter, and a member of NSDAR, Mission Canyon Chapter, Colonial Dames of America, Chapter XXX-VIII, Santa Barbara, and United States Daughters of 1812, U.S.S. Constitution Chapter.





Home on Turnpike in 1930, Before Moving, cir 1937.



Home as it is today, in a secluded spot off Cathedral Oaks.



Image shows 5790 and 5784 soon after Diego Terres purchased the block. On the left is 5790 Hollister, refurbished after Diego expanded the upper-level apartment for his family to live, approximately 1937-1959. On the right is 5784 Hollister, which has been a bakery for years, now Goleta Bakery. Notice the empty lot to the right side of what has been a bakery for years; the empty lot is destined to become the Goleta Post Office.

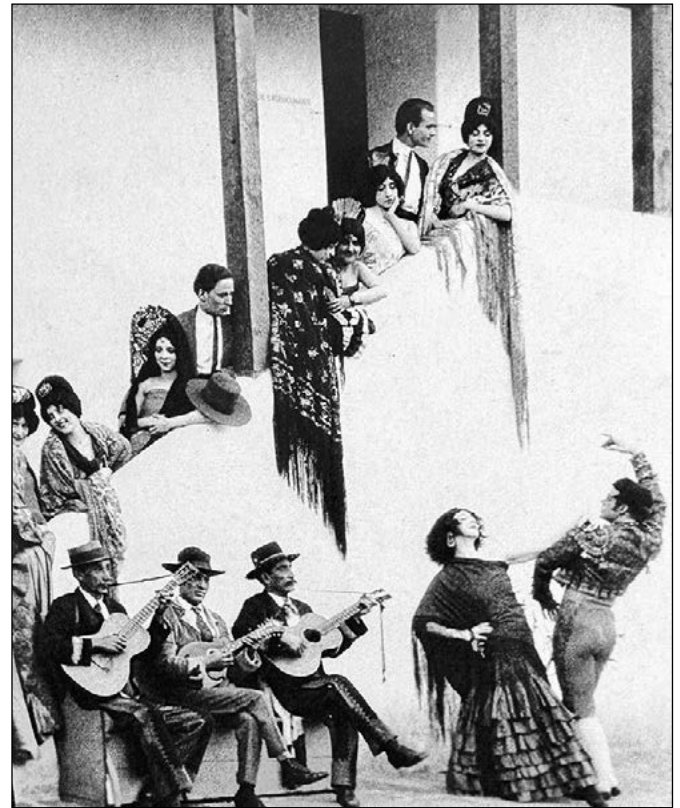
I remember sitting in the car with my grandmother while she checked on the progress of one of his building designs. “Stay in the car – I’m just checking how your grandfather’s design is coming along,” she said after his loss of “La Placita de Goleta” at 5730 Hollister.

As a civic leader of the Goleta Chamber of Commerce, Diego signed the first sewer lease – laying the groundwork for future growth. (GoletaHistory.org and my family archives)

Throughout his life, Diego balanced construction work with a love of performance and travel. One of the most iconic images is of the Denishawn Dancers at El Paseo – Santa Barbara’s Old Spanish Days Fiesta – used in the 1926 Fiesta brochure and again for the popular 1989 poster – features Diego as a central musician among three seated men. He was also part of the dance group who traveled to San Francisco in 1925 to represent Santa Barbara in California’s Diamond Jubilee celebration, as described in the Winter 2024 issue of *Ancestors West*. Later, he was a founding member of the Poole Verhelle Dance Group, which evolved from

garden parties to become Las Noches de Ronda, the beloved courthouse dances during Old Spanish Days Fiesta. In later years, Diego and Maria had a signature dance: Sombrero Blanco, the same dance performed by Zorro in the movies.

We have hours of 8mm film taken from Diego and Maria’s balcony on 5790 Hollister: the new post office rising, the annual Magnolia Parade with an elephant marching down Hollister. Images also document Diego and Maria’s return trips



Iconic image taken by J. Walter Collinge, 1925. Originally used for a brochure in 1926, again in the most popular Fiesta Poster of 1989 for Santa Barbara’s Old Spanish Days. Interestingly, the image “Denishawn Dancers, El Paseo, Santa Barbara, California, in the Spanish Colonial Style: Santa Barbara and the Architecture of James Osborne Craig and Mary McLaughlin Cr, Pamela Skewes-Cox and Robert Sweeney / Introduction by C. Ford Peatros, New Photography by Matt Walla, fills a page in the colorful large format publication. Diego is seated middle with the musicians playing the mandolin.

to Spain three times together, the first being in 1950 with their two teenage sons for a family adventure where records include more than one bullfight. Another trip included the first major World’s Fair after World War II in Belgium to showcase Cold War-era optimism, science, and modern design.

Diego passed away at 67, resting at the home of his nephew Geronimo Terres Jr., after attending a family wedding.

Goleta was considered one of California’s fastest-growing communities between the late 1950s and 1965 – driven by water infrastructure, new housing tracts, the arrival of UCSB, and high-tech industry. (GoletaHistory.org)

I like to believe Diego’s contribution played a part in that growth.



Today the insides built originally as a Post Office at around 1951. I have 8mm film of this building being built by Diego as Maria stood at her apartment's side window filming. Today, what is Domingo's Café at 5782 Hollister Ave.



Today, 5798 through 5780 Hollister Ave, years after Diego expanded and built up Goleta. One looking from one end of the block; the other looking from the other end of the block.



"La Placita de Goleta" at 5730 Hollister Ave.

## The Grandson with a Ph.D.

Geronimo "Jerry" Terres Jr., Francisca's grandson and my father's first cousin, was born during the 1925 Santa Barbara earthquake. He considered his life ordinary — until World War II intervened.



Geronimo Terres Jr. sits for Oral History for 398th Bomb Group, WWII.



Geronimo's 398th Bomb Group on March 9, 1945 — tail number 297810 S — was shot down over Kassel, Germany near Pilsen.

Drafted before graduating from Santa Barbara High, Geronimo's education was interrupted to become a B-17G waist gunner in the 398th Bomb Group. In early 1945, his crew flew from the U.S. to England. On March 9, during a mission over Kassel, Germany, their bomber — tail number 297810S — was shot down near Pilsen. Geronimo was captured, interrogated, and imprisoned before enduring a brutal POW march to Moosburg.

On May 1, 1945, General Patton liberated the camp. In his diary, Patton noted: "Visited a prison camp of some 30,000 Allied prisoners... considerable cheering, clapping and picture taking."

After the war, Geronimo returned home, earned a Ph.D. from Stanford by 1959, and became a pioneering immunologist. He worked at Brookhaven National Lab, Stanford, and Tufts University, where he taught medicine. His career included a sabbatical year in Switzerland, which gave him the opportunity to revisit the places he had seen under very different circumstances during his war experience.

In retirement, he returned to Palo Alto — and to genealogy. In 2001, Geronimo and his wife Helen traveled to Spain — the birthplace of his grandfather and my great-grandfather, Diego Antonio Terres Figuero. There, they traced the Terres family lineage and began documenting our family's migration: from Spain, to Hawaii, to California.

Geronimo compiled two volumes — *Tomo I* and *Tomo II* — telling the stories

of his mother's journey and his father's legacy. Thanks to him, I better understand the path my ancestors took — and now I share it with you.

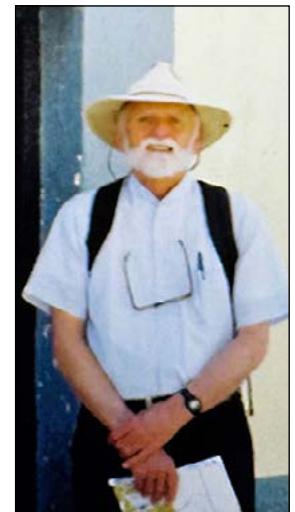
## The Genealogist's Legacy

Francisca and 8,000 like her were "invisible immigrants," whose transpacific journey was made quietly and at great personal cost. They built lives through hard work, sacrifice, and hope.

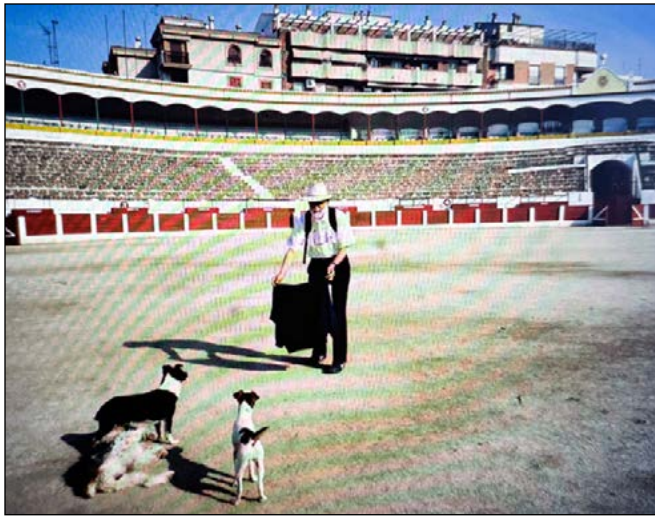
Today, an "Invisible Immigrants" exhibit — originally displayed in Spain — is traveling through the U.S., and is currently in Florida.<sup>3</sup>

In September 2025, I plan to attend the Inaugural International Conference on Spanish Hawaiian Heritage at UC Davis, hosted by the Spanish Hawaiian Heritage Association.<sup>4</sup> It's a subject my family lived.

Until I learn more, I do what I can to preserve their legacy — Francisca's crossing, Diego's buildings, Geronimo's WWII survival, the historic romance many find in bullfighting, and our family's involvement in Old Spanish Days Fiesta since its inception in 1924.



Geronimo stands in front of the Terres family home at Calle Bailén #6. Located 3 or 4 blocks west of the La Plaza de Toros de Linares, Spain.



Geronimo Terres, Jr. learning new skills as a Matador, La Plaza de Toros de Linares, Spain.

Francisca often came to mind when I lived in Hawaii with my late husband, a military officer. We'd drive to the North Shore, where old plantation huts still stand. When he died suddenly in my arms, it was her story that helped me survive the grief.

Francisca's legacy encourages me to stay curious, be kind, and contribute meaningfully – no matter the stage of life.

On my wall hang bullfight posters Diego brought back from Linares, the hometown of legendary matador Manolete's brutal goring a blocks from where Diego had once lived. These posters symbolize our family's boldness and cultural spirit.

As a budding genealogist, I now see that these aren't just names and dates. These are stories of courage, resilience, and continuity – lives interrupted, then reclaimed.

Through storytelling, education, and discovery, you too can carry your legacy forward.



Francisca Ripoll Roman Terres drawing by son, Manuel Terres 1927.



Photo of the eight children all born to Diego Antonio Terres who immigrated together from Spain – Standing from left – Juan, Diego, Joe, Manuel and Geronimo Terres. Seated from left – Antonia Terres Arca, Francisco (Paco) Terres and Paula Terres Rubiales, July 28, 1952.<sup>5</sup>

#### Endnotes:

1. Francisca Ripoll Terres and her immigrant family from Spain, 1911. The Terres family: Standing in back from left – Geronimo Sr., Antonia and Paula; Middle from left – Francisco (Paco) Terres, Juan Ripoll Román (Francisca's brother), Manual (boy), Francisca; Seated in front from left -- Diego, Juan, Joe. (The infant isn't family but served to complete the "Family Picture.")

2. *GoletaHistory.org* and author's archives. Image appeared in the newspaper showing Diego S. Terres, Sr. as he signs the first sewer lease as the Chamber of Commerce Chairman. I have the news article at home and it's also on display here Goleta History, and [https://goletahistory.com/goleta-and-water/?utm\\_source=chatgpt.com](https://goletahistory.com/goleta-and-water/?utm_source=chatgpt.com)

3. Invisible Immigrants – Spaniards in the U.S. (1868-1945) – Museum Exhibit, Sponsored by Spain, now at Tampa Florida. Described on web as "The Tampa Bay History Center is proud to present the highly acclaimed exhibition "Invisible Immigrants. Spaniards in the U.S. (1868-1945)" for the first time in the United States. After touring in Spain for five years, the exhibition arrives stateside to reveal the hidden history of the Spanish American diaspora at the turn of the 20th century. This history has been carefully preserved through the legacy of thousands of Spanish immigrants, passed down from generation to generation." Later, touring USA (location on west coast unknown, more to be shared at September conference) <https://tampabayhistorycenter.org/exhibit/invisible-immigrants/>

4. Spanish Hawaiian Heritage Association international conference, September 6th & 7th 2025 at UC Davis to learn more about Spanish Hawaiian immigration from leading experts from Spain, Hawaii and California. Described as an opportunity to "Celebrate culture through performances and exhibits. Get to know other descendants as you reconnect with your family roots." [https://www.flipcause.com/secure/cause\\_pdetails/MjB3OTQ4](https://www.flipcause.com/secure/cause_pdetails/MjB3OTQ4)

5. Photo of the eight children all born to Diego Antonio Terres. The Terres family of children who immigrated together from Spain – Standing from left – Juan, Diego, Joe, Manuel and Geronimo Terres. Seated from left – Antonia Terres Arca, Francisco (Paco) Terres and Paula Terres Rubiales, July 28, 1952.

The marriage of Diego Antonio Terres and Angela Fernández Medina from Albuñol, Province of Granada produced two children: Francisco "Paco" Terrés Linares, 1888, and María Paula Terrés, La Carolina, Spain 1891.

The marriage of Diego Antonio Terres and Francisca Ripoll Roman Terres (took place between 1891 and 1894) and produced six children: María Antonia Terrés, 1894; Gerónimo Terrés, August 2, 1896; Diego Santos Terrés, Nov 1, 1898; Juan Terrés, June 1900; Manuel Terrés, February 1905; José Terrés, June 1907.

Source: *RAÍCES HISTÓRICAS Tomo I and Tomo II La Familia Terrés* by Geronimo Terres, 2007.

*Teresa Newton-Terres, Award winning author, carries a bag of sweets from the Goleta Bakery and treats from the La Chapala Market after breakfast at Domingo's Café, in Old Town Goleta, after celebrating with family for the Old Spanish Days Fiesta! www.TnewtonT.com*



# Tale of a Kentucky Teacher

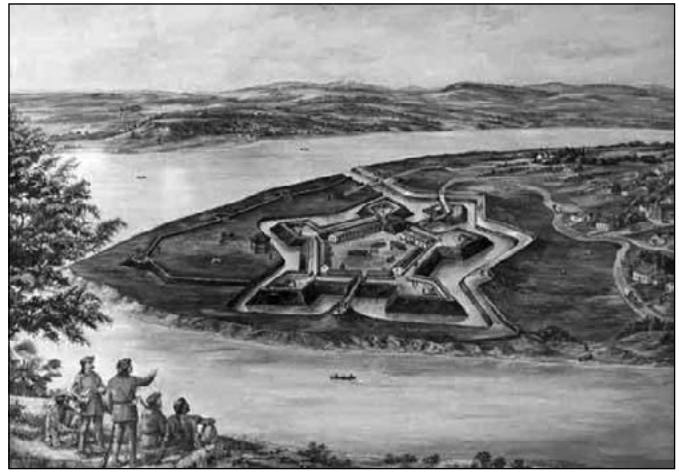
By Kate Lima

COME ON OVER and sit a spell. I want to tell you a story about one enterprising fellow from back in our country's pioneer days. Back when men and women walked a long stretch of road, traveled beyond eastern farms, along the Ohio River, and on into Kentucky. The story's about my 5th great-grandfather, how he shaded his eyes in the morning as he walked west, then planted roots in the soft, rich soil along Knob Creek.

Caleb Hazel was his name, and he had so much pluck and gumption that he took on many a job, bought and sold land, and made more than a coin or two. You know, I wouldn't even know much about him if a very famous man hadn't mentioned his name. He was one of America's most outstanding leaders, one we revere to this day: Abraham Lincoln. Abe wrote about Caleb! True, it was only one sentence, still, I'm guessing Caleb made an impression on him. Abe's known to be a self-educated man, sure. In his autobiography, he wrote that "the aggregate of all his schooling did not amount to one year."<sup>1</sup> Life on the frontier meant hard work; from dawn's first light 'til fireflies fell asleep in the grass, people worked. The hours left for learning were few or none. As for school, well, schools weren't readily available, and they certainly weren't free. I'm so fortunate that Lincoln mentioned his teacher, Caleb, and because he did, scholars have looked up Caleb's background, giving me all sorts of information I now treasure like polished gems. I want to shine a light on his life; follow his trail to Kentucky and show how he lived a life of hard work and great friendships. In doing this, maybe I'll be writing his story for future generations.

## Caleb Hazel's journey to Kentucky – Hazels, Hanks, Halls

Born in 1756, Caleb roamed the hills of Fairfax County, Virginia, with many siblings. They worked the family farm, fished the streams, and hunted to put food on the table. By the time Caleb was 18, he'd already carried a musket – he's listed as a Colonial Virginia soldier, and again under Lord Dunmore's banner.<sup>2</sup> He fought in the Revolution, with his last stint spent at Fort Pitt, where two rivers converge and the empty landscape yawned west. Perhaps he caught the fever during his time at Fort Pitt or possibly land in his hometown wasn't available; his home had been cultivated and owned by Europeans for over a century. After the Revolutionary War, America was buzzing with talk of the great, vast wilderness. The Land Ordinance of 1785 provided for land surveys to establish towns in the west, making way for families to settle.<sup>3</sup> People came down with "Westward fever" and the roads to Kentucky, Ohio, and Tennessee grew from a mere buffalo trace to wagon wide. Caleb was a young man ready to dig up his roots and plant them in a faraway, untouched land.



Fort Pitt ca. 1770 ([brooklineconnection.com](http://brooklineconnection.com)).

And so, between 1782 and 1785, Caleb moved to Kentucky. According to family letters, Caleb and other Hazels traveled with the Hall and Hanks families. This merry band settled first in Elizabethtown, where many intermarried. In 1785, Caleb married Elizabeth Hall. She had four children by her first husband, James Hall; two of these children married into the Hanks family. The patriarch of the Hanks brood, Joseph Hanks, was a close friend of Caleb. Joseph's daughter, Nancy Hanks, married Thomas Lincoln and gave birth to the inimitable Abraham. A list of the many unions between these families is longer than the mighty Mississippi, and soon Nelson County, which became Hardin County in 1793, was home to dozens of related children. Dozens of cousins, you might say.<sup>4</sup>



Author Kate and husband in front of Lincoln's home in Knob Creek.

## Farm, land, and an "ordinary" – he's enterprising.

With a large family to provide for and not many resources available in the new land, Caleb decided to try his hand at new ventures. That's where his enterprising spirit shines. First, he made a name for himself. As early as 1789, his homestead became sufficiently well known to have been designated in a road order as "Caleb Hazel's cabin on the waters of Knob Creek." In 1795, he was a surveyor of the road from "the mouth of Knob Creek to Hazel's cabin." People knew him or knew of him. Not only did Caleb work his farm, but he also kept an "ordinary," a type of tavern that sold food and drink. On September 24, 1793, an indictment was

brought against him “for retailing spiritous liquors by a small amount without a license.” He obtained a license in 1797 to sell liquor. I also found his name in a number of land purchases and sales. You could say that his enterprising nature kept his family fed and maybe even high on the hog.

### The need for school is important to Hazel

While toiling at these many endeavors, Caleb also wanted to make sure his family was educated. Education has always been essential to the family. When Caleb’s grandfather died, among his possessions was a spelling book, tablet, and paper, implying that he had educated his family. When Caleb settled in Kentucky, he had in his few possessions many leather-bound books from his father. Also, he was known to have fine penmanship and skill at writing, evident in many land deals and court documents.<sup>5</sup> It doesn’t leap to the imagination to think that Caleb taught his kinfolk the basics.

Education, though, wasn’t first on his mind in those early years in Kentucky. He, like most people in untamed lands, spent time not just building a cabin, a barn, and tilling the land, but also interacting with the Native Americans, often with dire results. His new home in the Ohio River Valley<sup>6</sup> had been the hunting grounds for the Shawnee, Delaware, Chickasaw, and Cherokee. These tribes were angry at the arrival of Euro-Americans, and the land was soon dubbed the “dark and bloody ground.”<sup>7</sup> Caleb’s wife’s first husband was killed by Natives in 1784.; Abraham Lincoln’s grandfather was killed in 1786. Accounts like these were regular occurrences in Kentucky’s early days. Still, the settlers kept coming.

Our newly formed federal government, after planning for western expansion with the Land Ordinance of 1785, then adopted the Northwest Ordinance of 1787. This gave federal lands to newly formed states for the express purpose of education.<sup>8</sup> Leaders like John Adams thought that an educated citizenry was crucial for the success of their new country.<sup>9</sup> Well, Kentucky was not part of the Northwest Territory. It lay below the Ohio River and was therefore not obligated to set aside land for education. Those at Kentucky’s helm, the wealthy lawmakers, insisted that education was for those who could afford it. Kentucky’s first legislation in 1792 did not include a section for education. Its second legislation also left it out. In 1822, William T. Barry wrote that “several generations of Kentuckians [have

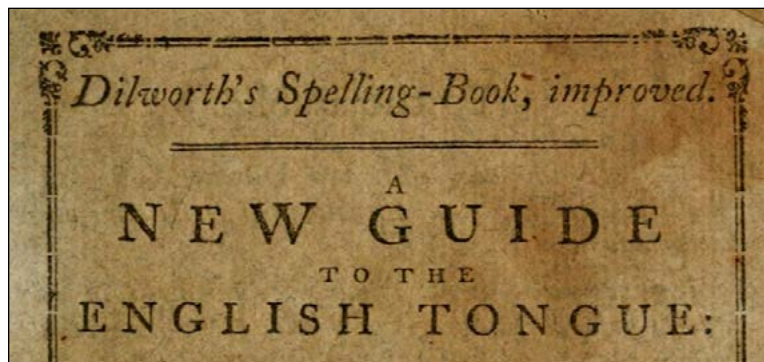


Ohio River Valley ca 1750 (<https://ppacone.medium.com>).

been] consigned to a life devoid of education” because the legislation chose to ignore his report on the need for education laws.<sup>10</sup> It wasn’t until its third iteration in 1850 that Kentucky included education.<sup>11</sup> In Kentucky’s early days, the family taught children, if they could, and the majority remained uneducated.

Caleb, however, took matters into his own hands. He not only educated his children, but he also eventually started a “subscription” school. He was an enterprising fellow, as we’ve seen in his many land dealings and also in his tavern. He had the wherewithal to start a school. By 1810, Hardin County was teeming with Caleb’s grandchildren and other close relatives. It seems reasonable to believe that he added teaching to his list of money-making activities. He started a subscription school sometime before 1816, when Abraham Lincoln and his sister Sarah attended.

Caleb’s subscription school was also called an “ABC” school. These schools mainly focused on reading and spelling, with some writing and mathematics in later lessons. Another name for these early schools was a “Blab” School; the teacher would speak, and the children would answer or would parrot his words. They would often memorize their lessons and say them aloud. The teaching book of choice was the Dilworth Spelling Book,<sup>11</sup> used in early education in America. Abraham Lincoln and his sister Sarah went to Caleb’s school in the winter months when their farm chores took a rest.



Dilworth Spelling Book ([archive.org](https://archive.org)).

### Hazel and Lincolns

Lincoln attended school for only a few weeks or months at a time. He wrote that his classroom education was acquired “by littles,” meaning that he went to school for just a few short periods.<sup>13</sup> He was with Caleb only for just a few months in the confines of a school-room, but it’s very possible that Caleb taught them beyond that setting. Caleb was their next-door neighbor and a good friend of Abe’s dad, Thomas. I can imagine Caleb and young Abe sitting on Caleb’s front porch, watching travelers along the old postal road, talking about life. Or they were reading. Abe could have spent more time with Caleb, given the significant interaction between the two families. Here are some examples I found of their connection:

- Caleb’s 100-acre tract of land and his cabin lay adjacent to Lincoln’s. They were such close neighbors that when someone later purchased the Hazel cabin, he thought it was on Lincoln’s property.



Lincoln Memorial right side of first segment: Abe Lincoln, mother Nancy Hanks Lincoln, sister Sarah, teacher Caleb Hazel ([trailandhitch.com](http://trailandhitch.com)).

- After Caleb's wife passed away, he married again; Thomas Lincoln was his bondsman.
- When Thomas and his family left Kentucky in December 1816, he stored "about 40 bushels of corn in the loft of Caleb's home."
- Both Caleb Hazel and Thomas Lincoln were against slavery. Their families were members of the South Fork Baptist Church, but the church had fractured over the issue of slavery. Both Caleb and Thomas moved to the newly organized Little Mount Anti-Slavery Church, which was organized in response to this division.<sup>14</sup>

Caleb Hazel, my 5th great-grandfather, spent his life pursuing his dreams and finding new dreams along the way. Because of the relationship he had with the Lincolns, specifically the Great Emancipator, Abraham Lincoln, I have been blessed with a treasure trove of information. It's only because Lincoln wrote about Caleb; otherwise, his story would most certainly have faded into the dusty pages of history. I would never have learned of his enterprising spirit or known that he was a teacher. I was fascinated to learn about our country's push – or lack thereof – for education as it created new states. Most importantly, I knew enough about Caleb to create a narrative and bring his story to life for generations to come. Welcome to the 21st century, Caleb Hazel; feel free to come by anytime and visit me in my dreams.

#### END NOTES

1. *Abraham Lincoln Autobiography*, December 20, 1859. National Park Service, <https://www.nps.gov/abli/learn/historyculture/abraham-lincoln-autobiography.htm>. Lincoln wrote his autobiography in the third person.
2. The name Caleb Hazel appears in these rosters; however, there may have been another person with this name. I am still researching this.

3. Land Ordinance of 1785. <https://history.house.gov/HouseRecord/Detail/25769822302#:~:text=lt%20provided%20for%20land%20surveys,as%20new%20settlers%20purchased%20land>.
4. *Lincoln Lore*, No. 56. "Caleb Hazel, Lincoln's Neighbor and Teacher." Fort Wayne, IN, May 5, 1930. [https://www.friendsofthelincolncollection.org/wp-content/uploads/2018/07/LL\\_1930-05-05\\_01-1.pdf](https://www.friendsofthelincolncollection.org/wp-content/uploads/2018/07/LL_1930-05-05_01-1.pdf)
5. Gale, Neil. "Abraham Lincoln's First & Second ABC School Teachers; Zachariah Riney & Caleb Hazel Sr." Digital Research Library of Illinois History Journal. <https://drloijournal.blogspot.com/2020/11/abraham-lincolns-first-school-teachers.html>
6. The Ohio River Valley encompassed parts of Ohio, Indiana, Kentucky, West Virginia, Pennsylvania, and Illinois.
7. This moniker was used by the first historian, John Filson, in 1784, about the time Caleb made a home in Nelson County. *The Discovery, Settlement, and Present State of Kentucky*, p. 8. Wilmington, DE.
8. The Northwest Ordinance of 1787. Bill of Rights Institute. [https://billofrightsinstitute.org/primary-sources/northwest-ordinance?gad\\_source=1&gad\\_campaignid=21898514133&gbraid=OAAAAAD-kVKqJl7K-LZgL1S4zvQhr9ots6T&gclid=CjwKCAjwqKzEBhANEiwAeQaPVTGSA8WnkpT03Ea9XEMK-3wUyR5XWE0890anCkl\\_9t0YcPvvh0gZhoCknEQAvD\\_BwE](https://billofrightsinstitute.org/primary-sources/northwest-ordinance?gad_source=1&gad_campaignid=21898514133&gbraid=OAAAAAD-kVKqJl7K-LZgL1S4zvQhr9ots6T&gclid=CjwKCAjwqKzEBhANEiwAeQaPVTGSA8WnkpT03Ea9XEMK-3wUyR5XWE0890anCkl_9t0YcPvvh0gZhoCknEQAvD_BwE)
9. "America's Founders Recognized the Need for Public Education. Democracy Requires Maintaining that Commitment." *Time Magazine*, <https://time.com/5891261/early-american-education-history/>
10. Mathias, Frank F. "Kentucky's Struggle for Common Schools, 1820-1850." *The Register of the Kentucky Historical Society*, vol. 82, no. 3, 1984, pp. 214-34. *JSTOR*, <http://www.jstor.org/stable/23380339>.
11. Sections 183-186 of the State of Kentucky's Third Legislation, 1850. [https://ballotpedia.org/Education,\\_Kentucky\\_Constitution](https://ballotpedia.org/Education,_Kentucky_Constitution) Despite this legislation, Kentucky didn't offer public education until the Common School Law of 1888.
12. Fischer, Judith D., *Abraham Lincoln as a Legal Writer*. *Scholars.law.unlv.edu*. <https://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=1153&context=nlj#:~:text=ll,,and%20reinforced%20%E2%80%9CProtestant%20due%20dili%20>
13. *Abraham Lincoln Autobiography*, December 20, 1859. National Park Service, <https://www.nps.gov/abli/learn/historyculture/abraham-lincoln-autobiography.htm>
14. *Lincoln Lore*, No. 56. "Caleb Hazel, Lincoln's Neighbor and Teacher." Fort Wayne, IN, May 5, 1930. [https://www.friendsofthelincolncollection.org/wp-content/uploads/2018/07/LL\\_1930-05-05\\_01-1.pdf](https://www.friendsofthelincolncollection.org/wp-content/uploads/2018/07/LL_1930-05-05_01-1.pdf)

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- Day, Richard E., "Each Child, Every Child: Chapter 2 - A Slow Start for Kentucky Children." *Encompass*, Eastern Kentucky University. [http://encompass.eku.edu/cgi/viewcontent.cgi?article=1042&context=cj\\_fsresearch](http://encompass.eku.edu/cgi/viewcontent.cgi?article=1042&context=cj_fsresearch)

*Kate caught ancestor fever in 2014. She joined the society and spent hours filling in her tree. When she retired in 2019 from UCSB she started volunteering. The more she volunteered, the more friends she made and a partnership with the society solidified. She became Membership Director and is now VP of Operations. Her goal is to write her ancestors' stories... and continue to enjoy her many friendships.*



# “Mom, we’re going to the library.”

By Kristin Ingalls

UNLIKE A LOT OF OUR FRIENDS, when we said we were going to the library, we really were. Moving from rural Wyoming to California – what a horrible thing. Today it might be considered child abuse. When my dad, who hated farming, decided to move us back to California, he tried to get us excited about Hollywood, movie stars, and the beach. We had not even unpacked our bags before we decided this was just not on. We wanted to go home. It was so noisy. Cars, sirens, planes, crowded stores, neighbors, barking dogs, yelling kids, and smog. The big excitement in Wyoming was watching the small mail plane land once a day. Oh lordy! We were so miserable. One day I discovered my older sister rummaging through the glovebox in my dad’s car. It seems she was hunting for a map so we could run away and go back home. She didn’t find it. I was never sure if, at fourteen, she had mysteriously learned to drive or if she planned on us hoofing it 1,100 miles back to Wyoming. Neither would have surprised me.

Our one salvation was the local library. I cannot remember just when we discovered it, but I vividly remember walking into the large quiet building, with soaring shelves of books, near silence, and the smell of books. It was an inviting sanctuary. Libraries are safe places for anyone needing a quiet place to read, study, or simply to hide out. I never wanted to leave. As soon as my older sister was able to drive, “Mom, we’re going to the library” was heard more and more often. We brought armloads of books home every trip. And thus began our self-education.

The PBS program *Independent Lens* recently replayed the episode *Free for All: The Public Library*. It is really worth a watch, lest we forget the importance of libraries to all societies.

To paraphrase Francis Bacon, “Reading is knowledge and knowledge is freedom.” Before the Protestant Reformation, knowledge was largely in the hands of the church; most people were illiterate. We know how that ended. Johannes Gutenberg made his contribution to the spread of knowledge and education with his moveable type press. A moment of irony here. Before he printed his famous Bible, he used his press to print indulgences for the church – the very thing at the core of the Reformation. Nor was his Bible of much use to the newly literate because it was written in Latin. As an aside, the Chinese had been using moveable type for centuries before Johannes came along.

With access to printing presses, scientists, philosophers, politicians, and religious officials could replicate their ideas quickly and make them available to large audiences which gave birth to libraries. Most early libraries began as private collections and then became available to subscribers only. Inevitably public libraries sprang up. Andrew Carnegie funded many public libraries in this country, making their contents available to all (unless you lived in areas which banned women, people of color and others). There are several books about the “Packhorse Librarians,” women who brought



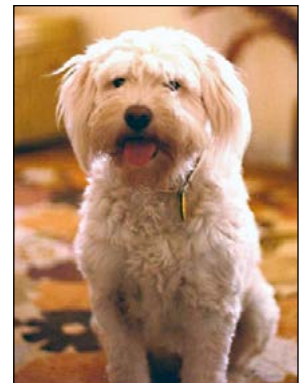
Johannes Gutenberg

reading material to remote areas. These are well worth reading. Book lending is another more intimate kind of library, and not just between friends. Surprises lurk in those cute Little Library houses that we see in our neighborhoods. It seems worldwide; people love books and reading and learning.

Libraries are, and will continue to be, essential to self-directed education and learning. Most of our Founding Fathers (and Mothers) were largely self-taught. Would the War of Independence even have happened without men like that? Thomas Jefferson’s libraries are legendary. In spite of only having two years of formal education, Benjamin Franklin taught himself five languages, mastered mathematics and sciences, was a prolific inventor as well as a skilled and colorful diplomat. And he even liked to fly kites!

For those lucky enough to have access to a library, learning begins early. Remember the magic of picture books? We devoured them, but always had favorites, which we read again and again. From an early age, my book-loving daughter would check out as many books from the library as she could carry. Our illiterate dog, Noodles, loved them too, but she tried to eat them. We were banned from the library for a while. I love that a large part of our Goleta Library is dedicated to children. What a joy it is to watch kids discover books and all the worlds between the covers.

Libraries inevitably enlarge your knowledge of what interests you. Early in my college education, I developed quite a crush on Charles Darwin. Over the years I read books, scientific journals, watched TV programs, and dreamed of following in his footsteps sailing to the Galapagos. From evolution, I branched out into studying geology, paleontology, and archaeology. After moving to Santa Barbara over forty



Noodles

years ago, I found endless ways to supplement my interests: more visits to the library, then Adult Ed classes and hiking with the Sierra Club, finding fossils in rocks in creek beds, oh, yes, and getting lost on a field trip dig (oh, scary). I had about a ten-year Indiana Jones Period, complete with khaki pants, hiking boots, field jacket and a jeep. I was so cool.

Self-education helped spur the creation of the Special Interest Groups at our library. The many people who have German ancestors soon found self-taught experts like Cari Thomas and Debby Kaska to help with their research - and a special interest group was formed. I have to admit that understanding DNA bested me; thank goodness for Society member George LaPlante, who has expanded his knowledge and now shares it with his online DNA special interest group.

Sometimes libraries surprise you with something you did not know you wanted to know. Warning: Rabbit Hole Ahead. Walk through the aisles, turn the corner, and who knows what you will find? The history of clockmaking. Cowboy poets. Books on birdcages, how to fix your doorbell, how to grow a tomato plant. Doing research, I invariably find something I did not know I was hunting for. For instance, I grew up an hour from Yellowstone and only much later, at a library, did I find out we were living in a volcanic caldera! Take a stroll down the stacks at our Sahyun Library and see what surprises you find. We have 444 books with the keyword "Mayflower," 1,344 books on vital records, many books on how folks died, were buried, graveyard inscriptions, and grave removals. The list goes on and on!

Decades before family trees were posted online, it was through researching the books at our library (and tips from library volunteer, Emily Aasted) that I found that my 10<sup>th</sup> great-grandfather was a Mayflower passenger, William Brewster. I read what I could find in libraries and then, remembering a golden rule from college research, turned to the real treasure trove of information: The BIBLIOGRAPHY. Happily, I jumped into that rabbit hole. Libraries cannot acquire every book on a subject, so bibliographies are an essential way to expand knowledge. And, whoever invented Interlibrary Loans should get a Nobel Prize. In his book, *The Mayflower*, Nathaniel Philbrick includes fifty pages of notes and twenty-seven pages of footnotes. That is a whopping seventy-seven pages of further research, and remember, those pages are written in tiny type! And then ... I found a week-long Road Scholar trip to Plimoth Plantation, where I learned ever so much more, met some lovely distant cousins, and thanked goodness I did not live on the East Coast during the winter. Just knowing the name of one early Dutch settler to New Netherland kept me happily researching libraries for several years. I even took myself on another pilgrimage, to New York.



The Central Library, Los Angeles.

Not surprisingly, libraries have played a part in my family's career paths. After college I decided before I got a "real" job, I would first fulfil my dream of working in a bookstore - but just for a year. Well, the dream lasted all my career, and even after I retired. It continues today with my selling books for our library.

My daughter, who grew up in my bookstore, was a voracious reader. Never eager to go to bed on time, we made a deal - go to bed at 8 o'clock and you can read books until you fall asleep. Many nights I was snoring before she was asleep. My book-loving daughter became a librarian.

My younger brother, Kelly, began working as a library clerk at our local library when he was still a teenager. In 1986, he was working at the Central Library in Los Angeles when the devastating fire occurred. Shortly thereafter,

he worked for Mayor Tom Bradley, was promoted to the Mayor's Liaison to the Library Department, and later was seconded to work on the Library Reconstruction Project. The low point of his career was being accosted by the man who bragged about being the arsonist. Lesson to be learned: Digitize everything! But, please keep books!

*Free for All: The Public Library* highlighted how many libraries are facing censorship and, even worse, are losing funding and closing. What will be lost if this disturbing trend continues? I worry about libraries replacing books with computers. As we genealogists know, only a tiny fraction of all knowledge, all books and records, are available online. And what happens if "Online" is controlled by one faction or another? Knowing the importance of libraries as sanctuaries with physical books and their role in my family's education, I hope they will be around for a long time for everyone.

Weighing which education, formal classroom or library, was better? More complete? Enjoyable? Expansive? Hands down, THE LIBRARY wins. As we Heritage Vacationers know, just reading about people and places motivates our travels, often to the despair of our spouses, families or travel mates. Happily, my falling down the library rabbit hole finally culminated in trips to the Galapagos and Machu Picchu, the Dordogne area and Lascaux, not to mention a few dinosaur-bone inspired trips. With graveyard trips in between, of course.

Happy Reading!

*Autodidact Kristin has been an enthusiastic Society volunteer for over 25 years, continually learning and growing smarter, all while having fun. She often ponders how dull her life would have been without genealogy and all its surprises and delights. Most important are the wonderful friends she has met through the library!*



# Serendipity... 8 Years Later

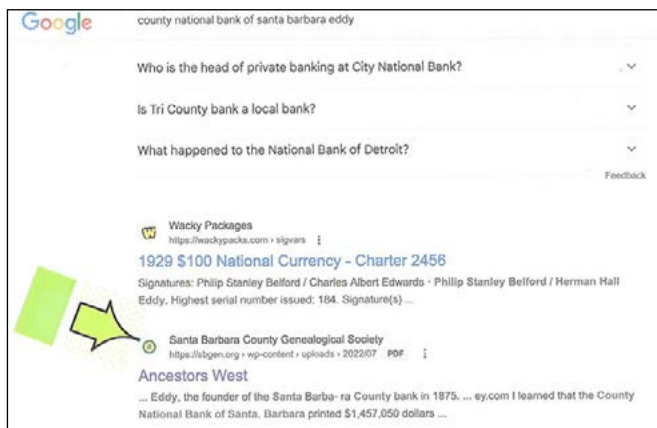
By Cathy Jordan

FOR THE SPRING 2017 *Ancestors West* publication, I wrote an article titled "My Father's Bank." It was about the local home-owned bank where my father worked when I was growing up, County National Bank and Trust (currently Montecito Bank and Trust downtown at Carrillo and State). In addition to sharing my memories about my father, his co-workers, the entire banking environment, and other personal memories, I also did a bit of research on how the bank began. What genealogist can resist digging into families and history, right?

The bank was established in 1875 by William Matson Eddy and by the time I was aware of anyone, his son, Herman Hall Eddy, was still working at the bank. He was respectfully called Mr. Eddy. When I knew him, Mr. Eddy was in his eighties but coming to work every day and he was a memorable delight. I did a bit of Eddy family history research to flesh out the article. For details see <https://sbgen.org/wp-content/uploads/2022/07/AVWVol42N1.2017-compressed.pdf>.

Fast forward to the end of May 2025. The phone rings at the Sahyun library. Someone is calling to speak to me about this exact article! Since policy says no personal contact information is given out, I received a call from the librarian with the ability to contact the caller should I wish. The caller was someone named Tom Eddy, and he had said the Mr. Eddy in my article was his grandfather! Well, of course I wanted to contact him!

We spoke on the phone for a long time. The one thing I wanted to know first was how he found my article. He said he often goes on a Google search for various things. And somehow that was the way he found my article. I was later able to duplicate that find. He was very excited to read it because he said I described his grandfather, Mr. Herman Eddy, perfectly! He sent the article to his siblings and kids for them to enjoy. It turned out he currently lives in Tacoma, Washington, but grew up in Santa Barbara. He and I had the same awestruck childhood experience of walking into that bank with its columns, tall ceilings, massive chandeliers, and lovely dark wood and being so impressed.



County National Bank- Googled.



County National Bank.

We don't know if we ever met as children, but we knew some of the same bank staff and had many similar memories. It was a wonderfully fun, nostalgic conversation that I could share with only a few about that part of my life. The footnote to "My Father's Bank" should be that not only was it where my father worked and where SBCGS member Shirley Roby's father worked, but it was Tom's great-grandfather's bank; he was the original founder!



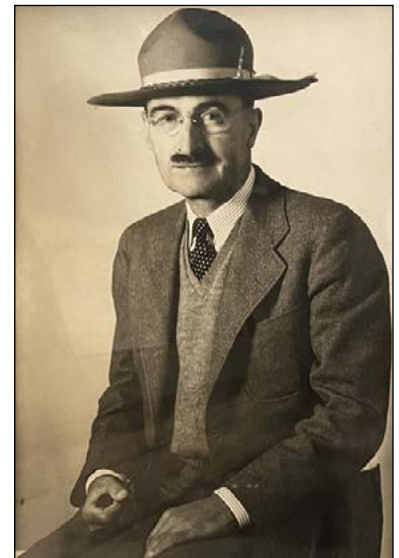
Herman Hall Eddy, 1898, Juneau.  
Photo credit: Tom Eddy.

Since that initial conversation, we have continued to communicate by email and text. I am very much willing and interested to help him with his family history. There is a full folder under Eddy in the Surname file at the Sahyun library if he or his family members ever get here to see it.

This experience was so uplifting. It demonstrates the value of writing stories, not just for our immediate family but possibly for

others. It dramatically shows the value of making our articles available to Google searches so unexpected links can be made. I had no idea when I wrote the original article in 2017 that it would bring another family so much happiness eight years later! If that doesn't inspire you to write, I don't know what will!

Herman Eddy ca 1938.  
Photo credit: Tom Eddy.



## Tying Together Two Stories in *Ancestors West*

After connecting with Tom Eddy and writing the story of how that happened, along came the 'season' of Fiesta in Santa Barbara. I remember writing my own story about my 1950s memories of Fiesta in <https://sbgen.org/wp-content/uploads/2022/07/AVVVol41N2.2016-compressed.pdf> (beginning on page 10) and enjoyed going back to read that. But with the Eddy story fresh in my mind, I also remembered some photos I want to share that connect the two stories. I could blame the full moon (Fiesta was always during the full moon in August, but that tradition has gone the way of the dodo!) or maybe just an overactive brain. Either way, I cannot rest until I share!

In the Fiesta story, I said that downtown employees dressed in Fiesta costumes when they went to work for the whole week of Fiesta during the 1950s. When I was talking to Tom, I remembered photos I have of County National Bank employees dressed in costume that have both my father and Tom's grandfather in them. I include photos without both men, but the ones with both of them are dated 1949, 1950, and 1955. It is entirely appropriate for me to share them!

Viva La Fiesta!



*Born and raised in Santa Barbara, Cathy Jordan returned in 1981 after nearly 14 years in Eugene, Oregon, to raise two sons and*

*care for her parents. Cathy retired from the Santa Barbara County Sheriff's Department in 2008, from a career in computer programming and support, to plunge headlong into genealogy after a visit to the 2009 Open House during Family History Month. She has been a member of SBCGS since 2009 and has served on the Board of Directors as Membership Chair. Cathy is past president of Daughters of Union Veterans of the Civil War, 1861-1865.*



# Founding Gardeners

By John Profant

RECENTLY I READ A BOOK called the *Founding Gardeners* by Andrea Wulf. It is a story about George Washington, John Adams, Thomas Jefferson, James Madison and a man named John Bartram. John Bartram is an ancestor of mine. He was born May 23, 1699, in Darby, Pennsylvania, and died on September 22, 1777. John farmed land he inherited from an uncle and then purchased land on the Schuylkill River in Philadelphia. That land became his garden. Along with his son, William, John collected plants from all the thirteen colonies. He sold and traded these plants and seeds with colleagues in England.

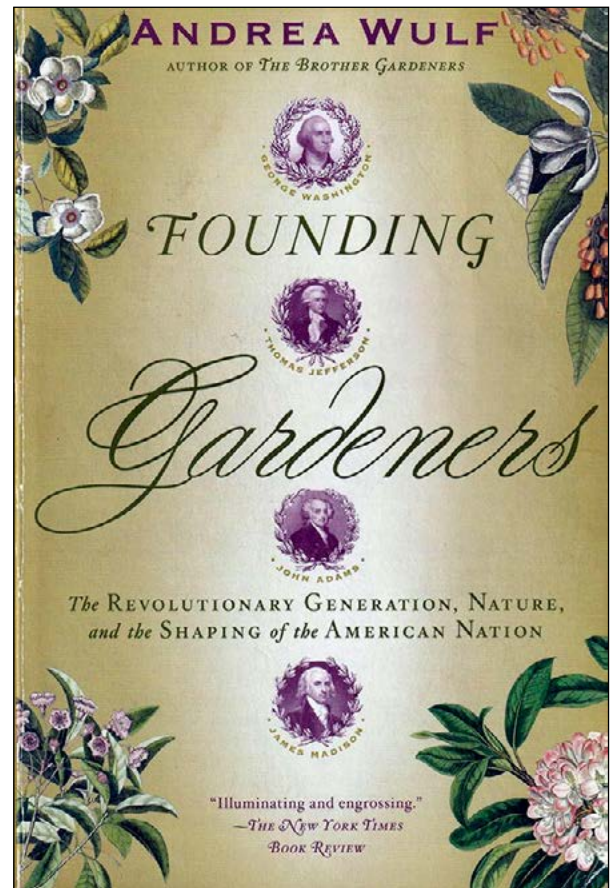
Years later England became known for its magnificent gardens. After the American War of Independence, Jefferson and Adams were sent to England to negotiate a trade agreement. They spent weeks trying to negotiate with Parliament and were getting nowhere. Jefferson was so frustrated that he and Adams decided to take some time off and visit these wonderful gardens. What they noticed is that many of the plants in these gardens were native to the colonies. This rejuvenated Jefferson and Adams so that when they returned to Parliament, they were able to negotiate some trade agreements.

George Washington created a beautiful garden at his home at Mount Vernon, Virginia. John Adams had his own garden on five acres in Quincy, Massachusetts. Thomas Jefferson was always improving his garden at Monticello, and James Madison had his farm and garden at Montpelier. All of them felt that if the United States was to prosper it would be through farming. In the years following the War of Independence, repre-



Schuylkill River.

sentatives of each of the States struggled to form a government. What they were most concerned about was giving too much power to any single person or party. To avoid tyranny, they agreed a government that had three branches, all with equal power. There would be an executive branch, a legislative branch, and a judicial branch. The real challenge was defining what the legislative branch should look like. They felt that each state should have equal representation. They



also felt that the government should be represented by the people. The problem here was that the northern states, represented by the Federalist Party, had many more people than the southern states represented by the Republican Party. The Connecticut Compromise suggested that each state has districts that represent an equal number of people and one representative in Congress. The southern states were still not happy with this solution so they would not agree to it. On July 13, 1787, Madison and a few delegates met for drinks and one of the delegates suggested taking the next day off and go visit the Bartram Gardens. The next day many more delegates decided to join them on the trip to Bartram Gardens. William Bartram, who was working barefoot in the garden when this entourage of delegates showed up, was quite surprised. They spent the afternoon in the garden and the next day two of the holdouts changed their vote. They realized that if they didn't compromise the union would fall apart.

Each of the Presidents would retire to his garden once his political obligations were done. After two terms as President, Washington wanted to retire and go home to his garden at Mount Vernon. In retirement he studied agriculture. John Adams was Vice President under President Washington, and Thomas Jefferson was Secretary of State. Jefferson and Adams had different political views, and this started to become a problem when it became public. Adams, a Federalist, beat Jefferson, a Republican, by three votes, which made Adams President and Jefferson Vice President. Four years later Jefferson ran against Adams in a slanderous and dirty campaign, which Adams would never forgive him for. John Adams retired to his farm in Quincy, Massachusetts. He

had a passion for innovative agriculture and published articles about soil and manure, grains and grasses, trees and bushes. Even as President, Jefferson would write often to his granddaughter, Anne, who would report back about how his garden at Monticello was doing.

Jefferson negotiated with Napoleon the Louisiana Purchase for 15 million dollars, the largest land purchase up to that time. He commissioned Louis and Clark to explore the western territory and take detailed notes on the soil, trees, plants, and animals. At that time, they thought Mastodons still roamed the land. Lewis and Clark would send various specimens of plants and vegetables back to Jefferson, who would then grow the plants at Monticello. In 1809, when James Madison became President, he gave much attention to

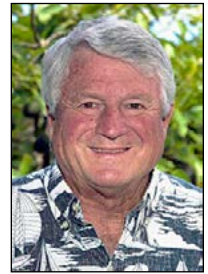
the design of the White House Garden. Once Madison retired, he couldn't wait to get back to Montpelier. Within four weeks of being back, Madison was elected President of the newly formed Agricultural Society of Albemarle. A year later in May of 1818, Madison gave a speech to some 30 highly respected farmers about soil conservation and the preservation of America's nature lands. The speech was published and was well received throughout the United States and Europe. At that time, people felt that God created nature to serve mankind. The change in thought is that man needs to serve nature or nature may become extinct.

It could be argued that John Bartrum is the father of conservation, but it was Madison who educated the public.



John Bartram house was built in 1731, a registered National Historic Landmark.

*John Profant is a third-generation Santa Barbaran now living in Goleta with his wife and two dachshunds. Graduated from UCSB in Electrical Engineering and retired from Raytheon in 2010. Currently on the Board of the South Coast Railroad Museum, the Goleta Valley Community Center, and the Santa Barbara Northside Optimist. Also, a member of the Santa Barbara Yacht Club, the Santa Barbara Sail and Power Squadron, the Santa Barbara Maritime Museum, the Natural History Museum, and the Santa Barbara Genealogical Society.*



Franklinia flower, first discovered by John and William Bartram in 1765 near Fort Bennington on the Altamaha River in Georgia. It was named after their friend, Dr. Benjamin Franklin. It has not been seen in the wild since 1803.

# Author Guidelines - *Ancestors West*

Updated September 2025

**A**RTICLES FOR *ANCESTORS WEST* focus on useful genealogy or research sources, helpful research strategies, compelling historical accounts, and interesting case studies. The items represent the mutual interests of the Santa Barbara County Genealogical Society membership. Each issue follows one or more themes that are meant to draw together a selection of content within the journal; submissions are not limited to the themes, however.

## Manuscripts

Suggested length is from 250 to 2500 words. Longer pieces or serial pieces are also published. Submit your document in Word format if possible. If not, please submit in text format. Endnotes are recommended, especially for books, articles and websites. Please follow the *Chicago Manual of Style* and the *Merriam-Webster Dictionary* for usage.

*Ancestors West* reserves the right to edit and revise submissions as necessary for clarity, substance, conciseness, style, and length prior to publication.

## Images

Any piece is enhanced by images. Please provide images if you can to support your piece. The images in general must be over **1 MB, and preferably over 2 MB, with good quality resolution (300 dpi)**—clear and sharp to the naked eye when printed at a reasonable size (e.g., 3" x 4" - plus). Please include a caption for each picture, a photo credit or source, and insert the caption in the location in the document where it should appear. **The images must be sent as separate files and not included within a Word file.**

## Author information

Provide one or two sentences about the author(s) along with author(s) photo.

## Deadlines

Submissions with images are due the **1st of the month in February, May, and August, and October 15** for the November Issue. Address submissions to Charmien Carrier, [charmien2940@gmail.com](mailto:charmien2940@gmail.com)

## Contributor copies

Authors and other special contributors receive a printed copy of the issue by mail. This is in addition to the copy you receive as a member of the Society. In addition, *Ancestors West* encourages contributors (and other interested readers) to share articles online via social media, email, etc. The entire back catalog of *Ancestors West*, all the way up through the current version, is available online, and text inside the journals can be located in *Google* searches that originate outside the *sbgen.org* website.

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SBCGS member, Irene Macias in Bergen, Norway  
with a copy of *Ancestors West*

## Ancestors West Theme for 2025

**Due October 15, 2025**  
**Family Legends and Mysteries**

