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History of Education in Rush County

Paul Carmack
Butler University

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HISTORY OF EDUCATION IN RUSH COUNTY
"It would be interesting to trace the rise and development of education from the primitive round log school house, with its oiled paper windows to the present magnificent school building with their trained teachers."

--Dr. John Arnold

1896
HISTORY OF EDUCATION IN RUSH COUNTY

by

PAUL CARMACK

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Master of Science
College of Education

Division of Graduate Instruction
Butler University
Indianapolis
1942
PREFACE

In this dissertation the author has attempted to assemble all the bits of information extant in the county. Much of it comes from primary sources and secondary accounts. To this has been added a smaller amount of information gathered by personal interview with reliable individuals; principally teachers, who have been in the teaching service for many years and who were connected with the events described. While no history can be called complete, the information here assembled can be the basis for those who wish to continue a history of the county schools, in years to come. The interest in Rush County history which has been recently renewed by the revival of the Rush County Historical Society is contemporaneous with the writing of this "History of Education in Rush County."

The remaining records and minutes of school boards and bodies have been helpful, as has the work of earlier county historians. It is hoped by the author that this work will be of interest and of historical value to future readers.

P. C.

Rushville, Indiana, June, 1942
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THE HISTORY OF EDUCATION IN RUSH COUNTY

CHAPTER I

INTRODUCTION

The history of the Rush County schools is, no doubt, a typical story of the average Indiana county's school growth from the pioneer times to the present status. Yet in Rush County's school record we find a number of incidents that are original here and a number of other incidents that give a cross section of the general history of schools in the Midwest. In this county we have, what is claimed to be, the first township unit central school in the nation, and also the first joint town-township graded school in the state. The origin of Butler University is undoubtedly here, along with a number of extinct academies, seminaries, normal schools, a proposed university site, the Graham schools and many institutions of this rank, which indicate the early desire for higher education and culture among the pioneer residents. A few of the buildings housing these institutions remain. Several of the older citizens (1)
remember other such structures and a diminishing number
attended them.

Teacher training ranged from the more ability to read
and write to the present day standards of preparation. The
teacher's pay, likewise, ranged from a few dollars per month,
often paid for by barter, to the salary scales of 1930 and
1940. The days of the old teacher examination for license,
are gone, but the words "Teacher's Examination Room" remain
on the glass door of a third floor court house room.

This history is an attempt to complete the record started
in a few older histories and by combining the few fragments
that remain of the earliest days, to preserve them here. It
is hoped, also, that this could be a foundation upon which
later histories could begin. By filling in the gaps in the
old records, where material can be found, it is an attempt
to present in one booklet, a rather complete view of the
record of the Rush County Schools.

The principal difficulties that beset such a venture are
numerous. Very few records have been preserved in the court-
house, concerning the schools, and it is likely that few were
even made concerning the earliest schools. The courthouse
here has never burned, as is the case of many county court-
houses, but it might just as well have burned, as far as
school records kept, are concerned. Likely, much valuable
information has gone into the courthouse furnace. It is evident that records are but fragmentary and the historian must search for even the fragments. The recollections of individuals can be partially relied upon but must be checked with facts, where they can be established. Individual school records are non-existent in most cases and where they exist at all, they are often quite incomplete.

A great number of early schools have been completely forgotten. Literally, scores of buildings were the home of early schools, some of which continued in that building for one term, or at most but a few terms. Likely much informal teaching was done in many homes. It is not possible to re-capture all of this in detail.

In writing, "The History of Education of Rush County", the word "history" will be regarded as a record of the county's educational efforts which will be recreated, in a measure, as accurately as records and ability will permit. It is not likely that it can contain every possible step or part. The word "education" refers to all attempts at some form of schooling for general instruction. The words, "Rush County", are self-explanatory.

The methods employed here were used in an attempt to glean as much as possible from former historical writings on the subject, and also to consult courthouse records and school records where they have been made.
The most complete record is the work of John L. Shauck, former County Superintendent. The early newspapers of the county contained very little local news, but many clues to school history can be found in them. A. L. Gary, E. B. Thomas, John F. Moses, and J. H. Scholl have left valuable records of school history.

Courthouse records include:

a. Records of Teachers, their Scholarship Records and Training Records, 1913-1925.


c. Minutes of Teacher's Institutes, 1877-1879.

d. Teacher's Success Grades Forms, 1907-1909.

Reports of the office of the State Superintendent of Public instruction, during the years furnish much of a statistical and legal nature. The resources of the State Library are always as complete as research can make them.

In general, it may be said that the schools of the county present a mirror, of the times and conditions of living, of the county residents. The schools were not divorced from actual life, at any period, or from the events influencing any era.
CHAPTER II

THE GENERAL HISTORY OF THE SCHOOLS
IN RUSH COUNTY

While the schools of Rush County have never been, to a great extent, of the parochial type, there has been, none the less, a distinctly sectarian influence in their earliest origin.

In a number of communities of the county, the church was often closely allied with the first educational movements. The first public buildings in these earliest settlements, generally, were the churches and the schools. Many log buildings served for both religious and educational service. Likewise, the leaders of education in the common schools, academies and seminaries were, in many cases, the preachers of these and nearby churches. Unquestionably, the county churches and the county schools had a common origin in many neighborhoods.

Early Settlers.--When we consider the debt we owe to the pioneers of Rush County, it is a temptation to paint the lives of these people as a pageant of patriotism and heroism. It does not appear, however, that it takes any of
the rightful tribute from them to point out that life was a "humdrum" everyday existence, of much difficulty in their
day. Rather, we should realize that their early achievements,
in the intellectual field, came about only when these goals
were reached by the surmounting of obstacles.

The life of the pioneers, while mainly quiet and uneventful, cannot be painted in
roseate hues, for life everywhere has its sorrows and tragedies. Now and then a man,
while felling trees, would be killed by a tree falling upon him... These happenings
called forth the strongest sympathies and ready help of neighbors.¹

During the early winter months of 1821, the first vanguard of the permanent settlers was migrating into the
county. This and the succeeding two winters were so severe
that by the spring of 1823, about a quarter of the population
had either died or moved to some other location. These early
days were dark days and financial failure and illness made
the mere business of existence, a grim but determined task,
which did not always reach success. Because of the necessity
for the children's labor at home, the lack of money in general,
the scarcity of proper buildings and educated teachers and
the struggle for existence, "there was little or no effort

¹Mary M. Alexander and Capitola Guffin Vill, Sketches
of Rush County, Rushville, Indiana: Jacksonian Publishing Co.,
1915, p. 6.
to provide schools," in the first few years of settlement. When school houses were erected there were no laws or standards to use as guides for action.

When Rush County was originally established as a County in 1822, only six townships were organized: Noble, Orange, Richland, Ripley, Union and Washington. As the population began to concentrate elsewhere, seven other townships were organized. In 1859, the thirteenth township, Green, was discontinued.

After homes were established, the Rush County pioneer then, generally, gave his attention, as soon as possible, to two other interests, the church and the schools. It is with the latter that the emphasis here is placed, even though it cannot be divorced entirely from the many other factors influencing the early community.

Many of the early county settlers came from the states of Kentucky and North Carolina. Still others came from the eastern part of the nation, quite often by way of Kentucky. Likewise, many "squatters" who lived in the county for a time later moved on westward, to keep a "jump ahead" of the surveyor.

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Living Conditions.--Dr. John Arnold gives an accurate account of the appearance of early Rush County:

Before the land sales at Brookville, opened on the first Monday in October of 1820, no one owned a foot of the rich soil then covered with the most magnificent growth of lofty timber with its dense and almost impenetrable undergrowth of spice trees, pawpaw and other bushes, with its thousands entangling vines and the wild luxuriance of flowers and weeds, long since tramped out of existence by the foot of civilization, all these testifying to the unbounded fertility of the virgin soil.

Through these shady solitudes still roamed the wild denizens of the forest. The shrill, sharp scream of the panther often awoke the echoes of the forest. The bear was a not infrequent prize to the hunter. The long dismal howl of the fierce wolf was not pleasant midnight music. The active wild-cat lurked in the deep thickets. The fleet-footed deer was abundant. The wild turkey, that noblest of game birds, was plentiful. The peculiar drumming of the ruffled grouse, or as it was generally termed, the pheasant, very frequently broke the silence of the woods. The eagles were frequently seen in the spring. The hoarse and discordant cry of the raven gave variety to the sounds of the forest. Many varieties of birds, no longer found here, were abundant.

Our conceptions of the perils of the forests without a mention of the deadly reptiles that were found in its gloom would be incomplete. The yellow and the black rattlesnakes were numerous. The treacherous copper-heads were equally numerous and were more dreaded because the bite was the first intimation of their presence. Along the streams the ugly moccasin was found in abundance. I mention all these things to enable the present generation to form some idea of the difficulties and dangers faced and overcome by the early settlers in the primeval forests of what is now the rich and prosperous county of Rush. This territory was ceded by the
once powerful tribe, the Delawares, in a treaty made at St. Mary's, in Ohio, January 15, 1819, in which Jonathan Jennings, Lewis Cass and Benjamin Parks were United States Commissioners. Immediately surveyors were set to work to lay out and plat the land of the New Purchase. This was completed and the land office at Brookville opened on the first Monday in October, 1820.

After the settler gained a foothold, the rich Rush County soil began to yield to the efforts of the tiller. He improved his home and began to build his buildings of sawed lumber and within the first twenty years brick was used to some extent. Roads were expanded from trails to routes followed by equipages of varying sizes. However, roads were still rather poor until after the 1870's.

The wealth of the county made fine farm houses the rule. Today Rush County farms have every convenience available. The gasoline powered pump is replaced in many cases by an electric pump made possible by the recent installation of rural electrification put in by the Rural Electric Membership Corporation. It is a far cry from the living conditions of the pioneer to the luxury of the modern home and the transportation of the automobile.

Early Rushville School.--Dr. Arnold further wrote of

---

3John Arnold, Rush County Historical Souvenir, published by the Board of Deacons of the First Presbyterian Church, Rushville, (1896) p. 7.
the first school in the first year of Rushville's settlement.

I cannot omit a mention that our county and city not only owe their names to Dr. W. B. Laughlin but that he built the first house in 1820 and taught the first school in the township and county in 1821. He was a man of classical education, of fine religious principles (he was a Presbyterian), and of delicate moral perception. These qualities marked him as a leader in all good works and gave the society he assisted in organizing a high and pure tone of morality. He was devoted to the cause of education, and in 1826 he opened a classical academy for instruction in the higher branches of education. He erected at his own expense a two-story frame building for this purpose.

It would be interesting to trace the rise and development of education from the primitive round log school house, with its oiled paper windows to the present magnificent school building with their trained teachers.

With no public conveyances, each man mounted his horse and rode through mud, brush, and swollen rivers; but they, like the other early settlers, were equal to the duties of their day.4

The Earliest County Schools.—Several communities in the county claim to have had the first school in the county, with the dispute lying, principally, between Noble Township and Rushville. The county historians do not agree on the subject. Dr. John Arnold, a recognized

historian of the early county affairs, felt that the honor should go to the school in Rushville, founded in the fall of 1822, (in the year in which Rushville, was laid out as a town and as the county seat), by Dr. William B. Laughlin. Likewise, County Superintendent of Schools, John L. Shauck, also a competent authority, believed that the first county school was taught in the winter of 1820 and 1821 by Isaac Phipps in a log cabin in Noble township. This cabin was on Congressional land and the students were largely the children of the squatters in that vicinity. Elijah Hackleman, a county teacher and later a resident of Wabash, Indiana, was of this same opinion.

From the various accounts of these earliest schools, it seems that the first school in the county was the Isaac Phipps school\(^5\) in Noble Township, but that the first formal school in the county was the Dr. Laughlin School in early Rushville.\(^6\)

\(^5\)The Phipps School was in Section 19, Township 13, North Range, 10 East, as described by Elijah Hackleman and quoted by John L. Shauck in: Brant and Fuller, "Schools", History of Rush County, Indiana. Madison, Wisconsin: Democrat Printing Co., (1883) p. 819.

\(^6\)The Laughlin School was near the present corner of Second and Morgan Streets in Rushville, \textit{Ibid}, p. 832.
From pioneer reports, and chiefly from the report of John Nipp, who settled in 1821, Cornelius Howard taught a school just east of the Kennedy bridge on Ben Davis Creek, in Union Township.7

Pioneer Educational Leaders.--In addition to the leaders Isaac Phipps and Mr. William B. Laughlin--Benjamin H. Reeves and Elijah Hackleman "tower above all others who were their contemporaries in their efforts to enlighten the minds of the young, both as to scholastic and moral attainments."8 Reeves and Hackleman are principally identified with Noble Township and both of them were acknowledged as such leaders that they were drafted out of the school room into many forms of public service.

We have a host of school leaders in the subsequent years of school history but these men's names come down to us as the true pioneers of the county schools in their earliest origin.

The best source of information to be found concerning pioneer Rush County schools is the copy of letters sent to the Rushville Republican and printed in its issue of

7 Ibid., p. 810

November 29, 1883. The author, Elijah Hackleman, was a pupil of Benjamin F. Reeve of Noble Township. After teaching in Noble Township, Mr. Hackleman moved to Wabash, Indiana, from which place he wrote his letters of early school conditions in Rush County.

Pioneer life was about the same through all the settlements of the Northwestern Territory. The history of the development of one particular locality would be a true history of the development of all others. It was a great struggle for preeminence by the pioneer vanguard of civilization, over the vast unbroken solitudes of half a continent, presenting a solid front, with its deep forests, its mighty rivers and rippling streams inviting the pioneers to search out its hidden treasures.

We now look around in vain for that vast wilderness. It has successfully disappeared, and, in its stead have risen villages, towns, cities and vast farms... with school houses, seminaries, colleges, universities, and church houses all around us. Progress and civilization have developed around us within 60 years after these settlements of the great Northwestern Territory, a system of farming not surpassed by any territory of the Old World.

One of the great needs of the early settlers was found to be a uniform system, or plan of education. Very few of the new emigrants could support a private teacher; in part, the great demand for the

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Excerpts from Elijah Hackleman's letters printed in the Rushville Republican of November 29, 1883, and later issues.
services of the various members of the family in one capacity or another presented the idea of schools. Altogether for three or four of the first years after settlement no attention was paid to education at all, there being no vacant houses that could be appropriated to that use. Of course, then, houses had to be built, and for the first time in the winter of 1823-24, the subject came prominently before the Legislature at Indianapolis. That Legislature enacted a law regulating common schools that was probably as fair and equal upon all the inhabitants of the State as could have been devised at the time. For the purpose of building school houses, the law rightly taxed the heads of families equally with work and labor, to be continued from week to week until the same was finished. I will, however, give an extract from the school law of 1824, for building, etc.

Sec. 6. Be it enacted, etc., that each able-bodied male person of the age of twenty-one years and upwards, being a free holder or house-holder, residing in the school district, shall be liable equally to work one day in each week until such building is completed, or pay the sum of $3\frac{1}{2} cents, for each day he may fail to work, . . . and provided, moreover, that the said trustee shall always be bound to receive at cash price in lieu of any such labor or money as aforesaid, any plank, nails or glass or other material which may be needed about said building.

Sec. 7. That in all cases such school houses shall be 8 feet between floors, and 1 foot from the surface of the ground to the first floor, and finished in a manner calculated to render comfortable to the teacher and pupils, with a suitable number of seats, tables, lights and everything necessary for the convenience of such school, which shall be forever open for
the education of all children in the district without distinction.

And, as already stated no school houses were built for the first four or five years after the first settlement of the country, yet, during each winter, a few schools were managed to be taught a few weeks in some of the abandoned cabins.

The First School Buildings.--

Suspend the little urchins in the air,  
With their galled bottoms on a rough oak plank.  
Like sentenced thieves abandoned to despair.  
Their legs as pot-hooks swinging lean and lank,  
Like as they're doing penance for their sins.

Unquestionably the Rush County schools were no worse than those of neighboring counties, but there was little in the appearance of many schools to invite the students to attend schools in pioneer days. School houses were greatly neglected and the school house, play grounds and surrounding scenery were seldom, if ever, selected with a view to pleasantness, healthfulness or quiet.

Almost all of the school houses in the county are situated without any reference at all to pleasantness of grounds or scenery... Others in some rascally corner of a lot, perhaps close by the four corners of the roads where the clatter of wheels and hoofs of steeds are continually heard to the utter annoyance of the school...or crowded up between the dark sides of the warehouses, stairs

An unidentified quotation in the Rushville Whig (newspaper) of December 23, 1842.
and filthy stables.\textsuperscript{11}

It is small wonder that often the pioneer child was the counterpart of "the whining school boy with his satchel and shining morning face creeping like a snail unwillingly to school". Many of the patrons and probably a number of the teachers felt that the greater the hardship, the greater the value of the education that was being undergone. The school child received no sympathy at home or at the school if he should complain about unpleasant conditions. His home was no better, in the main. Life at home or at school had little of the benefits of modern comfort, convenience or health.

A description of a school in Marion County, two miles from Indianapolis, shows the blacker side of the condition of early educational buildings.

I saw one in this state (1842) and not over two miles from the capital either that presented certainly a more revolting aspect than the dirtiest Indian wigwam that ever was reared. It was a small, low, log cabin, situated just upon the outskirts of an old slashing, immediately surrounded with logs, brush, stubs, thistles, tall rank weeds almost reaching to its top, with mullens, the most unpoetical, and anti-educational weed of all, over grown burdocks and with tall and tangled grass. These were its nearest

\textsuperscript{11} An editorial from the Rushville Whig of December 16, 1842.
neighbors, nor were the scenes and objects a little distant more enticing. On one side about ten rods from the house was a low, wet dismal swamp, with croaking frogs, lizards and unnumerable tadpoles, and on the other side, a little further off, it is true but in its immediate vicinity, stretched a long deep gully, far off to the south, grown up with tall grass, prickly shrubs and villainous briers. Indeed our county jails are far more inviting than this school house where the children of our community are educated... School houses have been too much neglected throughout the United States. 12

The general remark then, no doubt is correct that the external world has a great effect on the mind and this is peculiarly so during the interesting period of its primary education. 13

Due to the severe surroundings of the school, the house itself, with its poor heating plant and its uncomfortable furnishings, it may be that a severe attitude on the part of the teacher was necessary to get the young pioneer to study.

This letter written by William Hackleman in 1833 describes a meeting of patrons to consider the building of a school house in Noble Township. It is typical of

12D. M. S. (otherwise anonymous) wrote a series of articles called, "Common Schools", starting in the September 3, 1842, issue of the Rushville Whig and ending with the issue of December 23, 1842.

13Ibid., December 9, 1842.
meetings held in other pioneer county communities.

JOHN HAWKINS FARM SCHOOL

Householders and freeholders were taxed 1 day's work in each week by the trustees as there were no funds for building it.

Those liable met at John Hawkins between Somerset and Kushville. They agreed on a site in the woods nearly 200 yards south of the road on the banks of a spring branch which has doubtless long since disappeared under the present system of drainage.

Then followed an argument as to whether the school house should be of "round logs--with puncheon floors, slabs for benches, without back, and raccoon greased paper windows." Or as to whether it should be the "new r'angled school house, with its broad hewed walls, with its glass windows, and seats with backs to them, made of plank sawed out by "uncle" Simeon B. Lloyd's whipsaw. They argued three hours.

As it was near Christmas it was argued that the "scholars would raise 'cain' generally, turn the teachers out and then 'smash would go your glass windows'. The vote for greased paper carried by a large majority.

All hands went to work good naturally. An abandoned cabin belonging to Tyra Gant was torn down and moved to the site. With a few new logs added a house was finished in 2 days. It was comfortable; Abner Hackleman taught the first school beginning a few days later.

Well Christmas came, the teacher was turned out, windows were smashed, the
roof torn partly off—the teacher was chased three miles in the direction of New Salem but in the woods near the farm of Isaac Williams he was lost sight of. The scholars returned home in melancholy mood, having missed their "treat" that day, with, however dreadful threatenings or what might be expected about New Year. 14

John L. Shauck has given us one of the most accurate accounts of the Rush County "pioneer school house." His description, which follows, is as true a view as we will likely ever have, as it is based on interviews with the pioneers who attended these schools and upon observation of a few relics of those earlier days. This is an opportunity that is no longer a possibility.

The building was usually 16 x 18 ft. built of round logs from 8 in. to 10 in. in diameter laid one on top of another after the manner of a rail pen with notches, called the "cradle," cut in each end and fitted side against side. This made a building easy to construct but a rather substantial one. The overlapping ends of the logs were seldom cut off. A good "corner man" was in great demand in every community.

After the house reached the height of 7 ft. the usual height of a one-story house, the corner man began to shape the gable by trimming the ends of these legs to correspond to the desired pitch of the roof, smaller logs were placed cross the building on which the roof was to rest, the ends resting on the logs forming the gable and holding them in position. The last log was called the

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14Elijah Hackleman wrote the above in a letter to the Rushville Republican and it was printed in the issue of December 13, 1883.
ridge pole. The roof was made of clapboards and held in position by poles, laid on top. The door was placed conveniently, the windows were made by cutting out part of one log on the side or better still, one-half or two logs. Greased paper was placed over the opening. A fire place was placed at one end or one at each end if the room was large enough. This fireplace was built on the ground and outside of the building.

The front of the fire place was opened by removing the logs in that end. The chimney was built of sticks covered with enough mud so that they would not catch fire. The fire place would allow a backlog of 10 ft. long in some cases and frequently a horse was employed to drag the log inside. The hearth was of baked mud.

Thick puncheons split from logs formed the floor. Seats were formed of a half log and supported by logs inserted in holes bored on the bark side. These were generally too high for the beginners. The writing desk was a snail like ledge under the window. It was a puncheon plank and was held in place by pins driven into the wall. A bench served as a seat in front of the writing bench. There was no ceiling except the roof and on days when the chimney did not draw so well, smoke came out of the cracks in the roof.

Some schools had an earth floor and the room was heated by bringing coals in from an outside fire and placing them on the floor in the center. Neither saw nor nails featured the construction of some buildings.15 (see frontispiece)

it is very easy for us, today, to point out the defects in these early buildings but nevertheless they served their purpose, in their day. When we consider that the runds

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for school purposes were, for many years, at a minimum for the schools of the state, we can better excuse the conditions and at the same time marvel that they could have schools at all.

Most schools came into existence as a result of one day's work or, at most, a few days work, on the part of the settlers. Just as a pioneer home was built by community "log-raising" many school structures were so set up. For the most part, the citizens wanted their children to have the beginnings of an education, even though many did not care for "higher learning."

What a magnificent sight and what an exhibition of brotherly love was one of these old fashioned gatherings. But, alas how changed. The 'log cabin' of those times has given way to fine houses, and log-rollings and corn-husking to 'tea parties' and 'turkey dinners.' Then we had no dividing line—none very rich and none very poor. Now we have it vice versa. (1883) 16

By 1842, the Rushville Whig was urging all communities to build better school houses and declared that "a log school house is a disgrace to any district, however, newly settled or poor." The recommendations called for either

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16 Andrew Guffin wrote this in a letter to the Rushville Republican. It was printed in the issue of December 13, 1883.
a stone or brick structure to be erected, or if wood must be used, that it be a frame house. These recommendations, in general, carried the following requirements:

(1) As to *shape*, the school should be large and roomy and have two stories. The district should be large enough to furnish many pupils and the younger and older pupils should be in rooms, divided by an intervening hall. (This was a prophetic view of consolidation.)

(2) As to *interior*, the school should be conducive to "health, convenience and ease." Many seats did not fit the students and these contributed to deformities. Tall boys have been made "stoop shouldered" by such seats. The recommendation was for seats that would fit each student.

(a) The floor should be level. (This was not always true of the early dirt floors)

(b) The seats should have good backs. There should be an individual lock and key for each student's desk drawer. The seats should be arranged the length of the room and there should be an aisle between each row and a larger aisle down the center. 17

With this recommendation, we can see the beginnings of a trend to make the school house more and more attractive to the youth. This has resulted in finer buildings being erected for

17 An editorial from the Rushville Whig, December 23, 1842.
school purposes in the county and there is no doubt but that remodeling in these buildings was done, both for utility and attractiveness for the students.

The early buildings had windows made of glass in only a few cases. Most of the windows were paper, covered with "coon grease." This helped keep the heat inside the building but could not have allowed a great deal of light to fall upon the student's work.

The commonest heating plant was the fireplace which burned the ever abundant wood as the cheapest fuel. Again, some schools were heated by coals from a fire that was kept burning outside the building. These coals were carried inside and placed in the center of the room, either on the dirt floor or upon a platform of baked mud. Students who came from some distance on foot, alternately were too hot and then too cold. Epidemics of disease closed many schools.

The benches were very uncomfortable, as the surface upon which the student sat was the flat half of a split log. When we realize that students sat on these benches for about eight hours with no recess, except the noon hour, we can better appreciate their lack of comfort.

The writing tables were placed along the side of the room under the windows. The students sat on benches while working at these shelf-like writing tables.
The smoke and gases from the fireplace or pile of coals mingled in the atmosphere the students breathed. On cold days when the chimney did not "draw" well the smoke could become very heavy inside the schoolroom.

All in all, it can be said that the pioneer school was not a pleasant place physically and the love for school had to grow from love of the "pursuit of knowledge" or from the personality of the teacher or the industry of the students.

**Evolution of the School Building.**—By 1840, the school house was still of the one-room type but log houses were being replaced by well built brick buildings. The later one room brick school houses still dot the county but have been abandoned, due to county consolidation. These buildings have been changed into corn cribs, dwellings and farm structures for the most part. Many others are partially destroyed by time, fire or general neglect. In a short time there will be few remains to remind the older citizens of the school house of their parent's day. School houses had little more equipment than necessity required, until after the Civil War days. The county school inspector, in 1873, reported school property in the county to be in a rather indifferent condition in the majority of schools, in that year.

After the Civil War, the school houses of the larger
towns were changed to two rooms and in some cases two story structures. It became common to divide the school into "rooms" and "departments." Consolidation which started at Raleigh in 1876, called for larger buildings. By 1900, the larger brick buildings still in use today were being constructed. Since that time many such schools have been enlarged to care for the increased enrollment.

Then the schools began to build a gymnasium in or near the school building to care for physical culture and the community's interest in the game of basketball.

Most of the county schools of 1941 are adequate but not as modern as they should be. These buildings will likely be used for several years yet as they have not outlived their usefulness.

The Conditions for Study.--With the school structures often being anything but comfortable, it was almost impossible to concentrate. As even today, it is not possible for the teacher to know whether a student is studying when looking at his work. To offset this idleness, early teachers often had a "loud school" which made the failure to work immediately noticeable to the teacher. Each student repeated his lesson in a loud voice instead of studying it quietly. Even though the student may have gotten little from this procedure, the teacher or a visitor could be sure the student was "working."
When the teacher was walking up and down an aisle, with a raised stick, to strike an idler into instant effort, it seems unlikely that a student could "concentrate" on his studies in the way we understand concentration today.

Uncle John Walker's 'loua School' had no bell. The first in the building recited first. To end play time, he came to the door and called 'Books.' He marched up and down between benches with beech switch and 'tapped' the whisperers or idlers.13

Later when geography was placed in the curriculum, it was taught by singing the names of the states and capitols, rivers, and their lengths, counties and county seats, the planets, oceans and other particulars.

Some teachers ruled the students by kindness and by winning the affection of their students, but many were of the tyrannical type. Many parents wanted their children to be "whipped" as a necessary part of their education. The student often worked as a slave under a master, but likewise many early teachers were the "idols" of the whole community, about whom the social, cultural and often the religious activities of the patrons moved.

The conditions of study would not be what we would at present consider ideal, yet they were typical of that

day and, no doubt, justifiable in the light of "the times."

The teacher and the pupil often regarded each other as "the enemy." Discipline has gradually relaxed until at the present day the student is given much freedom of action and personal choice as to conduct.

However, until the end of the 19th century, there were many expulsions and stern disciplinary measures were often taken. Destruction of school property in "retaliation" for real or imagined injury was not uncommon. The school trustees or school board members retained the right to expel and reinstate the students so disciplined. Rigid control of conduct, even outside of school hours, was expected. Every student was expected to take his home work with him, at the close of the school day.

The early student studied at his desk while other classes recited in the same room. He had little help outside the text-book and possibly a dictionary. Today he studies in a class-room in a directed-study period which is a more modern device, or he may study in a "study hall" during the periods he is not in class. Here, he has the facilities of a well-stocked library at his service. A teacher is present to help him when help is desired.

A minimum of home work is required or expected now (1941). There has been a trend away from "iron-fisted"
and arbitrary control of the study time to a great degree of freedom in the use of this time.

Subject Matter in the School.--At first spelling, reading, and writing as well as arithmetic were the essentials. Patrons grew excited and often frowned on the introduction of "frills" such as grammar and geography in the pioneer county school. The "climax was capped" when trigonometry and algebra were introduced.

Elijan Hackleman, one of the early prominent teachers, was approached by a patron who said, "Hackleman, I want you to teach my boys common learning, for I wouldn't give the toss of a copper for all of your 'High Dick' or for your classics." 19

To point out the names of early texts used in the classes would be difficult, because students did not recite in conventional "classes" or in set recitations on a certain assignment, in a definite textbook, as they do today.

Teachers made copy book models in writing for the students and arithmetic was taught by writing a problem on the child's slate and letting the child figure out the correct answer.

Rather, the teacher often made his own assignments as the whim struck him and not along a set course of study.

19 Ibid.
such as we now use. These tasks might have been made from one textbook or from an assignment that the teacher created each day. Methods varied widely from one school to another. The day of textbook assignments was to come several years later.

In general, little work beyond reading, writing and spelling and arithmetic was attempted in these schools. Nor would it have been popular with many patrons if it had been tried.

In the days of the academy and seminary, the more advanced and difficult work became popular. Greek, higher mathematics, surveying, bookkeeping, "the classics," sciences and other subjects commoner today, were introduced by these schools.

The first high school courses were largely borrowed, bodily, from the academy, seminary and the college. Our present day courses of study are still largely influenced by this era, but we can still see many new subjects coming into the curricula. The tendency to change away from "mental discipline" courses such as Latin and to courses designed to train one for his life work has begun, but not ended. The "defense work" courses occasioned by the war emergency of 1941, (before and after) emphasizes the need for such usable training. The older courses of study
trained all students alike for college entrance, regardless of the fact that but few would or could go to college. The tendency will continue to train for life's job, upon graduation.

Recently added subjects are called manual training, domestic science, health, safety, sociology, economics, consumer education and other related work.

The traditional subjects are being replaced by vocational training courses.

The Teaching Profession.--The early county teachers may be divided into two types, first--, the professional or educated teacher and, second--, the uneducated teacher.

In the first type, we find many men who were also the ministers or "preachers" of the same community in which they were teaching. In this case, the same building was often used for both church and school. There were a few teachers trained in "normal" or teacher training institutions. But in general the name "professional" referred to one whose education was that of considerable culture or whose education reached a point, considerably advanced above the general level of the community. These men and a few women contributed in an immeasurable degree to the culture, refinement and knowledge of a county that is today proud of its position in such advantages. They seem
to have sowed the seed that made Rush County conscious of the value of education. There is in evidence today in the county, a very friendly attitude toward education and it is a thing that no doubt grew up along with the high regard in which these "missionaries of culture" were held.

Of type two, the non-professional teacher, it can be said that many of them realized their shortcomings and were willing to give way to the better trained teacher when and if they could be secured. Many early settlers started schools on their own farms and even in their own cabin homes, to teach the rudiments to their own and subsequently, the neighbor children. This was the only education available at first. Many teachers could barely read and write. It was a case of the "blind leading the blind."

The Rushville Whig of December 23, 1842, while recognizing the teacher "as the mainspring" of the school lamented the ability of many teachers:

Teachers, so to speak, may be too hard or too soft. They may be deficient in Education, ability or experience which far oftener happens than any other deficiency that can be mentioned . . . Many are deficient in Education, not able scarcely to read intelligibly the first lesson in the Spelling Book. Many are deficient in ability to teach, govern and the like. And many are green, even in the first principles of teaching, knowing nothing more about it
than a bear does of poetry. . . .

The desirable qualities of a teacher were:

1. education
2. government (discipline)
3. teaching methods
4. tact
5. moral character
6. self-swayed passions
7. equanimity of temper
8. agreeable deportment
9. attractive demeanor

This list compares partially and in general is similar to the lists used by superintendents to compile teachers' success grades today.

Probably the teaching profession felt the need of appearing more "professional" as in the early 1840's a national committee of the College of Teachers recommended:

1. That the profession be created by law as the controlling monopoly on school affairs.
2. That the profession be allowed to determine the qualifications of members.
3. That the profession determine the course of study for teacher training.

P. A. Hackleman (along with his brother O. C. Hackleman) took much interest in county education and was an exponent of government aid through taxation for the schools. He was an editor, teacher, lawyer, legislator and civil war general and was in his day, one of the county's leaders of public opinion. He is quoting here from a letter written to the editor, signed by a D.M.S. or otherwise anonymous contributor, (1842).
This caused many Rush County people to feel, and rightly so, that the patrons should always have a hand in school control, as they are vitally concerned. They felt that if teaching cannot warrant being called a profession, it did not deserve the name and if a law must be passed to professionalize teachers then something is wrong with it. Possibly this attitude may be seen today in a tendency to question the medical doctor's control of medicine. Most people felt that teaching was "good work and good pay."

The patron felt that the good teacher could release or liberate the captive powers of the student's mind, much as the mythical armed virgin arose from the skull of Jupiter when Vulcain struck his skull with a sledge. "Education can alone crack the skull and let out . . . the mental powers dormant and concealed."

In Ripley Township, the Baptists permitted the colored students to attend school, during the week, in their churches, but in the main the teachers of these schools were also colored. There was a colored school with a colored teacher in Ging for a number of years.

Much as it is today, the early teachers were both good and bad. But all seemed actuated with a true desire to educate and inspire the youths of the county, with a moral and educational fervor.
Teachers have been regarded, much as other professions, with a mixture of feelings. Some were pitied, some hated and others revered. Teaching had risen from the status of a part time occupation, to the level of one of the professions, by 1941. In 1941, the teaching profession offered the most opportunities for employment for college graduates, of any of the higher vocations. The teacher, in too many communities, is still regarded as a migratory white collar worker. He has a "long way to go" before he attains a position of permanence and accepted community confidence, but he seems to be approaching that goal, if but slowly. The person who teaches until he can "find something better" has hurt the teaching profession, but is gradually being weeded out. The politician in school business is no longer welcome, but is still a force to be reckoned with. Rush County teachers are well above the nation's average as to training and moral character. The county has required a high standard of its teachers.

The School District.--At first there was no regard for any set form of district, beyond the natural limitation of distance and possibility of transportation. Students attended school in a community whose limits were bounded by the attendance at a school or a church. The "setting off" of the 16th section in each Congressional township, as
school land, caused the first tangible location of schools for this financial reason. The 16th section of school lands, whose income affected the north Ripley Township schools, was actually across the line in Hancock County.

Later, when the surveyed lines and meridians came into use, many students had to travel unreasonable distances. Schools were organized then as to number, range and townships. Sometimes, there were not enough children in our districts for more than one good school. Many of the students found themselves "gerrymandered" into attending school at a distance that was difficult in that day. However, little objection would be given to students attending school anywhere in the county, in cases where they would "board" or stay with a family near that particular school house.

Three frame school houses in Posey Township called No. 1 and No. 2 and No. 3, were built by Henry Henley, Trustee of Ripley Township, before the line between the two townships was pushed two miles north of its original position.

Gary and Thomas explain that the jogs in some of the township lines were created by purely personal reasons, because some men preferred to have their land listed in a certain township. Such jogs occur in the Jackson, Union
and the Noble-Union Township lines.  

While these inconsistencies of size and shape of school district have occurred in the early years, it may also be said that Rush County was a national leader in school consolidation and early transportation of students. Some incongruities may yet exist, but the county is far ahead of the average school authority.

The School Term.--The term or length of time for a "term" of the early school could be within almost any imaginable limit. This was governed by the time the parents could spare the children from the labor of the home and the assistance in the father's occupation, as well as the disposition of the teacher toward it, the amount of money available to support the school, epidemics or disease, bad weather and general customs.

The average term lasted from two to three months during the part of the winter least conducive to any other outdoor activity. However, other school terms continued as long as a year and a half with students coming and going for such part of the term as they wished or felt able to attend. As there were no yearly "promotions" such irregularities were

possible, a student continuing in school as long as he cared to attend or until he felt that he had learned all the school had to offer.

The trustees of the school district No. 1 of Rushville advertised in the local _Whig_ (newspaper) on November 26, 1842, that they felt that G. W. Brown was a competent teacher and that the school would be extended an extra three months from November 28.

April 8, 1842, James Alexander contracted to teach for $1.50 per scholar for three months, 'its equivalent in corn, wheat, oats, flax, goose feathers or other merchandise to be delivered.'22

An early county newspaper in the "local news" columns, in the same issue, announced that Mattie Culbertson's school closed today (Friday) and that she would go next week to Valparaiso to attend "normal," (Glenwood News) and that school (Friendship School) commences March 8, with Miss Logan as teacher.

No general statement of the exact limits of an early school term can be made. Rather the term was set to accommodate the patrons, or the teacher or the extent of school funds.

Schools commenced at 7:00 a.m. in the summer terms

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and at 7:30 a.m. in the winter. There was a noon period of one hour and recesses of five minutes. The school day took ten hours in the summer.

While school was taught the year around in some communities that could afford it, the average early school met but for three or four months. This was gradually increased until by 1900, six or seven months were regarded as short terms. Nine months became accepted as the normal term for city and town schools. Due to lack of money the township schools held school for an eight months term. During 1930, due to financial difficulties many county schools dropped from nine to an eight months term. In most cases these terms have remained at eight months. The school lags behind the trend of the business cycle or financial stress and recovery.

Sources of School Income.--

Indiana's first constitution did not make arrangement to pay the cost of public schools. So until the 1850's there was, as all know, very little "public" school in Indiana.²³

The Ordinance of 1787 had set aside the 16th section of each Congressional Township or 160 acres of land for school

²³From a series of Articles on American Education Week printed in the Rushville Republican (newspaper) November 8, 1939, and written by Arie M. Taylor, a retired school leader of the county.
use. The State Constitution offered little more than a re-
echo of the encouragement given by the Ordinance. We must
remember, too, that a Congressional Township does not coin-
cide with a civil township, the names of which, we are ac-
customed to seeing on the county map. A Congressional Town-
ship is a surveyor's expression and is generally quite a bit
larger than our civil townships. So there was not the matter
of 640 acres for each of the early townships.

In the 40's the county began to realize some financial
help from the state distribution of money allowed Indiana
from the surplus revenue (and subsequent interest) fund of
the Federal government.

The Constitution of 1816, made it the duty of the State
Assembly, to provide as soon as possible, for a system of
township schools, seminaries and a state university with free
tuition and these were to be open to all. To this many com-
munities were very indifferent and little was done in this
direction and much of this program was very slow in getting
under way. Of course, many citizens were actually opposed to
the schools.

The average citizen could ill afford to pay much, in
the way of taxes, to support schools. By the Act of 1824,
each able bodied male, 21 years of age and over, must work
in each community, one day each week or pay 37½¢ per day
until a school was finished or in lieu of labor or money, he could furnish plank, nails, glass or needed materials.

While the school lands of the county would be very valuable today, actually the schools realized very little money from their sales as land was one of the commonest things offered for sale. Land sold then from $1 to $3 per acre. Of course, if this money had not been available the early schools would have faced even a more difficult early existence.

School land sales began about 1829. One of the earliest school land sales in the county is described in the *Indianian* (Rush County newspaper) in a September 14, 1830 advertisement.

**School Lands For Sale**

I will offer for sale at the court house door, in Rushville, in the county of Rush, and the state of Indiana, on Saturday, the sixth of November next, between the hours of 10:00 a.m. and 6:00 p.m., the School Section, in Twp. 14, Range 11, in said County.

Said Section is divided into lots of eighty and forty acres. Several of which, have on them good improvements, terms of sale may be known, by a reference to the acts of the Assembly of 1828 and 1829, and will also be made known on the day of sale, where strict attention will be given by me.

Stephen Sims, School Com. R. C.

August 30, 1830

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24This advertisement was taken from a copy of the Rushville newspaper, *The Indianian*, of September 14, 1830, No. 21, Wm. J. Brown, publisher (photostatic copy).
For several years after 1830, these land sales were continued until all the school land was sold. We can sigh and think of the value these lands would have, in lightening the present burden of school taxes, if we but had them today, as school property. But such a view would be a selfish wish to benefit the present and future by robbing the "poor past."

The land superintendents for the first six townships were: Samuel Damner, Union; Henry Sadorus, Ripley; George Taylor, Noble; Christian Chymymer, Washington; Johnathan Parker, Richland; Nathan Julian, Orange. They could lease up to 160 acres (of their section) per person for a term no longer than seven years. The leasees had to agree to set out twenty-five peach trees and twenty-five apple trees annually until 100 of each, had been planted on the leased strip.25

Land that was forfeited to the State, by failure to pay taxes, was sold for school use as illustrated by an advertisement in the local newspaper of 1838:

Land Sale

Pursuant to the School laws of the State of Indiana, I will offer for sale at public outcry, at the court house door in Rushville on the 25th day of Nov., 1838, to the highest bidder,

the following tract of land and Town Lots, to wit: the west half of the south-east quarter of section 21 in twp. No. 12, range No. 9; also lot No. 19 in the town of Williamstown, and lot No. 2 in the town of Arlington. Said land and town lots forfeited to the State of IND. in consequence of the tax, interest, cost, penalty and percentage not having been paid on the same when they were due or within three years thereafter.

A. S. Lakin, School Comm.

September 20, 1838.

On June 3, 1849, the above school commissioner advertised for sale, a farm mortgaged to the school fund, to the extent of $200.

Again on November 26, 1841, he advertised in the *Whig* (local newspaper) that three pieces of real estate would be sold for non-payment of loans from the mortgage to the school funds. Nine per cent interest was the charge for such loans.

(1) Eighty acres for a $40 loan
(2) Forty one feet off lot 14 in Rushville for a $32.50 loan
(3) One hundred acres for a $171.37 loan

To all of these loans was added the accrued interest at nine per cent.

These figures give us a clue to the value of a dollar as compared to the value of an acre of ground. It shows us just how little was probably realized from the land grants for school purposes.

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26 This is an advertisement in the *Indiana Herald and Rushville Gazette*, printed in Rushville, Davis and Wallace, Oct. 13, 1838, Vol. 10, No. 33. Whole number 189.
In general, it must be said, that the burden of bearing the school expenses was placed mainly on the patrons of each individual school. When they had no money, the schools had to suffer.

As to the origin of the different state school funds, they may be divided into three classes: productive, contingent and unproductive. Under the first, productive, or interest bearing funds we may list:

(1) **The Congressional township** fund which was made up of the money from the sale of the 16th section of each such township.

(2) The **saline fund** was created by reference to such salt lands, in the Act enabling the Indiana Territory to form a Constitution and a State Government. All salt springs and land "reserved for the use of the same" and other such lands, as the President of the United States should deem necessary for working these springs, but not larger than a Congressional township itself, which were placed at the disposal of the state legislature, which body saw fit to turn it over to the permanent school funds. These lands were sold for about $85,000 and the money loaned at interest in favor of the schools of the state.

(3) Under President Andrew Jackson, the national debt,
which had been created by the Louisiana Purchase and the debts of the Revolutionary war and the War of 1812, was entirely paid and a surplus remained in the treasury. In June, 1836, Congress distributed this money among the states on the basis of Congressional representation. Indiana's share of $860,254 was added to the fund.

(4) The State Bank of Indiana, created in 1834, and discontinued by the second Constitution of 1851, had a tax of 12½ cents on each share of bank stock, not held by the state itself. This money was to remain in the bank, to be used for school purposes, at the discretion of the legislature. The bank stock tax fund realized approximately $80,000.

(5) A sinking fund was created to pay off the $1,300,000 share of bank stocks that the State subscribed to the capital stock of the state bank. Individuals could borrow from it to pay for their shares of stock too. So by the 114th section of the charter for the bank, any unpaid surpluses created by this interest and other residue was to accrue to the school fund. This added $4,767,805.09 to the fund.27 All of the productive funds created a state school fund of

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27 The figures were taken from a report from the office of State Superintendent of Public instruction for 1872, and printed in The illustrated Historical Atlas of the State of Indiana, published by the Indianapolis Journal in 1876.
almost $3,000,000.

(6) In 1852, the legislature in deference to the new State Constitution ordered all *county seminaries* sold and the money deposited with the County Treasurer to the credit of the common school fund. The Rush County Seminary in Rushville at Third and Julian Streets was sold, in 1853, for $2,500.

The contingent school funds were created by the following:

(1) All *fines* for penal law violations were added to the school fund.

(2) All *forfeitures* taken legally from convicted and implicated criminals became a part of the school fund.

(3) The new constitution added *escheats* to the fund.

(4) Likewise it added the *swamp lands* to school use. This had been a grant from the Federal Government and the gift was turned over to the school fund.

(5) Taxes on corporations were added after some misunderstanding as to meaning of the law.

As late as 1872, there remained sixteen school sections of land unsold, which in the earlier days was referred to as an *unproductive* fund. This is no longer a feature of the state school fund.

Indiana's wisdom in caring for her schools bore "fruit"
in a financial way. In 1872, Indiana had a larger school fund, by $2,000,000, than any other state in the Union. 28

During the administration of Paul V. McNutt as governor of Indiana (1933-1937), the legislature caused the state to assume more of the burden of paying teachers until the state "might pay" $700 of each teacher's salary. This spread the burden of paying teachers over the tax payers of the whole state and made it possible to keep schools open in the "poorer" sections of Indiana. This was of little specific assistance to Rush County.

By 1941, it was the trend to thus spread the burden of educational support over a broader and broader tax base. The demand for use of federal aid for education was spreading and even wider application was urged by many educators.

The History of School Laws of the State.--Quite a bit of the history of the school laws affecting Indiana has been mentioned here, coincidental with the discussion of sources of early school revenue. A more definite arrangement of these laws in their chronological order would be:

(1) Of course, the often mentioned provision of the Ordinance of 1785, reserving the 16th section of land in all of the Northwest Territory, gave Indiana education the first and

28 Ibid.
one of its most important boosts. This act was passed by the Articles of Confederation Congress, on the 20th day of May, 1785.

(2) In the more famous Ordinance two years later, the Congress declared that, "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

While Indiana may have been somewhat slow in carrying out the above principle of school encouragement, many public-spirited men were strong advocates of education for the masses, in the interests of democracy. Practically every governor's message to the State legislative body carried an exhortation to assist education in some manner.

(3) One of the earliest attempts to carry the principle of the Ordinance into effect was an act of the General Assembly of the Territory, to create a university at Vincennes. The names of William Henry Harrison, Benjamin Parke, Francis Vigo, and General Washington Johnson appear among the names of the twenty-three trustees on that school's first Board.

(4) The Territorial Legislature by acts of 1808 and 1810 authorized the Courts of Common Pleas in the territory to appoint trustees to guard against waste of "sugar" trees and timber on the school lands. The land could be leased up to
five years, if the leasees would clear at least ten acres per quarter section.

(5) In our first state Constitution of 1816, the General Assembly was required to provide for improvement of school lands and prevent their sale, prior to 1820. In Rush County, land sales occurred principally after 1825. The Assembly also was to provide for proper administration and security for school funds. This admonition carried on through the second Constitution, and under it, to the present time. The 1816 Constitution, called for a "general system of education, ascending to regular gradation from a township school to a State University, wherein tuition shall be gratis and open equally to all." This was a goal hardly accomplished until after the same provision was made in the 1851 Constitution (which does not mention the "State University" in this same clause).

(6) On December 14, 1816, the Assembly passed an act to provide for the appointment of Superintendents of School Sections in the townships, which officials might lease the land for seven years, provided the leasee plant each year twenty-five apple and twenty-five peach trees, until 100 of each were set out.

(7) On January 9, 1821, the Assembly appointed a committee to report on and draft a bill, which passed in 1824,
to provide education for everyone. This can be called the first general school law of Indiana. This 1824 act provided for the organization of school districts with three trustees each and called for the erection of school houses, where the population was dense enough to warrant it. The examination of teachers was conducted in the loosest fashion by the trustees. In fact, one of the three trustees generally gave the examination, or no examination was given at all. Anyone who could read and write and "spell February" could get permission to teach. (Only Noble, Anderson and Rushville townships had an organized school system before 1824)

Later a large number of special laws were passed and almost every session saw special laws favoring an educational venture of some kind. A law which went into effect in 1838, created the office of school examiners, with three examiners to a county.

In 1825, the common school lands of the state amounted to 680,207 acres, valued at $2.00 per acre. This constant effort to help the state schools resulted in Indiana leading

29 The figures were taken from a report from the office of State Superintendent of Public Instruction for 1872, printed in The Illustrated Historical Atlas of the Indianapolis Journal, published by the Indianapolis Journal, 1876, pp. 212-213.

the nation, in the amount of the state school funds.

(9) In 1852, the free-school system was established, becoming operative in April, 1853. In 1852, the tax law assessed 10% per $100 on general property for common school support. It also separated town and city schools from township control. In 1873, the law provided for a county superintendent as "general supervisor" of the township schools.

In 1829, Stephen Sims was appointed the first commissioner of schools for Rush County. Other appointments were: Alanson Thomas, 1834; Adam S. Lakin, 1836; Claborn L. Donaldson, 1848; Richard S. Poundstone, 1851.

Under the new constitution Mr. Poundstone in March, 1853, turned over his office records to the county commissioners who in June, 1853, appointed the first board of school examiners, as follows: D. M. Stewart, Rushville; Joseph Young, Carthage and E. H. M. Berry, Milroy. In June, 1861, the commissioners appointed one man, D. M. Stewart who had been in continuous service of the three man board. He served until 1864. David Graham served from 1870 until 1873. In this year, the new law provided for appointment of a county superintendent who, "in addition to all the duties of the county examiner, is required to visit the schools of his county and take general supervision of all the schools. 31

(1) Rush County schools suffered by the disastrous blow of the Supreme Court decision of 1858, that school taxes were

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contrary to the "uniform tax" clause of the Constitution. This killed the schools "as dead as last year's flowers."

The local attitude toward the new schools was represented in an editorial in the Rushville Republican of April 5, 1854.

The school law is a mass of contradictions, absurdities and ambiguities.

The principle of free schools, the education of all the children of the State rich and poor is right and the true basis of republican government. But the present law is too defective to meet the approbation of the people and should be materially amended. . .

In townships where the people are favorable to the principle of free schools, they are afraid to vote a tax to build school houses lest by so doing they may give countenance to the present unequal and unjust law and prevent its speedy amendment.

The Supreme Court decision declaring the method of support as unconstitutional was remedied when the original law was repassed with different wording in 1865. It is the law in use today.

The local schools struggled on for several years in a pitiable financial condition. These years were practically "lost" to students of that time.

In the year 1873, trustees . . . met in the county auditor's office and elected W. T. Moffitt the first County Superintendent of Rush County schools. Then followed: Rev. A. E. Thomas, 1875; Rev. J. B. Blount, 1877; John L. Shauck,
1881; Will S. Meredith, 1887; R. F. Conover, 1889; I. O. Harrison, 1892; A. L. Gary, 1897; W. S. Stockinger, 1902; W. O. Headlee, 1903; Orlando Randall, 1908; C. M. George, 1910; W. E. Wagoner, 1921; B. D. Farthing, 1922; John Goode, 1929; Charles M. De Munbrun (incumbent) 1937.

Prior to 1853, the state superintendent appointed the school examiners. While it is true we had school commissioners and superintendents of school sections in each congressional township, the duty of these first officers was to look after the sale of school lands and the distribution of the money received. 32

Most of the schools received a small amount from the state fund which allowed a term of but a few weeks in some schools. This was augmented by the brave efforts of local citizens in the school districts. This was the "dark age" for education in the county. Private schools took this as a cue for a temporary flourish. Later, by 1875, the money paid to teachers averaged per day:

(a) males in townships--$1.90
(b) females in townships--$1.70
(c) males in towns--$3.09
(d) females in towns--$1.81
(e) males in cities--$4.06
(f) females in cities--$2.29 33

The term of school in the county varied from 60 days to 220 days, but the state averaged 6½ months.

32 Ibid.

The principal difficulties of early Rush County schools were largely deficiencies of a legal nature. Or rather, a more definite legal requirement for uniformity, such as we have today could have corrected many of the drawbacks. In the main, these laws were passed just as soon as the public could "afford" these uniformities.

Chief of these early difficulties were:

(1) Lack of provision for funds for the early schools was a great defect.

(2) Special taxes were regarded and even adjudged unconstitutional.

(3) It was possible for voters to refuse to permit new buildings.

(4) With no uniform way of training or selecting competent teachers, the standards were low.

(5) Opposition to "public schools," which attitude probably was brought here from Europe, caused many to "escape" paying school assessments, by the simple refusal to pay. Rumor even had it that the schools were considered illegal, in total, by the Supreme Court.

It is easy, now, to see how the early schools could have been much improved by laws such as we have today, but it must be remembered that in most things financial, Indiana led her sister states for many years in school support. The
Rushville Whig of January 13, 1843, urged the election by the State Legislature of a United States Senator, from Indiana, who would vote for "a distribution of the sales of public lands (federal), to aid the states in the promotion of the cause of education."

In its 40th session of the State Legislature in 1859, declared that civil townships would be regarded as school townships.

State Superintendent George W. Hoss, in 1865, warned against the practice of allowing a teacher to get permission to use a school building and then make the announcement publicly that he (or she) was teaching a public school. Later he applied for and got pay from the trustee, who really had not hired this teacher.

Forms of Adult Education.—Mrs. A. B. Morris, the daughter of a North Carolina migrant to Ripley Township, says that "few settlers used the dialect they were accused of using. Many families were cultured."34 This is probably more likely true in Ripley, than in some other of the townships.

Many of the early county residents entertained themselves.

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34 Mrs. A. B. Morris gave this information in an unpublished paper, Pioneer Rush County, written February 5, 1938.
in the most cultured manner. They were interested in public
discussion, good music, oratory, spelling matches, fine so-
cial affairs and all forms of enlightenment of a cultural
literary form.

The schools of "higher education" gave evidence of
desire for culture and in turn, these schools were the "centers"
for the pursuit of adult, as well as student learning. The
desire for the "finer things" evident in early county history
and carried down as a tradition today, arose in this fashion.
The lessons of early culture have remained with a conservative,
education loving, Rush County citizenry and is a noticeable
attribute of these people today.

An announcement of a meeting of the "Rush County Temper-
ance Society" at the "Court house in Rushville on Saturday,
next" was carried in the Rushville, Indianian (newspaper)
issues of September 14, 1830.

When Samuel Bigger was elected, from Rush County, as the
governor of Indiana, the citizens organized a moot Legislature,
at the Seminary building in Rushville, and on December 12,
1840, reported the following officers: Joseph Nicholas,
Speaker; P. M. Casady, Principal Clerk; J. S. Campbell, Treas-
urer with P. A. Hackleman acting as "Governor". This was in
reality, a public issues debating forum which met weekly on
Saturday evenings at "early candlelighting."
However, it was formed on the model of a regular legislature, with individuals assigned to represent the different counties in the state, such as were then formed.

On December 19, 1840, "Governor" Pleasant A. Hackleman delivered this speech as reported in his newspaper:35

P. A. Hackleman, governor, delivered a considerable message on his 'views of state policy.' Besides giving his views (Whig) on political matters he included the following:

... I shall allude to the subject of education however, before concluding this communication. This is a subject peculiarly interesting, and it is second to none in importance to the people, yet, I am constrained to say, that none has been more neglected. It is time some of the higher branches of learning are successfully taught within our states, and several colleges and seminaries are in a flourishing condition, yet the most important of all to the state and government, common schools, is in a very unhealthy condition. It is not so much the fault of the people as it is of the state, for let means be furnished by the state, to ensure a competent number of well qualified teachers, and the people will furnish the means to pay them for their services as such. When I contemplate that the whole fabric of this mighty government rests upon a single foundation stone, intelligence, I think I cannot too strongly recommend the subject of

35 This speech was delivered to the "Rushville Legislature" at the Seminary at Third and Julian Streets by P. A. Hackleman and was reported in the Rushville Whig, a newspaper edited by the speaker (and his brother, O. C. Hackleman). The paper was first published weekly, Saturday April 25, 1840, and was designed to advance the interests of the Whig party, a thing in which it was very successful.
education to your consideration ... and, above all, gentlemen, you should not by any means, fail to provide for the advancement of literature and science in this hall, and for the permanency, prosperity, and usefulness of the "Rushville Legislature." P. A. Hackleman.

P. A. Hackleman must have had some measure of success as a speaker or "governor", as he was elected as Whig member of the State Legislature at Indianapolis at the next election.

Subsequent topics for discussion at the Moot Legislature, were (on February 3, 1841) capital punishment, people's direct vote for the President of the United States and an increased time limit for naturalization.

The "Rushville Literary Institute" replaced, but continued the work of the "Legislature."

Lyceums were held during the winter months and were recommended to those in need of "literary facilities."

On Friday, March 26, 1841, the "Rushville Thespian Society" performed a play at the court house with the program beginning at 6:30 P. M.

The Rushville Brass Band (which was incorporated under the state incorporation laws of the time) gave a concert of "marches, waltzes and quicksteps" with Jeremian Guild, as the director. The admission cost 25¢ per couple at this January 16, 1843 concert.

The subject of 'Phrenology' was discussed at the Republican School House in
Noble Township. Some of the brightest talent belonging to the learned faculty in the county participated in support of the doctrine.

A spelling match at Dill's School house north of town last Tuesday eve. First place, Mamie Egan, Rushville; second place, Clara Newkirk, Jackson. 36

A Sunday School institute was held (1894) at the Blue School house in south Rushville Township with John L. Shauck (county school leader) as president. A resolution called for an endorsement of the Reading Circle in schools and a request for the cooperation of the trustees. 37

The Historical Society was formed as the "outgrowth of the Charity Fair" with the following officers: George Clark, President; John F. Moses, Secretary; and J. H. Mauzy, Treasurer. 38

Traveling vaudeville shows came to present their performances at the Melodeon Hall. The best circuses in the county set up their tents in Rushville. "Silver Cornet" bands were popular. Local talent plays were used to raise funds for worthy causes. On April 18, 1893, the local K. of P. Dramatic Club managed by Will G. McVay, entertained with a performance at Knightstown.

36Ibid., March 25, 1843.
37John F. Moses, editor of Friday Republican, August 24, 1894
38The Rushville Graphic (newspaper) March 5, 1887.
The Chautauqua grounds in the city park was the scene of the best platform, musical and stage talent in America, until its close in 1930. On August 22, 1907, six hundred persons bought single admission tickets in addition to the season ticket holders to hear Opie Read, the well-known novelist.

Alumni associations of the high schools and academies met regularly. The Rushville High school Alumni Association met at the Court House in regular yearly sessions on May 5, 1884, with E. H. Mauzy as president.

Debating clubs were the source of much intellectual pursuit. Two typical subjects for debate used in local debates were:

- Resolved: That Columbus has done more for this country than Washington. (Admission was charged at the door. The affirmative won by a 2 to 1 decision in this case).
- Resolved: That the use of intoxicating liquors as a beverage has been more destructive to human life and happiness than war.

Literary and study clubs became numerous. Professional groups were formed to study means of their own advancement.

In connection with the government efforts to train artisans for war and "defense" production, the Federal Government sponsored extra-school classes, using the school
instructors and equipment beginning in the fall of 1940. Classes in mechanical training, electric welding, sheet metal, lathe work and similar work were organized in the schools.

These illustrations of the various County and Rushville organizations show an unusual interest in adult education.

The School Examiner.--The 41st session of the legislature in 1861, created the office of county school examiner. He was to be appointed by the county commissioner for a term of three years. He took over the examination of teachers for licence from the school trustees. David Graham was the last school examiner for Rush County. The new officer, the county superintendent, then assumed the examination duties until 1922, when examinations were dropped.

The school examiner examined all applicants for teacher's licences on the basis of answers to printed lists of questions on orthography, reading, writing, arithmetic, geography, English, grammar, and ability to manage a school. The ratio of correct answers determined whether a licence was granted or whether a licence was granted for 6 months, 12 months, 18 months, or 2 years. The fee charged for males was $1 and 50¢ for females. The school examiner was required to visit schools and make a report to the state superintendent.

Public Attitude and Philosophy of Education.--While the
attitude for public schools must have certainly had a majority of the citizenry in favor of schools, a feeling of opposition to school expenses could be seen as an undercurrent everywhere. This latter attitude probably was an attitude brought over from Europe, which, at least, did not favor more than a rudimentary education for the "masses." There was the feeling that "what was good enough for me, is good enough for my children."

Judging from the reports or speeches, of the time, in the county and from newspaper space used in educational advancement, this must have been more in favor of education and culture here, than in the average early pioneer community.

Because of its very early origin and because of the fact that copies of such early county papers are now very difficult to find, the following quotation from an 1830 county newspaper (The Indianian) is here preserved:

... We have seen that man is a being almost entirely artificial, as regards mental attainments. He is capable of being made a savage, or a polished notary of civilized life; a gentleman or a peasant, a republican or a monarchist, merely by properly disciplining his mind, while it is yet pliant. The lawmakers of antiquity appears to have understood this principle, and hence we see Lycurgus and Solon taking an early notice of the training of the youth ... 

But to the manner how, and the time when;
In giving instruction to children we should ever bear in mind their weaker capacities. As is common to see in the explanation of any subject, we should use diagrams and figures which are familiar to them. The first ideas of their infant mind are all simple ideas, I mean ideas suggested directly by sensation. Hence, a diagram or a tangible picture will more readily impress an idea of any object of the mind, than will any representation in words. But the facts that the ideas of infancy are always simple ideas, should suggest a very important alteration—nay, an entire revision of our system of instruction. Metaphysics should always be deferred until a knowledge of physics (I mean objects of reality which surround us) is attained. But instead of this, we see children, I might say infants put to the study of a science the most intricate and metaphysical of all others. For certainly more difficult for the mind to comprehend, than the representing of certain sounds, by arbitrary characters. After children have toiled and drudged through an abcidarian course for some months till by association, the main idea of a certain sound is attached to each twenty-six characters which compare with our written language; then those characters have when combined, an almost infinite number of sounds all of which they have to memorize. For they do not as yet understand any rules or elementary principles, which will suggest to their minds those various sounds; they have therefore to depend entirely on the association of ideas or memory.

He is then taught to combine those syllables, and form of them certain words which he is compelled to spell and pronounce. When at the same time he (knows) nothing of their meaning. When he has thus groped his way, completely blindfolded, sufficiently long to suit the caprice of either parents or teachers, we find the urchin next 'put to reading.' We have got him to his niche in the 'hill of
science' let us now pause and see what he has gained by two, three or five years laborious drudgery. He has learned to pronounce words, but it will take years to make a reader or him.

For it is impossible for a person to read correctly, that which he does not understand. This I know is overlooked by most instructors: but the truth of it is, you may easily demonstrate for yourself. If you are merely an English scholar, I would, to prove my position, put into your hand one of the Latin authors, and bid you read it fluently. It would be just as easy for you to read Horace or Virgil, as it would be for a child to read in any English author the words and sentences of a subject of which he is entirely ignorant. He cannot proceed one step, until he has acquired a store of general knowledge. And here I beg leave to remark respecting the school books in use (1830).

The class books now commonly used, are to presuppose the reader to have made considerable advances in geography, history, etc., for they consist of a selection of descriptive pieces of public orations, or essays on a variety of topics, entirely unconnected with any subject, with which the youth is familiar. We cannot then expect him to read them with even tolerable fluency, until he has become acquainted with the subject.

This desideratum is too commonly overlooked; the tardy youth is urged on by no other stimulus than the birch, until he acquires an unconquerable disrelish for his book and school; instead of strewing flowers in his path, which will entice him step by step, and lead him on without toil or drudgery, to an enviable elevation in the scale of intelligence. He must, forsooth, be goaded on by the hand of authority, along a thorny road. But an objector will say 'history, geography, etc., must be learned at some period, and it is as easy to acquire a knowledge of those sciences from the authors we put in their hands as from any other source.' This is just as reasonable as for a farmer to say: 'I will plough the forest as nature left it for me,' 

reason
would say . . . first fell the forest and rid
the earth of its useless verdure . . . and reap
a profuse harvest. 39

Many of the ideas contained in this early article
could be well used today. Such early insights into the
problems of teaching reading and other subjects is re-
markable to us now and is prophetic of the Dewey philo-
sophy of education of a much later date.

An article in the Rushville Whig of September 30,
1842, "believes that education is the 'sine qua non' of all
our national greatness even more so than religion as
religion is dependent on education. Greece being great,
despite worship of many gods, because of 'stern, rigid,
and inflexible mental culture'."

It indicated also that a voter who can not read can
be misled and defrauded.

In the November 5, 1841, issue of the Whig, the
editor noted:

The mind, without proper cultivation,
is like the barren waste--unproductive, but
it can be made, like the cultivated enclosure
of the husbandman by education--productive

39 The 11th of a series of articles written by "Anony-
mous" of "Arcadia" on August 31, 1830; printed in the Indian-
ian, Sept. 14, 1830, No. 21. Wm. J. Brown, publisher. Taken
from a photostatic copy of one of the counties earliest news-
papers, the second county paper, the successor to the Dog-
fennel Gazette.
and useful. It is education that roots out brambles and thorns of vice, and supplies their place with the luxuriant plants of virtue and intelligence. In our school boy days where we were raised, children had to get an education as best they could by peace- (piece) meals, in the "log cabin" school houses along the banks of White Water . . .

No obstacle of this kind now prevents itself of the people here--they can have schools constantly, if they desire it.

In a political point of view, education, in this country, is even more important, if possible than in a moral (way). The whole fabric of the government rests itself upon this single base . . . the intelligence of the people.

This same newspaper, which, by the way, did not "cater" to local news, in the prospectus for its fourth volume (for the coming year of 1843) carried as the eighth and final plank in its platform the "Encouragement of Education, and the diffusion of useful knowledge."

It might be well to show the other side of the picture or what the teacher expected of the student and parent. The teacher in the following instance placed the responsibility of discipline "out of school hours" and the definite completion of nightly home work, directly on the parents. In fact, the parents were expected to be able to help them with this school work.

. . . That children should be disposed to take so much into their own hands, is nothing
strange . . . But they must be restrained. They should not be permitted to go beyond the limit of authority . . . nor at hours and reasons of danger beyond the immediate eye of parental authority and protection. This is intended for parties of boys, at unreasonable hours of the night, (all hours of the night are unreasonable for boys) carousing through streets and country, sometimes, to-be-sure, innocently engaged, but often otherwise, beyond that wholesome control, so necessary for their good.

. . . I have for some years been engaged in teaching; and I have at no time in life, found anything that so much astonished me, as the perfect indifference of parents, as to any qualifications in persons to whom they commit their children (1841).

. . . The dull heavy mode, in which children are generally allowed to acquire knowledge, I am aware is calculated to disgust rather than entice. Children should not be permitted to cry and sleep over their books.

. . . Parents, then, should require nothing from children which they cannot accomplish, and it is their duty, so to explain and enliven the study of a child, that it will pursue, with delight, the requirement of the parent. . . .

The tone of "scolding" the actions of the young people, especially boys, for their nocturnal pursuit of entertainment seems to have the same ring or general trend regardless of the time when it is written. The older generation is always condemning the younger generation throughout the ages and probably will continue to do it. It is merely a

40 This is part of an article written to the editor of the Whig, in October and printed November 12, 1841. Signed "D.M.S."
constant cycle of those condemned, in time, turning to condemn their successors in youth.

In general, the attitude of the majority, as nearly as it can be recaptured, was that education was the foundation for and future hope of a democratic form of government.

By 1941, the school had won the confidence of the general public. The school still left much to be desired, but it was generally felt by the public that the school was making an honest effort to do its best, with the money available for educational purposes. Most criticism, by 1941, had come to be of the intelligent and constructive type. However, a poor record of victories in the basketball season would cause more criticism than the work of an inefficient teacher in the same school system.

Summary.—The history of the early schools of Rush County is dependent on, is a part of, and in turn, influences the history of any and all phases of life and living. The history of any such phase is practically a cross section of all the other factors of existence.

As the average citizen of the county seemed to be in favor of culture, we find an early Rush County friendly to schools. Without prejudice it can be said that Rush County settlers caused early schools to be abreast of, and in some instances, the leaders of school progress in their day.
CHAPTER III

COUNTY TEACHERS AND THEIR TRAINING

Of types of early teachers, their training and methods of instruction, there was no end of variety.

The early teachers were known either as professionals or non-professionals. The first class or professionals, were those with some form of a higher education, be it academy, seminary, normal, preparation for the ministry, a "finishing school" (for women), collegiate, or similar education beyond the common schools themselves.

The non-professionals were those who taught because better teachers were not available. Their education ranged from a bare ability to read and write, to an education similar to that which they were trying to give their own students. Whenever possible these teachers were replaced with professional teachers.

Pioneer teachers were often adventurers from the East, or from England, Scotland, or Ireland who sought temporary employment during the winter, while waiting for an opening for business. Some of these were first-class men, and they
because the discipline got beyond control. Many teachers ruled their schools as "petty tyrants", where the students had no voice in school affairs and lived in "mortal terror" of the birch rod.

... There was the 'one-eyed teacher', the 'one-legged teacher', 'the lame teacher', the 'teacher who had fits', the 'teacher who had been educated for the ministry but owing to his habits of hard drink, had turned pedagogue', and the 'teacher who got drunk on Saturday and whipped the entire school on Monday'. A paragraph something like this might be truthfully written of every county south of the National road, and doubtless of the counties north of it.2

Qualifications of a Teacher.--

In order to be a teacher, the person must be able to teach reading, writing, and arithmetic, to the single 'rule or three'. It was plainly to be understood, and the people of those times wanted nothing better. And for the first dozen years this was all was required of teachers.

Finally, it was discovered that the law required the knowledge of English language, writing, and arithmetic, to be the qualifications of a teacher. Then the question arose, "Was the custom of teaching reading, writing, and arithmetic, to the single 'rule or three', a fulfillment of the above requirements of the law".3


3 The Republican of November 29, 1883.
Licensing and Examination of Teachers.--In the earliest days a license to teach was not required and it devolved upon any citizen, with the desire and enough ability, to establish himself as a teacher.

By the legislative act of 1824, creating school districts, with three trustees to care for school matters, including the examination of teachers for licenses, we have an attempt to establish a uniform effort, at securing qualified teachers. What actually happened in most cases was that two of the trustees would "shove" the responsibility of selecting or examining the teacher upon a third trustee. Quite often this trustee, was uneducated and seldom was qualified to examine the prospective teacher.

Barnabas C. Hobbs, an early Indiana educator, at one time head of the Friend's Bloomingdale Academy in western Indiana, and who later filled the office of State Superintendent of Public Instruction, and was the first President of Earlham College, reported, 4

The only question asked me at my first examination was 'What is the product of 25¢ and 25¢?' We had then no teachers' institutes, normal schools, nor 'best methods' by which nice matters were determined and precise definitions given. As the above

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problem and answer were not in 'Pike's Arithmetic' text, the examiner did not know the correct answer, but after a conversation of an hour or more, he (B. C. Hobbs) was given a first-class teacher's certificate.

When the County Superintendent, in 1873, took over the examination for teachers' licenses, the system evolved into a procedure of taking a written examination, on a set of questions, over a number of school subjects, which questions were sent out from the State Superintendent's office. There is yet today (1941) a room in the court house with the words TEACHERS EXAMINATION ROOM on the glass door.

Andrew Guffin wrote in the December 13, 1883 Republican issue concerning the young prospective teacher, Elijan Hackleman.

The time had now arrived when the teacher that could do only sums to the 'rule of three' must step aside and give place to younger and more progressive teachers and to this end young Hackleman devoted himself and proved to be a grand success from the very start. Among his first schools—perhaps the first—was one taught in an old log dwelling-house on the farm owned by John J. Lines, with a stick chimney and one of those huge, old-fashioned fireplaces that reached nearly half way across the end of the building. The school was taught in the winter of 1839 and 1840 and was pronounced the best school of the times.

Education at that time was in 'embryo' as already stated, with few well qualified teachers yet in the country and the tests of their qualifications, as ascertained by the rules prescribed by the statues of 1824 and 1831 were very slight.
The trustee of the school district, by virtue of his office, was the examiner and sole judge of the qualifications of the teacher, and, in all probability, a majority of the trustees, although men of sound judgment and good understanding, were wholly incapable of deciding the merits of such qualification; in fact no attention was paid to the subject.

The best example of the loose manner in which pioneer teachers were examined for a teacher's license was the examination conducted by Conrad Sailors in his general store in Noble township.

Mr. Benjamin F. Reeve, a teacher, who came to the county from Kentucky in 1833, had just apprised Mr. Sailors of his duty under the law. After recovering from his surprise:

Mr. Sailors put on his spectacles and looked at the law, and there it was, and remaining in blank silence for some time, the ideas of his discharging the duties of school examiner for the first time flashed across his mind, and more particularly that it should take place before the present audience. He took in the situation at once, and saw that there was fun ahead, but was fond of the sport himself and was equal to the occasion. So the Major, putting on a long face, said that 'the examination should take place instantly. So hats off, gentlemen. I see,' said the Major, 'from the law that Mr. Reeve has just read, that the subject is divided into three heads, 1st, English language; 2nd, writing; 3rd, arithmetic; and now, as to the first of these heads, I will say that I never had any difficulty in conveying my ideas in the English language to any of my fellow citizens, and this applicant, Mr. Reeve, is so far ahead of me, that I am now prepared to give a decision. I therefore, pronounce that he is capable of teaching the
English language. And now as to the 2nd writing, I am compelled from the force of circumstances, to make the same decision, and the circumstances are, that when we want any instrument of writing done up in fine style, we always call on Mr. Reeve and now, as to the 3rd, arithmetic, here, gentlemen, I am perfectly at home. At the same time, he took down a book from the shelf.

"Here," said he, "is Pike's arithmetic, the standard work on mathematics. You all want one; they are only 37½ cents a copy. But I forgot myself; I am not selling them now, but, in order to fulfill my present duty, and that I make no mistakes, I will turn to page 76, which is in the "Single Rule of Three," and will read a few questions for Mr. Reeve to work, and let me say right here to the audience, that I have never had time to bother my head with the great mysteries that lay beyond this great "Single Rule of Three." (The Single Rule of Three referred to problems in arithmetic called "Proportion" in present day texts. When three numbers are known, it is possible to find the fourth. The Double Rule of Three referred to "Compound Proportion"). Then after propounding a few questions, by reading from the book, which were instantly solved by Mr. Reeve, he then declared that the applicant was entitled to his certificate, and that the public examination was adjourned sine die, amid roars of laughter from the crowded store room in which Mr. Sailors heartily joined. The style, dignity, and court etiquette assumed on this occasion has probably never been surpassed by any of the higher courts of this state, which illustrates the ready wit of the trustee in turning the examination that he knew he was not competent to perform, into a bit of fun for the occasion. This was the first and only examination of school teachers that I ever attended or heard of, in these early times, and that section of the law remained
a dead letter on the statute books.\textsuperscript{5}

From an examination of the record of \textit{Record of Teacher's Examinations} in the Rushville County Superintendent's office starting with January, 1908, and extending to August, 1916, it seems that many applicants failed time after time, on these examinations. If they failed in but one or two subjects, they could take just those "flunked" subjects another time but a second failure in one of these subjects would cause complete failure to get a license. One applicant passed all subjects in the examination of March 29, 1913, but was refused a license, because his average was but 83.2\% for all subjects.\textsuperscript{6} Teachers might be "exempted" from taking the examination for renewal of license but a resolution was passed in the meeting of the teacher's institute on June 6, 1892, recommending that they not be employed. This was not accepted in practice in its entirety.

After failing many times, either the applicants seemed to "get the idea of the questions" or they had improved

\textsuperscript{5} Elijah Hackleman wrote this article in the November 29, 1883, issue of the \textit{Rushville Republican}.

\textsuperscript{6} \textit{Record of Teacher's Examinations} for county school licenses, which record was started in January, 1908. The book is in the County Superintendent's office in the Court House.
enough to pass them. It was customary for the superintendent to "relent" and change the grades for those who were felt worthy. Either he graded the papers or employed others to grade them. The papers were identified by giving each applicant a number. The questions for Arithmetic and Literature accounted for most of the failures.

Other subjects upon which the applicants wrote, in the case of the grade teacher's examination, were Orthography, Reading, Writing, Geography, Grammar, Physiology and Scientific Temperance, United States History and Theory.

Licenses were granted for one, two, or three years and were classed as common (state or county) and high school (state or county). The grade of 90 or better gained a two-year permit. Anything below 88% average was considered low.

On August 31, 1912, Roy P. Wisehart of Carthage was granted a license. He later became State Superintendent of Public Instruction. Many teachers, who had a long line of earlier failures, before finally getting a license would start early in the year and fail every examination until near the end of the year. They then would succeed in getting a license granting another "12 months reprieve." They lived in constant fear that they would not be able to pass the tests and would have to give up teaching, until they
could succeed again. While in most examinations, the majority of applicants passed, at least, on the earlier examinations: the record for January 27, 1912, shows six as "Successful" and 31 as "Failures."

This system was dropped in 1923 when licenses were then issued upon the completion of a specified course in a recognized institution. Two years of teacher training was required for the grade school teacher, until July 1, 1940, when they were required to complete a 4-year course of study. The high school teacher has been required to finish the 4-year course since 1923.

Teachers' Educational Institutions.--Many teachers taught with no college or professional training at all as late as the early 1900's. County records give the following example:

Lena Brookbank, Manilla
Began teaching in Orange Twp. 1901
Common license--length--exempt--Class C
Average Scholarship--94.8%
Success Grade--98%
Days at County Institute--5
Days at Twp. Institute--5
No professional or college training

It was customary to attend some training institution for 6 to 12 weeks, before teaching. The court house records show that Rush County teachers had attended the following schools: (no doubt, there are many others which are not on the records).
TRAINING INSTITUTIONS

American Music University of Chicago
Bay View School of Methods (1892)
Bedford, Iowa
Blaker Teachers' College
Boulder, Colorado
Butler College
Central Normal P
Central Normal College
Chautauqua, N. Y.
Cook County Normal (1896)
County Normals
Columbia School of Music (1912)
Columbia University
De Pauw University
Earlham College
Franklin College
Graham Academy
Guernsey (Cambridge, O.)
Glendale College
Hanover P
Hiram College (Ph.B. degree)
Hamilton College (Ky.)
Indianapolis Teachers' College
Illinois State Normal
Indiana State Normal P
Indiana University C
John Herron Art
Ky. N. and I. I.
La Porte
Muncie Normal Institute (1914)
Monmouth College
Marion Normal
Muskingum (New Concord, O.)
Moore's Hill
Metropolitan
Ohio State Normal (1914)
Purdue University
Richmond Normal
Richmond Business

The dates given with this list are used with schools whose names are not well known today. (Dates are from courthouse records which show teachers' attendance for that year)
Richland Academy C (1879-1882)
Rushville Normal P (1883)
Sullivan
Tri-State Normal (Angola)
Thomas Normal Training School (Detroit) P
University of Chicago P 8
Valparaiso Normal
Valparaiso University
Wabash College
Winona (very popular)

Many of these colleges are no longer in existence, some others have changed their names or combined with other institutions. Rushville had a Normal school for two years, beginning in 1883.

County and Township Institutes.--With the advent of the county superintendent, the County Institute assumed definite form. The record book of the minutes of the meetings beginning August 15, 1887, and continuing until 1892, remain as an accurate account for us.

It was customary for the county superintendent to bring in two or three recognized leaders, in the educational field, to give a series of lectures during the 5-day meeting. This coupled with talent furnished by the county teachers and students completed this "pre-school term training." It was both to instruct and inspire the teachers who were to go into the class room within a few days.

8 Colleges were listed in this courthouse record as P and C, indicate Professional or Collegiate.
The expenses of these institutes were met by a fee of $1 per person attending and a $50 grant from the county funds.

On August 16, 1887: (second day of the 5-day institute)

Institute opened by singing No. 57 from the Gospel Hymn's after which a scripture lesson from Psalm 53 and a fervent prayer by Professor Butler. Singing Hymn No. 348.

After roll call, to which only a part of the teachers responded, the institute work proper began.

Arie M. Taylor, then Principal at Richland, led the singing on Thursday, August 18, 1887.

During the session of this particular institute, the following lectures were given for the benefit of the teachers.

Professor E. H. Butler lectured at different times on:
- Arithmetic
- Civil Government
- Common Fractions
- Physiology
- Hygiene—ventilation of school rooms
- State vs. National Government
- Physiology—use of tobacco
- Reducing Fractions to common denominator
- Parts of speech
- Civil Government—civil vs. criminal government
- Proper respiration
- Examinations and their abuses

Professor G. F. Bass gave lectures on:
- Reading
- Primary Reading

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9 Minutes of Rush County Teacher's Institute, August 15, 1887, p. 39.
Science of Teaching (rights or students)
Teaching of numbers in the Primary grades
   by use of blocks.
Teaching of Geography
Beginners' Reading (right vs. wrong way)
Teaching numbers
Humor and Humorists (night lecture)
Numbers

State Superintendent Larollette spoke on:
   Reading Circle Work
   importance of good literature

Professor Trueblood: (Head of the Carthage Schools
   before going to Earlham College)
   Reading in the higher grades

Professor Coulter:
   The Place of Scientific Work in Ungraded Schools.
      ("It should be taught to smaller pupils").

   During one of these institutes an oratorical contest
   was held (August 9, 1889) in which Miss Alma O'Dear, with
   the speech "Trips through Wyandotte Cave" defeated J. F.
   Joyce who delivered "The American Soldier," thereby winning
   the prize, a dictionary.

   Likewise the County Superintendent "was instructed to
   report that a penny would be donated for the Columbian
   Exposition for each pupil enrolled in the county". It was
   also moved that "we attend the State Teacher's Association".

   These institutes were a great help in earlier days
   for the exchange of ideas and enlightenment. Trustees and
   visitors came to these meetings to listen to the talks

   Ibid, pp. 38-48
of educational leaders, from the college and university faculties. The enrollment for the first day of the 1887 institute, according to Frank English, Secretary, was "male 42, female 31, total 73, visitors 4".

Success Grades.--The county or city superintendents have for many years been required to rate teachers and give them a "success grade". The form used in 1909 considered the points, personality, scholarship, professional training, instruction, government and community interest, in arriving at a final grade.

Text Books.--Among the earliest books used in the county schools were Webster's speller and Pike's Arithmetic. Few schools had enough books, alike, to hold "classes". Many children brought paddles to school with an alphabet pasted thereon. This was similar to the ancient hornbook of New England. Many lessons were dictated and memorized by the group.

The smaller students used blocks upon which were written the letters of the alphabet. 11

Mosse's Geography came into use around 1825. This cleared up the question of the rotundity of the earth which

was even debated by county debating clubs. Comstock's Philosophy carried an outline on Astronomy.

Texts used between 1849-54, sold at John S. Campbell's (Rushville) book store were: Frost and Pinnock's Physiologies; McGuffey's and Parker's Readers; Griseoni's and Taylor's Physiologies; Watts On the Mind; Kirkham's, Bullion's, Well's, Smith's, and Clark's Grammars; Cutter's Anatomy, Physiology and Hygiene; Mitchell's, Ilney's, Smith's, Parley's, Mosse's Geographies; Bunnett's Geography of the Heavens; Gummere and Davis Surveying; Davies' Algebra and Davies' Geometry; Talbott's, Smith's, Robinson's and Ray's Arithmetics; Phelps', Lincoln's, and Comstock's Botanies; Comstock's Chemistry, Philosophy and Geology; and Hitchcock's Geology.12

At the present day, a text book is considered out of date, five years after publication, but books in earlier years were used 25 years and longer with no revisions.

James Baldwin, the Rushville City Superintendent, from 1884 to 1886, was later a writer of reading text books used throughout the nation.

Books Read in Early Rushville.--Minutes of Rush County Public Library Board--November 8, 1823.

The first meeting of the Rush County Public Library Board had the following persons present:

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Ten per cent of the money for "the sale of town lots" was "appropriated" to the Library Board by the agent of the county (Conrad Sailors) on their order.

At the first meeting at the Laughlin School in Rushville, a motion was:

Resolved that our treasurer be hereby authorized to purchase with the monies that he may receive on the foregoing order the following books or so many of them as that amount of money can purchase, on the cheapest terms, towit:

Jefferson's Notes on Virginia
Smith's Wealth of Nations
Goldsmith's Abridgements of Greece, Rome, and England
Campbell's Philosophy of Rhetoric
Society and Manners in America
Life of General Marion
Knickerbocker's History
Spectator
Tom Jones
Wirt's Life of Patrick Henry
Chateaubriand's Travels
Woodfall's Junius
Peter Pindar
Peregrine Pickle
Salmagundi

Signed by

W. B. Laughlin, President

Attested:

Charles H. Veeder, Clerk
Library Rules of 1823 (in part).--

Rule 2:

It shall be the duty of the Librarian to label, register, and preserve all books, maps, charts, and deliver out the same under such regulations as may from time to time be adopted. He must collect all fines and other assessments of the society.

It shall be his duty to attend on each Saturday at the Library room one hour at the least for the purpose of loaning books loaned— he shall acquaint applicants for books with the regulations of loaning books—he shall be accountable to the trustees for all books loaned unless he take good security for the return of the same.

Rule 5:

The time for detaining a book out of the Library shall be for a duodecimo or any number of a periodical journal, seven days; for an octave, two weeks; for a quarto, three weeks; and for a folio, four weeks. And if any book be not returned according to the times herein specified there shall be paid a fine of 12 cents for a duodecimo, 25 cents for an octave, and 50 cents for a quarto or folio volume, and the fines shall be respectively doubled on every succeeding week until they shall amount to the value of the book, provided that the above period shall be extended two weeks to persons resident in the country.

Rule 10:

Any person shall be entitled to the use of the library on paying two cents for a duodecimo or any one number of a periodical or journal, three cents for an octavo, six and a fourth cents for a quarto and twelve and a half cents for a folio volume.
Additional Books Purchased for the Local Library:—

Marshall's Life of Washington
The Life of Dr. Franklin
Gillie's Greece
Beccaria's On Crime and Punishment
Burlemaque and Montesquieu's On Politics and Law
Vattel's Law of Nations
Samin's Sermons
Chalmer's Sermons
Tales of My Landlord
Josephus' Works
Sterne's Works
Swift's Works
Barton's Works of St. Pierre

On February 4, 1826, "John Alley, as Librarian, was allowed 25 cents per week and $5 for past services."

Other Library Books:—

Goldsmith's Animated Nature
Rollin's Ancient History
Pope's Homer
Ossian's History of the Late War
Milton's Paradise Lost
Homer's Odyssey
Phillip's Lectures on Astronomy
Henry's Chemistry
Hume's Essays
Montesquieu's Spirit of the Laws
Scott's Poems
Cleaveland's Mineralogy
Dryden's Virgil

These books were purchased of Drake and Couchin of Cincinnati. The prices for the books ranged from $.75 to $1 per volume. The freight on a 124-pound box of books was 93-3/4 cents, via the Whitewater Canal.

Finley Bigger was secretary of the Library Board in 1836.

County Teachers of 1910-11:—This list, besides giving the names of teachers of that year, gives an idea of the
The number of districts in each township. Where district numbers are missing it is an indication of partial consolidation. The school consolidation of the Washington Township schools at Raleigh is one of the localities in the United States, to claim to be first in this matter. The following list includes all county teachers with the exception of the Rushville City system:

**LIST OF THE TEACHERS OF RUSH COUNTY—1910-1911**

**ANDERSON TOWNSHIP**

<table>
<thead>
<tr>
<th>District No.</th>
<th>Teachers</th>
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<tr>
<td>1</td>
<td>A. M. Taylor, Principal, Milroy</td>
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<td></td>
<td>Emma Peters, Assistant Principal</td>
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<td>Clarence Richey</td>
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<td>Florence Marcourt</td>
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<td>3</td>
<td>Mary Stewart</td>
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<td>7</td>
<td>Louise Tompkins</td>
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<td>8</td>
<td>Emma Terhune</td>
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<tr>
<th>District No.</th>
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<tr>
<td>1</td>
<td>Ida Roan, Milroy</td>
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<td>3</td>
<td>Daisy Kelly, Milroy</td>
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<td>7</td>
<td>Lester Land, Milroy</td>
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<td>8</td>
<td>Nelle Bosley, Milroy</td>
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**CENTER TOWNSHIP**

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<th>District No.</th>
<th>Teachers</th>
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<tr>
<td>1</td>
<td>Charles Griffin, Dunreith</td>
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<td>4</td>
<td>Mae Laughlin, Falmouth</td>
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<td>5</td>
<td>John Geraghty, Rushville</td>
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<td>6</td>
<td>Mina Crayton, Mays</td>
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<td>6</td>
<td>Grace Frazier, Rushville</td>
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<td>7</td>
<td>Berth Hulley, Dunreith</td>
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<td>8</td>
<td>Nettie Hufferd, Mays</td>
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**JACKSON TOWNSHIP**

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<tr>
<td>1</td>
<td>Louise Peters, Rushville</td>
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<td>2</td>
<td>W. O. Fox, Rushville</td>
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<td>2</td>
<td>Edith Enos, Rushville</td>
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<td>3</td>
<td>Cecile Aiken, Lewisville</td>
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<td>4</td>
<td>Sue Woods, Arlington</td>
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<td>5</td>
<td>Jesse Brooks, Rushville</td>
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<td>6</td>
<td>Ethel Flint, Rushville</td>
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<td>Township</td>
<td>District No.</td>
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<td>Orange Township</td>
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<td>Posey Township</td>
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<td>Ripley Township</td>
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<td>Richland Township</td>
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<td>Rushville Township</td>
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Summary.--The selection and licensing of Rush County teachers has progressed from no requirements at all to the present day intricate qualifications, as set out by the

13 This is from a report of the County Superintendent's office of Orlando Randall.
State Department of Public Instruction. Even the two year course of study, as a minimum for grade teachers, which has just been abandoned in favor of a four year course.
indicate not only plenty of money but
general good taste.

Of 105 schools in the county, 101 were "public schools"
three belonged to corporations namely, Cartnage, Milroy and
Rushville. Richland had a private academy listed in the
county system of schools.

By townships the schools numbered as follows:

<table>
<thead>
<tr>
<th>Township</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>7</td>
</tr>
<tr>
<td>Center</td>
<td>11</td>
</tr>
<tr>
<td>Jackson</td>
<td>6</td>
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<tr>
<td>Noble</td>
<td>8</td>
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<tr>
<td>Orange</td>
<td>11</td>
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<td>Posey</td>
<td>10</td>
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<tr>
<td>Richland</td>
<td>6</td>
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<td>Ripley</td>
<td>8</td>
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<tr>
<td>Rushville</td>
<td>11</td>
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<tr>
<td>Union</td>
<td>7</td>
</tr>
<tr>
<td>Walker</td>
<td>7</td>
</tr>
<tr>
<td>Washington</td>
<td>9</td>
</tr>
</tbody>
</table>

He round the largest school houses in Posey--"some too
large." (40 ft. x 30 ft.)

The smallest were in Orange, Rushville,
Anderson and Richland. The best were in
Ripley and Anderson. The worst were in
Union, Center, Posey and Orange. The most
costly were in Ripley. The best kept were
in Ripley and Washington. They are newly
painted in Washington, Center, and Rushville.
The blackboards are generally in good repair
but wretchedly abused. Ripley is furnished
with towels, basins, combs, and looking
glasses--a most excellent mark of taste. An-
derson has a good wood house at each one,
several are furnished with privies and wells.
Several have stiles instead of gates. Most
of the good houses have shutters attached to
the windows. Many are ceiled instead of
plastered. Some of them have large play-
grounds belonging to the school property, a
few have cords and weights for ventilation. Rushville is furnished with school bells. One house in Union has a stand for the water bucket, so arranged as to carry off the waste water through the floor. One in Posey has tin fenders to keep stove heat off the scholars. Many have sheep skin rubbers for cleaning the blackboards. Some have chairs for teachers. In Anderson, desks have ink wells. Several yards are filled with shade trees. A few have gravel walks.

Faults of some.

Leased property, lack of directorship, ill seating, sleek blackboards, scant furniture, dirty floors, storing wheat in houses, lack of cheerfulness, general neglect. The most schools were in Anderson, Rushville and Posey. The best schools throughout were in Posey. The smallest number of school days was in Jackson and Union. Best wages $60 per month, worst $16.66-2/3 per month. Highest average in Posey. If Rush County took an interest in pikes and roads it would be one of the best.¹

Anderson Township.—John W. Thompkins taught the first school in this township at a place located one-half mile south of Milroy, in 1823. His father, Natnan T. Thompkins, taught here two years later and then in 1826-27, taught a school in his cabin home on lot No. 2, in Milroy.

Another school located northwest of Milroy had Alex Innis as teacher in 1830. John Bell was a later teacher here. Another teacher here was the later famous Christian Church evangelist, Knowles Shaw, the author of the well

¹ Rushville Republican of September 1, 1870.
known hymn, "Bringing in the Sheaves." In the combination of log church and school, he taught one year and was able to bring ordered discipline to a group of students that were considered unruly. He became one of the most famous of Rush County citizens although he was a native of Ohio. He was killed in 1878, in a train accident near McKinley, Texas. He is buried in Easthill.

In 1852, W. H. Crane taught a school located one and one-half miles south of Milroy.

Two years later, James Seright taught the McCarty school which was near the graveyard of the Mount Olivet Methodist Episcopal Church. Other teachers here were: Milton Wagner, William Wheeler (1837-38), Samuel Lowden, and Jacob Camer (1840).

Another of the earlier schools (1828) was taught by Lot Green, who was followed in 1829 by George Wimbro, who is remembered as giving his students whiskey as a treat on the closing day of school. The girl winner of a spelling match here was given two yards of hair ribbon, as a prize.

The Bell school stood in the approximate center of Section 8, with John Bell, one-time County Surveyor as a teacher. He was followed by Amanda Thornburg, George Lowden, Dr. Robb, Andrew Young, Thomas Jones and George W. Elstun.
In 1830-31, William Wheeler taught in a school near the later site of the Hurricane Christian Church. South of the old William Seright home, Jacob Stallard taught a school in 1833. He was later followed by Milton Wagner; Benjamin Boon in 1835; James Axley Stallard, 1837; Loyd Bishop; Andrew Rickey 1839-41 and James Seright, 1843.

Next to the Decatur County line stood the Gosnell school house with Abram Plew as teacher, in 1835, and Barber Brown in 1843-44. Other Gosnell teachers were: William Hand, Nelson Hamilton and James H. Dickson.

Edward H. M. Berry, one of the leaders of the county's educational history, taught two miles south of Milroy, (1864-65) before becoming County Treasurer. He later taught in the Burton home school from 1858 to 1860.

In Milroy, on the north side of the principal street, in the old Nathan Julian house, Miss Sailie Bartlett taught in this dwelling in 1823-29.

Milroy had its early institution for higher learning in the Milroy Atheneum built in 1844 or 1845. It was a frame house on the east bank of the creek and on the south side of the street and was used as a church and a school.²

² Taken from the notes of Rollin H. Glenn, ex-school administrator of Rush and Marion counties. His research was done for the Historical Bureau of the State Library at Indianapolis.
Miss Celia Winship, a well-known educator, was the instructor. This school was abandoned for a newer school, built in 1855.

In 1855, by the combined efforts of the township trustees, the Masonic Lodge and the Sons of Temperance, a building was erected for use as a school and public hall. This building was destroyed by fire, after a few years service. Celia Winship was succeeded by E. H. M. Berry as teacher here.

On January 14, 1860, the trustees contracted with Deliscus Lingenfelter to build a brick school building, with I. P. Root the first and very efficient teacher and with William Glass, his assistant. I. F. Fitch (later a physician) had charge of the Milroy schools (1862-63 and again in 1865-66) assisted by Emily Clements. Louisa Miller and Rebecca Thomas taught here in 1865.

The first trustees elected in 1853 were E. H. M. Berry, William Thomas and James Buchanan. The next month the voters voted themselves willing to be taxed under the provisions of the new constitution and favored five township schools instead of seven. The enumeration of 1854, showed 511 children of school age.\(^3\) This shows one of the

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county movements for early consolidation, for which Rush County was well known.

Other early Anderson Township teachers were: Walter Smith, George C. Wyatt, (Milroy Principal in 1879) Samuel Innis, Alfred Swain, William Barton, Mrs. S. J. Pegg, Clara Whiteman, John P. Waters, J. T. Seaton and H. B. Wilson who was principal of Milroy schools in 1888. The Olive Branch school, or No. 1, was rebuilt of brick in 1887, showing the tendency to replace frame buildings in the county.

In the Atheneum building many debates were held. One of the subjects was a comic resolution, "Will Little Flat Rock Ever Be Navigable?" This, however, was the cultural center of the community. The building after abandonment was used as a barn.

Near this spot, the students cut chunks of soap stone from a deposit on the stream bank and carved them into figures which were allowed to harden. One of the teachers, Edward H. M. Berry, had the habit of flipping a rattan ruler over the heads of the students to encourage obedience and work. The Atheneum building was discontinued as a school house when the first brick building on the present school lot was finally completed in 1866.

Here "Professor" Morrow, a fine scholar, taught Latin, Greek, and Solid Geometry in the pre-high school, advanced
school period.

George C. Wyatt, principal, caused Jess H. Winship, large land owner to be fined $5 for riding his horse on the gravel sidewalk leading to the school. Due to the muddy condition of this path, Principal Wyatt had his boys bring teams from home and haul gravel to build the walk. Even patrons turned out to work at the nearby gravel pit and also on the walk.

**Milroy High School and Milroy Schools.**—The Milroy Atheneum, on the east bank of the Little Flatrock stream, south of the bridge at the west edge of the town, served as a school until 1866. The new school which had been contracted for in 1860, was but partially completed during the Civil War. Due to a shortage of carpenters because of the Civil War, the building was incomplete until 1866, when it was occupied as a school building. Prior to this, the Masonic Lodge completed the third floor as a lodge room, but carpenters could not be obtained to complete the lower floors. The trustee, Frank Swain, retired to organize and lead a company of Anderson township men in the Civil War.

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4 Much of this information was gained in an interview with Hiram Bassett ("Bass") Wilson, the founder of Milroy High School.
Hiram Bassett Wilson became principal of the schools in 1887, at the age of 28. Mr. Wilson gave Milroy High School its first start. Prior to this time, the school had been organized as many other schools of these times:

1. Primary department
2. Intermediate department
3. "Upstairs"

The "Upstairs" referred to the one large upper room of the school building. When a student finished the Intermediate department, he continued his work "Upstairs" which had no regular course. Here a student could choose to study what he pleased to study, with help from the teacher.

In 1887, Mr. Wilson organized the Milroy school as a three-year high school. The following year he persuaded the trustee to put a dividing wall in the upstairs room and to employ a second assistant teacher Mr. Wilmer Machlin of Manilla. The first assistant was Miss Emma Jones. Mr. Machlin taught the 7th and 8th grade classes while Miss Jones and Mr. Wilson took one upstairs room each and taught the following classes of the high school work:

1. Algebra
2. Plane Geometry
3. American History
4. Advanced Anatomy, Physiology, and Hygiene
5. Rhetoric
6. Latin
7. English

Mr. Wilson taught the English course, his favorite
subject. He used the text, Reed and Kellogg's "Higher Lessons in English." He taught this work so thoroughly that no student of his subsequently failed an English examination for a teacher's license. This course included analysis of sentences, punctuation, composition, syntax, and diction. Included among his students was his sister, Mabel Wilson (Salisbury).

There have been three buildings on the present school site. The first school was on the west part of the property nearer the Ft. Wayne road which skirted the western boundary of the lot. This building, erected in 1855, was destroyed by fire four or five years later and a second brick building was eventually completed in 1866.

After the start made by H. B. Wilson, ex-county superintendent John L. Shauck became principal and created the four-year high school which was continued as such until the present. The present building was erected in 1908.

Arie Taylor served next as principal of the high school and he is still regarded with much affection in this community.

After the second building burned it was not possible to complete the new building in time for school so classes were held in the Masonic temple and Barton's Hall.

Milroy high school took care of the two-year Richland
High School students for their last two years of school and in more recent times educated the transferred students from the Moscow school until it reopened in 1940, as a common school.

Milroy high school has had a proud athletic record, winning twenty consecutive basketball games in 1940-41, for the best record of continuous victories in the state, for this year.

On May 5, 1941, the Milroy Alumni association honored Miss Emma Terhune for her 50 years of teaching service, more than 30 years of which was spent at Milroy.

Center Township.--Probably the oldest, and at least one of the earliest schools in Center Township was taught in 1830 by a teacher named Esham, in a house on the farm owned by David Price. The next year, Pryor Rigdon taught in the old Baptist Church, which was located on the south end of the site of the Blue River cemetery.

A school was conducted in a log building (1840), on the north line of the Samuel McBride's farm. Keturah Pickering, Samuel McBride and John W. Kirkpatrick were teachers there. Jonah Price taught in the cabin home of Robert Knox in 1832 or 1833.

In the first frame house in the township, Benjamin Zion taught, in 1844, in the school on the east side of
the road, opposite the site of the Baptist ("Hickory") Church. Teachers here were: James Young, Margaret Sutton, Edward Langston and Washington Bayless.

The first school in the Reeve school house was conducted by Elijah Alfred in 1839, near the crossroads, one mile east of Shiveley's Corner. Later teachers were: Mills S. Reeves, John Arnold, Samuel S. McBride, A. J. Young, Washington Bayless, Enoch Kent, William Reeves and Thomas Goddard.

On the corner of Jefferson Dalrimple's farm, a log school was built in 1832-33. Levi James, Benjamin Zion, John Knox, and William Kirkpatrick were the early teachers. Samuel S. McBride taught in a pioneer school house on the L. F. Hinchman land. Other teachers here were: Lewis Kitchen, Prior Rigdon and James Hamilton. In 1845, John Madison Bell taught in a log school house one mile east of Campbell's school. William McBride also taught here. In 1847, a quarter of a mile northwest of Matthew Oldham's residence, Elizabeth Peck taught in a house belonging to Thomas Sargent. Later Amaziah Sargent taught here.

Just west of the farm, known as the Washington Hood farm, and in Center Township, stood a school house of the pioneer type. Here, about 1840, was a teacher named Banker. He was a peculiar man, and proud of his money possessions. He usually carried a considerable amount with him, and took much apparent satisfaction in showing the same. While teaching at this place,
He boarded at the late Daniel Hall's. His dinner was prepared for him as usual, and, on this fatal morning, the school master walked away toward the school house. He was never seen by the people or the children again. It is generally supposed that Banker was murdered and robbed, and his body secreted in the swamps. No one was ever arrested or tried for murder in this case, but one man who had been suspected of the crime, left his family and the neighborhood in a short time and committed suicide. 'There is no refuge from confession but suicide, and suicide is confession.'

Other teachers in this school were, Hugh Washington Bell, (1843), Prior Rigdon, James Hamilton, John Griffith, Gabriel Sutton, Alfred Plew, and John Clark (1850-51) during whose term, the school burned down and was replaced by a second log building. The Duncan school house was located three quarters of a mile west of Mays Station, with John W. Bell as one of the early teachers. Samuel S. McBride had 80 pupils at one time here, with four families sending six children each. Other teachers were: James H. English (1842-43), and Gabriel Sutton. In a log school house at Shiloh, Allen Briskley taught in the early forties.

An Englishman attempted to teach in the second Shiloh school house, but he gave it up and declared he could do nothing with these little "American devils." John Methvin

taught in a log school house, in 1839-40, which stood about three-quarters of a mile west of the Shiloh school house.

Other teachers were James Buck, John Cochrane from South Carolina, A. P. Tyler from Knightstown and Merrill Kent from Connecticut. Rebecca Jefferies taught in the first frame house, while Gabriel Sutton taught in the first term of the second Shiloh school building. Keturah (Picking) Miles and John W. Kirkpatrick, J. L. Parsons and James Paxton from Preble County, Ohio, taught here.

In the reorganization of township matters and final preparations for a general system of public instruction, Center Township had elected John M. Hudelson, Jabez Reeves and G. P. Sutton, trustees, and Samuel S. McBride, Clerk. On May 28, 1853, the voters of the township were called upon to decide on the question of tax for new school houses. On the question 'will we be taxed,' seventy-one voted for the tax and 115 against the tax. Sixteen voted in favor of seven houses and sixty-one for nine houses. On September 12, 1853, the Board decided that they 'Could not conveniently establish schools at present.' On October 1, 1853, Center had 536 pupils of school age, and no public schools, at least she had no school houses; the old cabins were in poor condition. On February 6, 1854, Nelson Sisson and forty-five others, asked the Board to establish schools. March 16, 1854, Nelson Sisson, at a township meeting, moved that 'we are both able and willing to build school houses.' The motion was lost. It was decided at the same meeting to use the old houses a while longer. April 24, 1854, the Board decided to contract for eight new frame houses, and did so contract with the builders, at an average cost of $370 each. In about two years the houses were completed.
In 1856, the teachers of Center Township were: Walther Benson, H. S. Barrett, Miss Watson, William Cann, G. F. Sutton, Alexander Britton and Stephen Broadbent. In 1859, under the amended school and township law, Jesse Reeves was the first trustee. Center is about the size of Washington, and has ten one-room school houses—all frame (1888). The present year, a new house has been erected at May's. Thomas Wright is Township Trustee, and is now serving his second term. His predecessor is George W. Rhodes, who also served four years. John M. Gilson preceded Rhodes.

The old Center Township High School was located west of Road 3 about one mile west of Mays.

Center Township High School.—Due to a long drawn out conflict in this township, this high school building was built not in Mays but west of Mays on the Knightstown and Carthage roads intersection.

High school work was taught at the old "five points" school west of Mays by the very brilliant teacher and principal, Lot Hufferd, at the beginning of the century.

This high school in its earlier days was one of the best schools in the county. John Geraghty had finished out a term in the school building near the Hunsinger Garage at the east edge of Mays (this building was torn down

7 Interview with John Geraghty.
in 1941) due to the resignation of Orlando Randall, who had been appointed County Superintendent.

A new trustee, Chester Rhodes, was elected this year (1908) and it was he who tore down the old school west of Mays and built the then modern building for Center Township High School. While the new school was being built in 1908 and 1909, school was held in an old church west of Mays. The new school was occupied in 1909-10. Besides, principal Geraghty, Grace Frazier (Payne) and Bertha Hulley were teachers. This building was remodeled in 1917 and used until 1929-30, when the high school was moved to the town of Mays.

The course of study included algebra, geometry, botany, physics, three years of Latin, four years of English and three years of history and government.

The old Center Township High School building at "five points" was remodeled in 1917, with a new heating plant and chemical toilets. John Goode was principal from 1916 to 1918. Here the four-year college preparatory course of study was offered. Students had no choice as to their four subject load.

This building is being razed at the present time (1941). The present Center Township High School was built in Mays (1929-30) and it is gradually being referred to as Mays
High School, as the conflict of former years is being forgotten.

Mays High School.--High School work was given in the old school two-room building at the east edge of Mays during 1908-9. Orlando Randall was the high school teacher when he retired during this term to become county superintendent of schools; John Geraghty, finished the term as successor to Mr. Randall and taught the last high school work in this school. The new trustee, Chester Rhodes, then built a new high school west of Mays (Center Township High School). John Geraghty was first principal at that school. While the high school was moved out of Mays, a grade school was maintained in Mays. Due to a township controversy dating back to the Civil War, Mays high school students refused to attend old Center Township High School and attended Raleigh High School instead.

The Tuesday Republican reported on June 11, 1895:

Third Commencement, June 7

Center Township

(1) Invocation  Elder J. B. Blount
(2) "Ancient Mexicans"  Charles Lee
(3) "Reading Value"  Emma Reddick
(4) "Seek the Opportunity for Good"  Ertie Kirkpatrick
(5) "Home Thoughts"  Dainy Newhouse
(6) "Opportunity"  Harry Jones
(7) "Political Education"  Ota Newhouse

Interviews with John Goode and John Geraghty.
(8) "Moral Teaching"  
(9) "Benefits of an Education"  
(10) Presentation of Diplomas  

(All speeches were memorized except Ertie Kirkpatrick's speech.)

(11) Benediction  

The Center township building was used until 1929. While the present new building was being erected in 1929-30, school was held in a portable building on the present Mays school grounds, in an abandoned pool room in Mays and at Shively's old abandoned district school building at Six Points. Shively's school had formerly served the eight grades of common school. Poplar Grove was a similar school. Due to demand of the patrons north of Mays, the one-room Shiloh school was built in 1912 by Chester Rhodes, trustee, but abandoned the next year.

Cecil Elliott was the first principal here in the present new building and served until 1937 (when he became principal at Arlington High School) with exception of one and one-half school years absence due to illness. He was replaced during this time by Clyde Bair of Portland.

Of this fine new school unit serving the township, the primary and furnace rooms were part of an old grade school in Mays on this site.

John Goode, upon retiring from the position of County superintendent, became principal of the high school in 1937,
and holds the position at the present. He was a former principal of the old Center Township High School.

As a compromise to the patrons in the west part of the township, who permitted the high school to return to the town of Mays, the school name of old Center Township High School is still the official name of the Mays school but the name, Mays High School is gradually coming into popular usage.

John Goode has pointed out that while the township now has 190 students of school age, there were 500 students of school age (6 to 21 years then) in 1888. This decrease in the number of children of school age is typical of many townships elsewhere.

State Soldiers' and Sailors' Orphans' Home.--In Center Township, in section 10, one and one-half miles south of the town of Knightstown and just inside the Rush County line, is located a state school. This home originally was the site of a temporary hospital for the sick and wounded Civil War soldiers and later their families. This first hospital was built on the west side of the road and opened in 1827.

Governor Morton, as president of the first board of directors, urged the necessity for a permanent home.

From private donations, 54 acres of land was pur-
chased which included the "Knightstown Springs" Hotel and several cottages, which housed 100 patients.

These buildings have been a "resort" in the summer and a private girls' school, of some note, in the winter. By legislative action of March 11, 1867, this was made a state institution. The institution, upon the gradual elimination of disabled veterans by discharge or death, gradually came to be a home for orphans of war veterans by 1887. The "Home" has been destroyed by fires in 1877 and 1886.

The site of this institution was known for many years before the war as "Knightstown Springs," on which there was situated a hotel that was visited by numbers of people as a health resort, and is located in Rush County.9

In the year 1865, a meeting was called in the office of Governor Morton to devise a systematic plan for the care of disabled veterans of the war.

George Merritt, who was at that time a resident of the city of Indianapolis, attended this meeting and made an earnest appeal to include in the proposed plan, a home for the orphans of the heroic men who had offered their lives upon their country's altar. He declared that the pledge had been given to the volunteer, on enlistment,

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9Ben L. Smith wrote this history in the Rush County Historical Souvenir, p. 28 (1896).
that his family should be cared for, and Mr. Merritt proposed to donate of his means, $5,000 to aid in the contemplated work. His proposition was voted down for the assigned reason that it would be too large an undertaking.

In November, 1865, Mr. Merritt employed Mrs. Susan Fussell as superintendent, matron, financial officer, teacher, governess and cook, and placed in her care four orphans of soldiers taken from the asylum in Indianapolis. In a short time, the number was increased to ten.

In April, 1866, Mrs. Fussell moved with her little band of waifs to the "Knightstown Springs," where the State Soldiers' Home was being maintained by private enterprise and private donations.

In 1867, by an act of legislature, the State acquired the grounds and assumed control of the Soldiers' Home. Henry B. Hill, of Rush County; Charles S. Hubbard, of Henry County; and William Hannaman, of Marion County, were the first trustees selected to manage the institution, and M. M. Wishard, of Marion County was the first superintendent.

By the provisions of the act creating the institution, disabled soldiers and seamen and their orphans, under fifteen years of age, were entitled to admission to the Home.

On the 25th day of December, 1871, the hotel building, that was the institution building, was burned. The soldiers
and seamen, who were being cared for by the State, were transferred to the National Soldiers' Home at Dayton, Ohio. A new building was erected for the care of soldiers' orphans. This building was capable of accommodating 150 children. On the 8th day of September, 1877, this building was destroyed by fire. It was at once rebuilt and enlarged, and in 1879, a school or asylum for feeble minded children was attached to the institution. This combination did not prove to be popular or successful, causing serious dissensions in the management and severe adverse criticism from the old veterans who were watching with jealous care the orphans of their dead comrades.

The legislature in the year 1885, took the institution out of politics and provided for a non-partisan board of trustees. In March of that year, Governor I. P. Gray appointed Ben L. Smith, of Rush; J. H. Harris, of Hamilton, and Mrs. Sarah E. Pitman, as the first Board of Trustees under the new regime. But the non-partisan character of the institution was no protection against fire, and on the 21st day of July, 1886, the buildings and the greater part of the furniture was entirely destroyed by fire.

This necessitated new legislation, and the act that provided for appropriations for rebuilding, also provided for the separation of the soldiers' orphans from the
feeble minded children, a school being established for the latter at Ft. Wayne.

The legislature of 1887 provided for the erection of industrial buildings, and the purchase of seventy-five acres additional grounds. Since that time, additional buildings have become necessary.

The following are the names of the several Superintendents who have been in charge of the Home from its beginning: M. M. Wishard, Sept. 7, 1855, to Feb. 14, 1877; Rev. R. F. Brewington, (acting) Feb. 14, 1877; to Nov. 11, 1877; W. B. McGavern, M. D., Nov. 11, 1877, to May 29, 1879; John Hunt, M. D., May 29, 1879, to Nov. 1, 1879; B. F. Ibach, Nov. 1, 1879, to April 1, 1881; J. W. White, D. D. S., April 1, 1881, to May 1, 1885; Rev. T. M. Smith, May 1, 1885, to Aug. 5, 1885; Rev. A. H. Morris, Aug. 5, 1885, to March 1, 1890; Rev. J. W. Harris, March 1, 1890, to June 11, 1891; H. H. Woods, (acting) June 11, 1891, to July 1, 1891; A. H. Graham, A. M., July 1, 1891.

The following enrollment shows the growth of the institution:

<table>
<thead>
<tr>
<th>Year</th>
<th>1887</th>
<th>1888</th>
<th>1889</th>
<th>1890</th>
<th>1891</th>
<th>1892</th>
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<tr>
<td>Enrollment</td>
<td>167</td>
<td>340</td>
<td>443</td>
<td>574</td>
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<td>624</td>
<td>630</td>
<td>644</td>
</tr>
</tbody>
</table>

The above is taken October 31st of each year. The present years show 638 enrolled.
The above is taken October 31st of each year. The present years show 638 enrolled.

The boys are taught printing, shoe-making, painting, tailoring, engineering, floriculture, farming, gardening, the carpenter's and baker's trade. The girls are taught sewing, dressmaking, cutting and fitting, cooking and house work. Many of the boys take a regular course in shorthand and typewriting. (1896)

The gates are wide open and the public are at all times cordially welcome to this beautiful Home.

The Friday Republican of June 21, 1895, carried an announcement of commencement exercises at the school.

SOLDIERS' ORPHANS' HOME

June 26 and 27

Nine boys and four girls

10:00 A.M. Wednesday—planting of class tree
2:15 P.M. Wednesday—ball game
7:15 P.M. Wednesday—musical
9:15 A.M. Thursday—Kindergarten exercises
10:00 A.M. Thursday—Commencement exercises
2:00 P.M. Thursday—band concert
3:30 P.M. Thursday—school entertainment
9:00 P.M. Thursday—Alumni banquet

Reverend C. W. Tinsley

At the present time, the schools, in connection with the home, have over 1,000 children enrolled. The students must leave at the age of 18 years.

Jackson Township.—This is the smallest township and while it has no high school work of its own today, it is
very proud of its fine consolidated graded school, near the center of the township. Most of its graduates are transported to Rushville High School. Early township history shows that James VanCamp taught the first school, just across the township line from the Hannegan Church. Other teachers were: Dr. Bulard and James Hunt (about 1845). In a school, a half mile south of Occident, Pryor Rigdon taught in 1845. Other teachers were: Roland Haywood and Isaac Osborn. In a log school (east of William Powell's residence, the teachers were: Judge Andrews, E. C. Powell (1838), John Wood, James Downey (1830), Attorney William Casady and James W. Caldwell (about 1840). Probably the first school house, as such, in Jackson Township was on the bank of Mud Creek west of the road near the old graveyard, with E. C. Powell as one of the early teachers. A log school (near Boon Gilson's house) and Alex Brown as the teacher in 1834, other teachers were: Dr. Robert Moffett, John Griffith, Dr. John Moffett (1842-43) and W. C. Mauzy (1845-46). William Moffett taught in a cabin on his own land in 1825, but later built a school here, which was taught by James K. Check from Paris, Kentucky, where he taught one continuous term of 18 months. John Lewark also taught here. Near Flatrock, William Moffett, whose health was not very good, taught school for no pay; in-
stead, his neighbors, cleared his land to pay for their children's schooling. Larkin Kendall taught school for eight and a third dollars a month and boarded himself. This school stood on a cross roads west of Benjamin Kendall's home. In 1837, James Martin taught school southeast of Hamilton Station. James Martin also taught in a school east of William David's residence. Another teacher here was Horatio Alley. Stephen Wilson, in 1839, taught in a school on the site where John Gorman lived (1888). Lan H. Carr taught in this township in 1857-58. 10

Jackson township now has a fine, spacious consolidated common school building, six miles north-west of Rushville. The present teachers are (1941):

Principal Mary W. Myers--Grades 3-4
David Shipley--Grades 7-8
Helen Bowen--Grades 5-6
Jean Alexander--Grades 1-2

Noble Township.--This township is the home of the first school in the county and was settled shortly after the St. Mary's treaty of October 6, 1818, whereby the land came to the government from the Indians.

First School in the County... "In the winter of 1820-21, Isaac Phipps taught a school for the squatters on Congress land in a cabin near the Capt. Benjamin Norris' farm."

John Russell was a pupil. Mr. Phipps was later a Justice of the Peace and taught for three or four years in the county. 'It is safe to say that he was the first school teacher in Rush County'.

Hon. Elijah Hackleman, of Wabash, is the authority for this statement and much that was written by John L. Shauck.

Francis Clark, from Tennessee, started teaching in Noble Township, about 1823, and continued for five years. He taught at Pleasant Runn, in the Edward Pattison neighborhood, at the old Baptist Church on Little Flat Rock and other schools nearby. He slept half the time. A school day was like any work day then, from sun-up to sun-down.

Francis Clark (1827) taught in the old Baptist Church, south-eastern part of the county. Jacob T. Hackleman decided to return to school and wanted to go past the Rule of Three in the text. He was advised to work at home a few days until he could brush up on it. Teacher Clark advised.

Young man, it takes a powerful intellect to grapple with the abstruse matters found in this book after passing the 'single rule of three.' "I will say, however," continued Mr. Clark, "that if you have anything that you could do at home for a few days, I would advise you to do it, and in the meantime, I will give all my spare hours in an examination of

11 Ibid., P. 813.
the matters and things therein contained and will send you word when to come back, and I think I can take you a little farther.\textsuperscript{12}

John H. Lines, in 1822, went to the John Wynn's school in Brookville and began teaching shortly in Noble township.

In 1826, Moses and John Portlock were returning from a term of school at John Wynn's school in Brookville. They stopped at the home of Elijah Hackleman's father. They told of a new science of algebra "by which could be solved the most complicated mathematical questions by a new process entirely different from arithmetic, by using the letters of the alphabet, equalling the unknown quantities."

Young Hackleman was so impressed that he inquired of all nearby teachers where he could get a book on it. Mr. Benjamin F. Reeve told him of a John Sloneker who taught in Franklin county. After a trip on horseback, he got the names of the books which were ordered from Cincinnati by Conrad Sailors. He was, however, unable to understand the books without the help of a teacher.

Turner A. Knox (later Judge Knox) taught in the Hawkins school in 1832 to 1836. The Ross school was conducted in a vacant cabin by an itinerant musician. James H. Ross taught

\textsuperscript{12}Rushville Republican, December 20, 1883.
here beginning Monday, January 21st, in 1883. Students here included Edward H. M. Berry, Gip Anderson and Elijah Hackleman.

Crippled Joshua Cooper, a widow's son, began about 1824 and taught two or three years before studying law.

John B. Talbert, a native of Ireland and educated in Dublin, was refined, polite, and pleasant, but died after teaching in the township a few years.

Francis Clark later taught in 1827, in a school on the Abijah Hunt land. Jane Smith and Joshua Cooper taught here. The building was later used as a blacksmith's shop.

James Minor, in 1826 or 1827, taught in a house near Mark Creek, on the land of Lewis Smith, due southwest across a quarter section of land from the (1888) Farmington school house. Teachers here later were: Thomas Lewark, Ben Brown, and James Fairley.

Benjamin F. Reeve, a professional teacher from Kentucky, was a well-qualified teacher, who began teaching on Conrad Sailor's land, in the old Baptist Church, in 1833 (on the old Sand Creek Road). The building had no chimney or fire place and was heated by coals on a rock and mud platform.

Benjamin F. Reeve, the next two years, taught in the Gregg School on the Judge Gregg land, near Fayetteville
(Orange), with 60 to 65 pupils attending there regularly. Conrad Sailors gave him the first license to teach.

The Reeve school house was built for him, just south of the brick, Little Flat Rock Church, and was something like a high school in its day.

Elijah Hackleman wrote of Benjamin F. Reeve in the Rushville Republican, November 29, 1883.

I became acquainted with Mr. Reeve in April or May, 1833, who with his family, at that time, had just arrived from Mason County, Kentucky, and moved to the farm he had recently purchased of Jacob Cable. . . . Mr. Reeve was at that time in the prime of life, being about 35 years of age, of medium height, quite active, well built, of nervous temperament, light hair, heavy eye-brows, and keen flashing eyes. He was always dressed plainly, but neatly to a fault; dignified in his manners, but easily approached; with a well-poised mind, stored with useful knowledge; with fine conversational powers, and capable of imparting information on almost any subject that might agitate the public mind in those early times; a fine English scholar and a practical school teacher.

He had intended to devote this time to the improvement of a farm. . . . he was almost pressed into service, and he engaged in a fall and winter term in 1833 in a house not far from his farm.

In the 1834 term, he moved into a large room of Mrs. Nancy Lewis' home, where he taught two or three terms.

Elijah Hackleman, a pupil, was a well-known teacher. Other pupils were the Norris brothers, Hildreth Brothers, David Looney, and George W. Reeve.
He taught here several years, and in 1839-40 taught
a night grammar school successfully, after teaching a
night grammar school at General W. C. Robinson's Mill, in
1837-38.

Mr. Reeve, foiled an attempt to "lock the school teacher
out", at Christmas time, by arriving at the school before
day light and by putting the "conspirators" to studying as
they arrived.

While a member of the state legislature, he usually
taught in the early fall. Later teachers at the Reeve
school were: John Schlonaker (1840), John H. Taylor, Wil-
liam Thompson, Zerralda Smith, Maggie Guffin, F. M. Reeve,
James Ferree and John C. Milliner. William Maple taught at
the Billington school house in 1827 or 1828. Other teachers
at this school were: William Williams, William Andrews and
C. W. Morrow. Guy Morris taught at the Gregg school before
1840. John P. Wallace taught at Bethany about 1853-54.
Jeremy Anderson taught at the Reeve school in 1842-43. He
later endowed a chair at Butler University.

Elijah Hackleman, a B. F. Reeve pupil, was a Noble Town-
ship teacher, in 1839-40. He taught on the Brookville road,
in a log school, on land belonging to J. J. Amos, Sr. He
also taught in the house on the Holman land near Burns'.
Thomas Points and Abner Lyons taught at a building, one-half
mile east of Friendship. Thomas Rigdon was one of the first teachers at "Frog Pond." David McKee taught in his own cabin (1835-36). Charles Morrow, a Methodist preacher, taught on the Stewart land and later Bradford Norris taught here. E. H. M. Berry taught in the old log meeting house one-half mile east of the Bethany school house. He held a school "exhibition" in his father's nearby barn.

Pleasant Runn.—Newton Perkins, a cripple, made school teaching his profession from 1823 to 1827. When demands for more teacher's training were made, he retired to his basket-making business. Pitman Clow taught in the winter of 1827 and 1828. J. W. Randell taught here from 1830 to 1833. Thomas Points started his career in Noble Township in 1837. One term, he taught in an old store room, at the crossroads near Little Flat Rock and later at the Reeve's house in New Salem, then at Pleasant Runn. Other teachers at Pleasant Runn were: George Wimbro, John and Mary Lyons, Stephen Jones, William McIlwaine, Cornelius Morrison, (a "Shaker" from Ohio), and John J. Lyons. Artemus Moore, of Rushville, taught the first school in the New (1838) Pleasant Runn school house. Isaac Fowler taught in this vicinity. He was also a surveyor and a practical engineer. Abner Hackleman, from Scott County, Kentucky, taught in the Hawkins school house (1828).
Rev. James H. Ross came from Ohio and bought a farm near the Peter Looney farm and taught "two or three schools" on his land, beginning January 21, 1833. He was an excellent teacher. William Feely taught two terms at Mark Creek, (1833-1834). Turner A. Knox taught several terms in Noble Township about 1833. He taught one term near New Salem and two terms in the Holman house. He was elected County Probate Judge. Pryor Rigdon of Kentucky taught the Gregg school, in the winter of 1835, and the next ten years he was at Little Blue River and Mud Creek, north of Rushville.

Marcus Marsh was a teacher near New Salem from 1845 to 1850.

Elijah Hackleman taught at the Peter Looney school, beginning in 1836, and subsequently taught at the Gregg, the Reeve and J. J. Lyons schools covering a period of thirteen years of service.

The township established a seminary in 1856, called Little Flat Rock Seminary which was considered a fine school, until it went the way of all the seminaries of the state, the high schools indirectly causing their extinction. The upper story was built for high school work. John Guffin was the first principal. It was later reduced to a one-teacher district school.

The Holman school was replaced by the Frog Pond school
and these two, with the Applegate school, turned out a large number of students who became county leaders.

By 1845, Elijah Hackleman was a Justice of the Peace, but in his log office, which he built near the John Davidson home, he taught an advanced school offering courses in geometry, trigonometry and surveying. This was the first time these courses were offered in the township. In 1849, Mr. Hackleman moved to Wabash County, where he became a prominent leader.

Ross Smiley taught in a school one-half mile west of the county line. Elijah A. Burns, a blind teacher, a pupil of B. F. Reeve in Kentucky, taught the grammar at Flat Rock Seminary in 1871. A. B. Shaw taught a singing geography school, in the old brick house, on the farm of Abijah Hunt (1843-44).

Robert, John, James and Alexander, brothers of Josiah Gamble, taught in Noble Township while David S. Morgan taught at New Salem and Friendship.

New Salem.--The first school house in New Salem stood on the lot where John R. Mercer lived. Lewis Salla, Justice of the Peace, was the first teacher in 1827. John Talbert taught here several years. A log school was put up on the land of Nelson Patterson. Early teachers here were: John B. Talbert, John Keithler, Marcus Marsh, Norvill Cox, Harvey Marsh, a Miss Wilhoit, Jacob P. Andrews, Harriet Kibby and
Wilson Morrow. A newer school house was built in the early 50's. Josiah Gamble taught here and Jasper Hull was one of the later teachers.13

New Salem High School and Schools.--In 1885, Harry Williamson was head of the New Salem school, teaching the upper grades with Ellen Holden teaching the lower grades. Miss Holden, who had been educated at Little Flat Rock Seminary, taught this one year which broke an otherwise long continued service record of May Wellman. This school was held in a two-room school.

Then the two-story brick building was built in 1900, with two years of high school work being offered.14 Only one room upstairs was completed at first, but the second room was finished later. Chester M. George was principal and taught the high school work. With the assistance of Ralph Peck, the third year of high school work was added to the two years offered originally. Mr. George later was county superintendent from 1910 to 1921 for the longest record of service in that office.

Other teachers at the beginning of the century were:


14Interview with Mr. and Mrs. C. M. George.
Mrs. May Wellman, teacher of grades one, two and three; Miss Minnie Muller (Gookins) taught grades four, five, and six, with Mr. George teaching grades seven and to ten, inclusive. Miss Muller later was moved up to the work in the higher grades.

A new building was started in 1911 and completed in 1912. School started quite early in the fall of 1911, in order to vacate the building early the next spring, preparatory to building the new one. After four years of service this fine building was destroyed by fire on January 14. In the absence of John Spacey, the janitor (who was ill), the furnace was overheated, causing the fire.

A new building was started the same year. While it was being built, school was conducted first in the Methodist Church and then moved to a store building now occupied by Pruitt's grocery. The high school work was conducted in the front of the store building, while the grades were handled by Miss Muller and Edna Taylor, in the addition to this store building.

Edgar Morris was trustee for six years due to the "skip-election" law. Roscoe Titsworth, Charles Carney and Walter Morris were trustees of the township in this period.

Ten years later, in 1927, an auditorium and gymnasium was added to the building. With Dudley Campbell, as principal, this $45,000 annex was dedicated by Roy P. Wisehart
(formerly of Carthage), the state superintendent of public instruction. This assemblage of October 28, 1927, attracted a large crowd. Walter Morris was the trustee. This new gymnasium was one of the best in the county at the time. Leon Size was the coach. In the first part of the 1930’s, New Salem’s basketball teams dominated the county basketball scene, with Emerson Headlee as coach.

In 1941, this annex was rebuilt forming a larger gymnasium and auditorium. Arie Skillman had been principal thirteen years by 1941. Students from Glenwood and Gings are transferred here for their high school work (since 1939).

Orange Township.--A school house stood between Moscow and Owens’ Mill on the Owens’ land and Benjamin Owens taught the first school here, in 1825. Some of the students walked four and one-half miles through the woods. Another school was located near the Mt. Gherzim Methodist Church where John Allen taught the first school in 1836-37. Other teachers here were: Alvin Case, James McDuffey, Hiram Kelley, Lloyd Bishop, Lewis Rickey and William Wheeler. Milton Wagner taught for eight years, in a cabin west of Leslie Worlin’s residence. Near the old graveyard, on the southwest corner of Philip Reddenbaugh’s farm was a pioneer school. Milton Wagner taught here, 1827-28. The windows were paper, greased with raccoon oil.
Thrasher Garrison taught in 1832, in a school near the road between Moscow and Waldron and later Harriet Keeler taught here.

Joshua Kelley taught one of the first schools in Moscow, in a cabin, in the northwest part of town (about 1830) and James McDonald taught here in 1843-44. Hiram Wiley was also an early Moscow teacher. William Wheeler taught here from 1852 to 1853.

Other Moscow teachers were: Joseph Selby, Charles Bishop, Milton Wagner (seven winters), Ephriam Wright, Sanford McGinnis, Jack Campbell, and Joshua Kelley. Frank Tate taught in 1846, in a house east of Moscow with Catherine Kelley and William Webb here later.

Barker Brown, in 1852-53, taught in a house on Charles Selby's farm before the new school houses were built. Ephriam Wright taught on the farm of Lewis Heflin as did Nelson Stallard (1845). In 1850, Sanford McGinnis taught in a hewn log house, one mile east of Blue Ridge. Other teachers, in a Methodist church building here, were: Oliver Morris, Samuel Kennedy and Elizabeth Rader.

Orange Township teachers in 1857-58 were: John S. Monroe, James Tevis, Croom Swain, Nelson Rauck, Joseph Macklin, David Grubb, James Woodard, William Wheeler, and
James Stewart.15

In 1855, the three township trustees were Joshua Kelley, John Waggoner and John Scull. In the June term they located ten new school houses and had frame buildings built at $300 each. Philip Reddenbaugh, trustee from 1884-86, built a brick school at Moscow, which was considered the finest in the county then.

_Moscow Schools._--William Majors first taught in this township in 1893, at the Selby district school. Next year he was at Flatrock school (Shelby County) for three years. In 1896, he taught at Moscow in the upper grades, Jessie Heck (Webster) had the lower room. In 1900, he taught at Gowdy in the new building there.

Solon Tevis taught the upper four grades while his sister Hattie Tevis had the lower four grades. She later married Charles Owen, the trustee who built the present school house.

In 1904, some advanced classes in algebra were taught at the Moscow school.

With William Majors, former teacher, as trustee, the Moscow High School opened with the first year of high school work being offered in 1905. Mr. Major's daughter, Ercell,

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repeated the eighth grade, the year before, in order to start with the beginning classes in this high school work. She had started to school in Moscow the same year her father first taught at Moscow in 1896.

Albert Stevens was the first high school teacher in 1905. The next year, the second year of high school work was offered with no work in the first year of high school being offered.

The subjects offered were: botany, history and algebra with commercial law being substituted for Latin. The old non-denominational church beside the school was used for programs, entertainments and other school activities. This church building was moved to the farm now owned by Bernard Hurst, present principal of the Webb school.

With the introduction of high school work, trustee Majors tore down the two room, two story building and erected on the site a four room brick building. While it was under construction, school was conducted in the old "skating rink" building (now the Oscar Huntington Garage). The high school met upstairs and the grades met downstairs here.

In this new building occupied in 1907, James Sheedy was the high school teacher and principal. Solon Tevis

16 Much of this information was obtained through an interview with William Majors and his three daughters.
taught the upper grades. Lena Brookbank, who taught the primary (first and second grades), died and was replaced during the term by Mary Houchins (Steirs). Irma Land taught the third and fourth grades. The high school students, like those at Richland, finished their high school work at Milroy.

John Geraghty followed Sheedy's five-year regime in 1910 for three terms of service as principal until 1913. The four year high school started in Sheedy's last year in 1909-1910.

Charles Owen became trustee in 1909. Geraghty's assistant was Rollin Glenn, who became principal in 1920. C. M. Conger's (now at Fairland school) years were sandwiched between John Geraghty's last year in 1913 and Geraghty's return in 1918 (until 1920).

Basketball flourished during this time and until 1929. The teams practiced out of doors and used a room at Blue-ridge in Shelby County for their games "at home." Class plays were presented at Waldron for want of a local auditorium. Students often played around "the boulder", a massive stone of a type foreign to the area. It is a curiosity, supposedly carried here by one of the glacial drifts.

Fred Baas was principal for two years followed by Normal Patterson, who was head of the schools when they were
closed in 1929. This school had been one of the best in the county. County Superintendent W. O. Headlee reported the school as such. Ex-Principal Glenn stated that the students here applied themselves with remarkable industry and cooperation.

Trustee Ed. Gahimer closed the school in 1929, causing much controversy and court action. In the eleven year interim, students were transferred to Milroy, Manilla and Waldron (Shelby County).

Lew Ross, trustee, remodeled the building and reopened the school in the fall of 1940, with the following teachers:

- Frank Hill—— grades 7 and 8
- Mrs. Norma Mount—— grades 5 and 6
- Mary Whisman—— grades 3 and 4
- Mrs. Helen Copple—— grades 1 and 2

The grades but not the high school were revived. Repairs and remodeling included a new steam heating plant, electric lights, redecoration and painting of the interior, a new water and sewage system and a newly drilled well.

During the year, the school was inspected by the state school examiner, who praised the school system. His inspection resulted in a commission being granted to the school.

Eighth grade commencement exercises were held in the school auditorium on April 24, 1941, preceded by a "pitch in" dinner, attended by 175 patrons and students.
The program follows: Commencement March; invocation, the Rev. Cecil Platt; song, "Only One", by Barbara Meal; welcome address, Janice Hungerford; class will, Rosemary Thomas; class prophecy, Madonna Warner; class poem, Nadine Kney; gifterian speech to graduates, Neal Clapp; passing the torch, grades 7 and 8; octet, grades 5 and 6; address, the Rev. Leo C. Davis of Bloomington; octet, grades 5 and 6; presentation of diplomas, Frank Hill, principal; benediction, the Rev. Barner L. Stevens.

Posey Township.—Elder Gabriel McDuffy, a pioneer preacher, taught an early school about 1833, on land owned by John Sonn (originally owned by Samuel Gordon). In 1835, John Wesley Whiteside taught in this same building.

On the Brookville road, west of Arlington, was a school likewise on the Gordon land, where William Mears was the first teacher in 1835. Other teachers were: George Ewing (1838); Reuben Jones (1840-41) and Miss Eliza Gallaher. In the 30's, Aquilla Collins taught a school on the farm of Jacob Beckner; Newton McDuffy was another teacher here. John Brunt, in 1827, taught one of the first schools in Posey Township, in a house on the farm of William Collins. William Brunt and Jess Kellum taught in this same school.

In the northwestern part of the township, near Riverside Meeting House, on the land of Josiah Small was a log school,
among whose teachers were: Madison Elah of Palestine, Ambrose Cain and Caleb Scott. John Brunt taught at Center Church (Methodist) in a combination church and school house. The old burying ground is all that is left to mark the spot. Near Beaver Meadow, south of the road and just east of Arlington, John Campbell taught in 1837-38.

Drury Holt, a pioneer Christian minister, taught (1838) in a small school house on his farm, then in Ripley Township but later a part of Posey Township. Miss Elsie Swain taught on the Jonathan Ball farm in 1835. Augusta Porter, in 1840, taught west of the Hannegan Church. Other teachers here were: Samuel Buchannan and Mrs. Elsie (Swain) Leisure and Isaac Osborn.

A William Fitzpatrick came to this school one day to "revenge" the whipping of his younger brother and gave the teacher an unmerciful beating. The frightened children jumped through the paper windows. Richard M. Clark, started a school, in 1836, on the John Guard land, but died before the term expired.

John Wood taught in the cabin, in 1837, near the John W. Clark residence, which school was later moved south a short distance, with early teachers here: Jethro Folger, Eliza W. Clark, Lot Wright, Reuben Macy and John W. Clark. The three frame school houses in Posey Township called
No. 1, No. 2, and No. 3, original belonged to Ripley Township, before the south line of Ripley was moved two miles farther north. Drury Holt taught on the corner of the Cyrus Hall farm, in the twenties. Levi Burt taught in Arlington in 1835, in a house on the north side of the street, west of the stream, in the first school in 1836, in a log church, on the corner of the graveyard. James Kennedy, in 1837-38, taught a school on the corner of the school yard (as it was in 1838). The Nobel Junkin School stood near the graveyard and James Morgan, John Walker and Alfred Plew taught here in the forties. Eliza W. Clark taught here later. In 1884, trustee John F. Price built a four-room brick school building, with Eli Collins as one of the early principals. Trustee J. M. Conaway, in 1888, consolidated districts two and five in a school two miles north of Arlington. 17

Beavermeadow.--The Rushville Republican of Thursday, November 1, 1883, carried the following school notice:

The following is a report of District 4, Posey, (Beaver Meadow) for the first month, ending October 26:

Whole number enrolled, 28; average daily attendance, 17; general average in studies, 63.

The following are names of pupils of all grades who have made an average of 65 per cent and better upon a strict written examination with questions adapted to each grade:

Mary, Nora, and Charley Brown, Jesse Wilson, Jerry Offutt, and Henry Collins.

17 John L. Shauck, op. cit., 806
The following pupils have not whispered during the month:

Kit, Mary, Nora, and Charley Brown, Mur-ley and Jerry Offutt, Jesse and Merty Wilson, Luly Gardiner, Wilma Beckner, and Annie Heflin.

It will be seen that the average daily attendance is but little more than one half the enrollment.

Parents should not be satisfied with this. It is better to attend half the time regularly. This accounts, in a great measure, for the low average in studies.

E. B. Collins, Teacher

Earl Downey attended Beavermeadow in 1888. He was later a township teacher from 1901 to 1919.

In this school at Beavermeadow, the teacher Richard Hackleman, was "ducked" in the Beavermeadow stream in the 1870's. While he had purchased a Christmas treat for the students, he refused to answer their inquiries about it. The boys became so infuriated that they attacked the teacher and dragged him to the stream where he was tramped into the mud and ice. Timely intervention of the older girls of the school was credited with saving his life. He died two years later as a result of lung trouble. A new building was erected at school number seven, in Posey Township in 1895.

**Arlington High School and Schools.**—Three school buildings have been located on the present site. School was conducted in a two-room frame school here for the lower grades until 1884, when a four-room brick school was erected
behind and to the west of the old school. By this time a number of the students had become so unmanageable that three teachers were heads of the school in this year. By the first of the school year of 1884-85, three rooms were in use in the new building and were occupied. The old building was also used during the construction. A boy named Harlan Lowe led the student revolt causing Frank English to resign. Teacher Sam Innis followed suit. Franklin Downey was employed to bring order out of the situation. A short time after he started as new school principal, he had put an end to disobedience. He had learned that Harlan had an egg in his pocket. Downey quietly demanded that the boy give it to him, which he did, being taken by surprise. But he rebelled a few days later when he was mildly reprimanded by Mr. Downey. The principal had anticipated this "show-down." He grasped the Lowe boy by the back of his shirt collar and literally and figuratively "mopped the floor" with him. He concluded by shoving the trembling boy down in his seat and admonishing him to behave. The revolt was over.

The next year, 1885-86, Bert Hall headed the school. He was a very large man and was greatly loved by his stu-

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18Interviews with Mr. and Mrs. Elmer Hutchinson and Earl Downey.
dents, despite rigid discipline. On the opening day of school, he made a speech to the pupils somewhat in this vein:

I understand that this school has had a poor record for obedience, requiring three teachers last year. Well, I do not believe we will have any trouble this year at all. But you must remember just one thing, I am the boss. Now get your books out.

Rigid and formal discipline prevailed even during the noon period. At noon, he tapped a bell, whereupon the students living in town filed out in order. At a second bell, the students, who brought their lunch, went to the vestibule to get their dinner buckets and returned to their seats and ate their lunch with no conversation permitted, except those students belonging to the same family. Mr. Hall ate his lunch in the same room. After fifteen minutes, a third tap of the bell sent the pupils back to the vestibule to return empty dinner pails and to file out to the playground. During play periods, Mr. Hall played with and was "one of the students." The children were broken-hearted when he did not return next year.

Eli Collins became principal in 1886 and it was he, who started the teaching of some advanced work in algebra, geometry, Latin, and bookkeeping.

The teachers in 1888 were: Eli Collins, principal; Kate Glass, upper grade teacher; Mollie Cassady, grade teacher; and Alma Downey, primary teacher.
With this beginning of high school work, principal
Collins felt that commencement exercises should be held
for the public schools as it was done elsewhere, in larger
schools. One of the original copies of this program is
held by William Cowger, who took part in the exercises.

PROGRAM

of the
FIRST ANNUAL COMMENCEMENT OF THE ARLINGTON PUBLIC SCHOOLS
at the
CHRISTIAN CHURCH
Beginning at
8 o'clock P.M. Thursday, April 16, 1891
"We Must Row, Not Drift"
Music--Organ Voluntary

Invocation
*MUSIC -- "Rock away on the billows gay"
Rev. W. S. Smith *

Essay -- "Power of Circumstances" - - - - - - - - - - - - - - - - - Fannie Lee *
Essay -- "Music" - - - - - - - - - - - - - - - - - Jennie Cary
Essay -- "Our Country" - - - - - - - - - - - - - - - - - Willie Cowger
*MUSIC -- "In the Vale where my Home Lies"
Rev. W. S. Smith

Essay -- "Education" - - - - - - - - - - - - - - - - - Alice Stanley
Essay -- "The Grand Old Man" - - - - - - - - - - - - Millie McGaughey
Essay -- "Progress of Civilization"- - - - - - - - - - - - - - - - - Elmer Hutchinson
Essay -- "Woman's Sphere"- - - - - - - - - - - - - - - - - Anna Keaton
*MUSIC -- "A Farmer's Life Give Me"

Essay -- "Silent Influences" - - - - - - - - - - - - - - - - - Robert Birt
Essay -- "Busy People" - - - - - - - - - - - - - - - - - Gertie Gardner
Essay -- "Advantages of an Enemy" - - - - - - - - - - - - - - - - - Ethel Williams No. 7 *
*MUSIC -- "Song of the Old Bell" - Solo and Chorus
Tommie Rucker *

Essay -- "Little Things" - - - - - - - - - - - - - - - - - Willie Marshall *
Essay -- "Necessary Precedents"- - - - - - - - - - - - - - - - - Florence Lee *

Essay -- "How Shall I Write Mine?" - - - - - - - - - - - - - - - - - - - - - - - - - -
Essay -- "Secrets of Success"
With Valedictory Capitola McDaniel
SOLO -- "The Comrades" - C. F. Kennedy
Diplomas Conferred - - - - - - - - - - - - - - - - - County Supt.
ADDRESS - - - - - - - - - - - - - - - - - - - - - - - Prof. A. H. Graham *
*MUSIC -- "Welcome Home"
BENEDICTION - - - - - - - - - - - - - - - - - - - - - - - Rev. Thomas Ayres *
*Quartette -- J. A. Spurrier, C. F. Kennedy, J. L. Shauck* and
A. H. Graham*
TEACHERS:
Eli B. Collins, Principal
Miss Alma Downey, Second Intermediate
Miss Mary Brown, First Intermediate
Miss Adda Peters, Primary
Owen L. Carr, Township Trustee

*Deceased by 1940.

This first commencement was held in the old Christian Church, which stood on the site of the present new gymnasium (1941).

While common school graduates were featured in earlier commencements too, it was later confined to high school graduates.

In 1892, George W. Logan became principal. His students formed a Logan Club that still meets annually in Arlington, which event Mr. Logan still attends (1941).

The Tuesday Republican of June 11, 1895, reported the:
Sixth (5th?) Annual Commencement, Posey Twp. School
Arlington M. E. Church

Graduates:
Ada Phillips
James Mayur
Ruby Bitner
Essie K. Pressnal
Emma J. Northam
Will O. Houston
Lorena Payne

Lulu Macy
Zacharias Macy
Lettie Gardner
Luther P. Young
Francis Mayur
Momie Macy

Rushville Township contributed two graduates—Russell Cassady and Edith Caldwell. Reverend James Gellespie delivered a good address to the class.

Cyrus Coffin became principal in 1904, followed by
Milt Benjamin who in turn was followed by ex-county superintendent John L. Shauck in 1904. His assistant was Anna Holton (Stewart). He finished his school career, of great service to Rush County schools, with his years as head of the Arlington schools in 1913. During his regime here and with Nathan R. Farlow as trustee, the present school building was erected, as an eight-room school house. After some conflict as to which side of the railroad track was the better location, it was put on the ground where the four-room school (built in 1884) was torn down. An addition was made to this building in 1926 by trustee J. Hampton Reeves, in the form of an auditorium downstairs and a high school assembly above. This was added on the south end of the eight-room building.

Four years of high school were first offered in 1902 and the first of such alumni are listed with the class of 1906, by the alumni association.

Charles Stirling became head of the schools in 1913-14; followed by John Geraghty 1914-15. Erema Wilk (Hamilton), sister of Mrs. Wendell Willkie was a teacher under principal Harry Mahin (1916-19).

Later principals were: Birney D. Farthing, 1919-20; W. E. Wagoner, 1920-22 (at Ball State Teacher's College later); Alfred R. Protsman, 1922-23; Luther A. Lockwood, 1923-24; John Goode, 1924-29; Alfred H. Symons, 1929-30;

The school annual, the Rambler, was published last in 1931 and continued for a time as a mimeographed school paper. The fine, new gymnasium was dedicated on February 14, 1940, with an Arlington basketball team victory over Carthage.

The present Arlington building, a brick structure, cares for the township schools. It stands on the south side of the street (State Road 51) in the south central part of the town. Arlington was first known as Burlington, then Beech Grove and finally Arlington.

Rushville Township.—The early history of this township is largely the history of schools in the town of Rushville.

Scarcely had the smoke began to ascend from the first settler's cabin in the surrounding forest ere arrangements had been commenced to educate the pioneer youth. Dr. William B. Laughlin was the prime factor in all matters that pertained to the general welfare of the community, and in school affairs, he was long the unquestioned authority. 19

Despite his many other duties, in the fall of 1822, he opened a school for the children of the community which included principally, at first, his ten daughters and three sons. 20 The first instruction was given in his own home,


20 Mrs. Douglas Morris reported this information in an American Education week article in the Rushville Republican, November 6, 1939.
until a log cabin was erected between the present second and third streets, on Morgan Street. As this building was soon outgrown, a double log cabin was built near the Flatrock River bank, behind the present site of the Eagle's Lodge hall. Dr. Laughlin taught the first formal school in the county, the records reveal.

The First Advanced School.--This first advanced school in the county was the first school to prepare the student for college. It continued from 1828 until the death of Dr. Laughlin in 1836. Besides the "common branches" this school offered Latin, Greek, higher mathematics and history.

As this private school served the purpose of providing higher education, the county did not, at once, avail itself of the opportunity of having a county seminary as was permitted by the legislative act of 1824.

The County Seminary.--Few early efforts were made for the higher school grades but when Dr. W. B. Laughlin's advanced school closed, and the law authorizing county seminaries had become effective in 1825, the county commissioners of Rush County paid $150 for two lots in Rushville, to James Henderson and wife in 1841, and built thereon a

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21 Dr. John Arnold made this report before the Farmer's Club Meeting, July 21, 1904.
two-story brick building. The County Seminary first was organized in 1837-38. The early laws of the state provided that "fines and certain other sources of school revenues" should be devoted to the maintenance of such seminaries. The title was vested in the seminary trustees and their successors in perpetuity. This school, at the corner of Third and Julian, was first under the leadership of Joseph Nichols, with John W. Barbour as assistant principal.

In March term, 1843, the trustees of the seminary, George B. Tingley, P. A. Hackleman, John Barbour, William McCleary, and George Hibben reported the purchase of two lots and a building 33 x 53 feet, two stories high, completing the same in order as an "Institution of Learning," with stoves, etc., fencing, sinks, well, wellhouse and other conveniences and absolute improvements. Its cost was $4,673.97. The trustees 'further state that there are now two schools taught in said Seminary free to all children of Rush County for admission; but no part of the principal or interest of said fund has been expended for tuition.' So it wasn't free and only the common branches were taught. William Casady, principal around 1850, was said to have lost control of discipline but Barbour and the parents suppressed rebellion with 'a supply of well-developed sprouts.'

The County Seminary was the scene of many public literary gatherings. It was built and maintained by school fund money which came from the sale of the school lands,

22 John F. Moses, op. cit., p. 145.
On November 15, 1841, the Rushville Whig reported that: "The Rush County Seminary is destitute of a male teacher. A school is very much needed and the trustees are anxious to employ a teacher if they can obtain one suitable. A gentleman who is competent to teach the higher branches of learning, who has had some experience in the business, and can come well recommended will be acceptable. A man with a family would be preferred.

Two of the finished rooms are unoccupied at present, and the trustees would be glad to have them occupied immediately. It is highly probable that more than the ordinary branches of an English education, will not be required for a session or two; but the trustees wish to employ a teacher competent to teach any branch that may be demanded by the interests of the institution.

Communications directed to G. B. Tingley, the Secretary of the Board of Trustees, on the subject, will receive their attention.

The Rushville Whig of April 8, 1842, reported that:

The trustees permitted the district trustees to adopt the Seminary school as a district school, for the purpose of enabling those living in the district to draw their proportion of school funds. This arrangement will not interfere with other scholars, and it is hoped by the trustees, that all who feel an interest in the success of the institution to patronize. It is divided into a male and female department. Mr. Churchill has the management of the male and Miss Lesure of the female department. They are both qualified to teach the higher branches of learning

Miss Lesure is said to be the first female teacher in Rushville. She made her pupils sit like statues for eight
hours per day.23

The local newspaper, the Whig, carried an announcement of the opening of school in the September 9th, 1842 issue.

The fall terms of schools taught in the Seminary, have been commenced, both departments being occupied. The people in the country, desiring to send to school, can have an opportunity to do so, on reasonable terms. Any branches will be taught, in either department, that may be desired by parents or scholars.

The second constitution, 1851, ordered all county owned seminaries sold and the money turned over to the County Treasurers for the school fund. There were fifty such seminaries in the state.

The chief support of the Seminary was the tuition paid by the students, which placed it beyond the financial reach of many who could not pay it. Because of this restricted income, the school taught only the common branches and it did not reach a state of much proficiency or system.

During this period, there was in Rushville considerable overlapping of "public", private and pay schools, all of which created a spirit of rivalry.

The Act of 1852 provided for the sale of the seminaries. The Independent School Corporation bought the building for $2,500 in 1853.

23Mary M. Alexander and Capitola G. Dill, loc. cit.
During this period, we have other educational progress in the town which was furthered by private effort.

The Stewart Schools.--The successor to Dr. Laughlin as a local educational leader was the Reverend David M. Stewart, pastor of the Presbyterian church. He was one of the best educated men in the early history of Rushville and was very zealous in his interest in education in that town.

In 1844, he engaged a talented eastern lady, Miss Carrie Warner, to head a subscription school for girls which was conducted in the Stewart home (now the Colonial Hotel). The school was called the Rushville Female Institute.

Due to the opposition for the "aristocratic air" of the school, after an existence of twelve to eighteen months, Miss Warner and her students changed to the County Seminary. Miss Warner's salary was paid here by private subscription, with the understanding that she have entire charge of all the teaching of her students.

In 1850, Miss Warner was joined by her sister, Lydia, who brought the first piano to the town. She became a very popular music instructress.

In 1851, The Rushville Female Institute was again headed by an eastern woman. Miss A. E. Sherrill of New
York, headed the school with Miss Jennie Landon of Vermont, as her assistant. The next year, Miss Lucretia Cramer of Granville, New York, succeeded Miss Sherrill as the Principal.

This announcement was carried in the October 24, 1850 issue of the Indiana Jacksonian newspaper:

Rushville Female Institute

The Winter Term of this Institution will commence on Monday, September 16, in the rooms in the Presbyterian Church.

The success attending this Institution has been such as to give a permanency and popularity to the enterprise of founding an institution, where our people may enjoy, in their midst, the opportunity of affording a finished education to their daughters. The design of the Institute is to afford all advantages of the higher grades of Female Seminaries, and the Board flatter themselves that the former examinations of the pupils have shown that the design has been attained.

The rooms are large and well arranged and entirely separated from the annoyance and inconvenience of other schools. The Institute is already furnished with a fine set of maps for facilitating the studies of Geography and History, and other apparatus will be supplied as needed.

The Misses Warner will give their undivided attention to the school; and the Board have no hesitancy in saying to the public that their aptness to teach, as well as attainments in science, is not surpassed. The term will continue five months, and vocal music will be taught as part of the regular exercises of the school.
Terms

Ordinary branches of an English Education, $5.

Higher Branches, $7.

Music on Piano, with use of instrument, $8.

The board finds it necessary to limit number of admissions, and it will require early applications to secure a place. Applications may be made to either of the undersigned.

H. G. Sexton
Joel Wolfe
Jefferson Helm
Wm. H. Martin
D. M. Stewart
J. D. Carmichael

Rushville, August 28, 1850

This advertisement was carried in the September 8th issue in 1852, of the True Republican newspaper:

Rushville Female Institute

This Institution will be reopened for the reception of pupils on Monday, September 6, 1852, in the room in the basement story of the Presbyterian Church. The Trustees are happy in saying to the public that they have secured, as Principal of the Institution, Miss Lucielia Cromer of Granville, N. Y. and experienced and accomplished instructress. She will be able to give instruction in all the branches taught in our best schools, together with French, Painting and Music; both Instrumental and vocal. The school will be so limited in numbers, so that all the advantages of a select school will be afforded the patrons. The Trustees will use every effort to make the Institution worthy the attention of their daughters. The testimonials of
Miss Cromer are of the highest order, and the board will receive applications for admission until the number is completed.

Terms of Tuition

Primary branches......$5 per term
Higher branches......$7 per term
Instrumental Music......$8 per term

The year will be divided into two sessions of twenty-one weeks each, and it is desirable that applications be made soon, so as to commence with the session.

Boarding can be had in good families on reasonable terms. Miss Cromer will attend to Vocal Music as a regular exercise of the school.

H. G. Sexton  }
Joel Wolfe  }
Rob't. Houston  }
D. M. Stewart  }

Rushville, August 2, 1852. 24

A reporter for the Indiana Jacksonian issue of January 16, 1851, wrote the following account after a visit to this school, during the final examination period.

The Female Institute
Final Examination

Classes were examined in Orthography, Reading, Grammar, Arithmetic, Geography, Botany, Watts on the Mind, Philosophy, and Astronomy.

24 An advertisement of the Rushville Female Institute carried in the True Republican of September 8, 1852.
We shall shortly have a host of pianists in Rushville. It is a most excellent accomplishment, and we are gratified to see the disposition to acquire it so general.

In 1849, the Rushville High School was opened, independent of the County Seminary, supported by private funds and controlled by the Presbyterian Church. The trustees were: Dr. Horatio G. Sexton, Joel Wolfe, Dr. W. H. Martin, Rev. David M. Stewart, and Jess D. Carmichael. The Reverend D. M. Stewart acted as principal.

In addition to his duties as high school principal, he opened a private school for boys in his home. In his home in 1851, (the present Colonial Hotel, 332 North Morgan Street) Reverend D. M. Stewart opened a private boy's school intended to prepare for college entrance. His students here included Dr. Marshall Sexton, Leonidas Sexton, Dr. W. A. Pugh and Absalom Megee. This school continued for more than ten years.

The High School was designed to teach the "higher grades of learning." In opposition to the Presbyterian control of the high school, the Rushville Female Academy started in 1851, with John Barbour, John S. Campbell, Amon Johnson, John Dixon, and Dr. Samuel Barbour as trustees. At different times, four Morley sisters headed the school: Mary L., Lavina, E. L., and Harriet J. Morley.
Rushville Female Academy

The first session of the second tuition year of this Institution has just closed. The Trustees take pleasure in stating that the progress of the pupils has been such as to render complete satisfaction to the employers, and to reflect great credit upon its conductors. The next session of five months, will commence on Monday, the 20th inst., under the control of its former and efficient Principal, Miss E. Lovina Morley aided by her sister, Miss Mary Morley, where all the branches of a fine education can be obtained. Persons desiring to send to a school furnishing such excellent facilities for giving their daughters an education, would do well to apply immediately, before the school is full. This is the last term of the present tuition year.

Good boarding can be had in private families on accommodating terms.

Tuition in primary branches, $5 per term.

Higher branches, $7 per term.

Music on piano with use of instrument, $8 per term.

Drawing and Painting an extra charge.

Vocal music taught in all branches free of charge.

Applications to be made to any of the undersigned.

H. W. Carr
A. Kennedy
Amon Johnson
John Dixon
S. Barbour

25 The Indiana Jacksonian of January 30, 1851.
The difficulty in keeping the lady teachers was that they soon married after coming to Rushville. These girls' schools were discontinued by 1855, but during their existence they did a fine piece of work. According to newspaper advertisements, they taught primary and higher English, mathematics, painting, drawing and music.

District No. 1.—The Whig of November 26, 1842, carried this informative advertisement:

The Trustees of School District No. 1 of Rushville give notice that we have agreed with G. W. Brown to continue his school three months longer commencing on Monday, November 28, 1842. Having recently repaired the house, making entirely new seats, desks, etc., the girls and boys of the district, no doubt, can be as comfortably and pleasantly situated here, as in any school in the village. We would say, that we had perfect confidence in Mr. Brown as a teacher; having given general satisfaction during the past term, and believe that children placed under his charge will be correctly instructed and receive that care and attention in regard to their general deportment that is always expected from a good instructor of youth.

This lends more weight to the evidence that the schools of the city were in considerable rivalry. There was no such thing as an ordered curriculum or system of grades in schools, but in Rushville, during this period, a student could have attended any one of four or five different schools that he might have chosen or felt able to pay to attend.

The Beginnings of the Public Schools.—After this
chaotic period, of trying to keep schools going, the second state constitution (1851) provided for a system of public schools at public expense.


The voters of the school township met at the court house June 6, 1853. It was pointed out that 300 children between 5 and 21 years were in the city that said corporation did not own a school building and that the school had on hand and due $750 and that the amount of taxable property, according to the county assessor $350,600 in taxable property.

Rushville High School (Private School).--In 1849, the Rushville High School was opened, independent of the County Seminary, supported by private funds and controlled by the Presbyterian Church. The trustees were: Dr. Horatio G. Sexton, Joel Wolf, Dr. W. H. Martin, Rev. David M. Stewart, and Jess D. Carmichael. The Reverend David M. Stewart acted as principal. Miss Carrie Warner and her sister Lydia assisted with the teaching which was designed to give instruction in the "higher grades of learning." This "first high school" was conducted in the basement of the old Presbyterian Church.


Volume 5, No. 9 - High School Journal, Nina Ford, Editor
Two years later the new state constitution, in 1851, provided for free public schools supported by taxation.

Rushville Public High School and Rushville Schools.--

Under the provisions of the second and present state constitution, the Rushville Independent School Corporation trustees held their first meeting on the 14th day of May, 1853. 28

Reuben D. Logan, Esq., William H. Martin, and William B. Flinn, all trustees elect for the Rushville School Corporations, met at the law office of Bigger and Logan in the Town of Rushville aforesaid and each of them having taken an oath before John Dixon, a justice of the Peace, within and for Rushville township aforesaid, for the performance of the duties of their respective offices, Reuben D. Logan, Esq., was designated to act as President of this Board. . .

Ordered by the Board that there be a special meeting of the voters of Rushville School Corporation called, to meet at the Court House in Rushville at 3 o'clock P.M. on the 6th day of June next, for the purpose of voting for or against taxation for School purposes.

The records disclose that there was $750 "on hand" and that the School Corporation owned neither building or lot. There were about 350 children in Rushville 5 to 21 years of age. The taxable property was $350,000.

In the subsequent meeting, of interested voters, at the courthouse, these men in turn voted down proposals to

28 From the minutes of the Rushville Independent School Corporation records.
levy a tax of 50 cents per $100 of taxable property, then 45 cents, 40 cents, 30 cents, but a large majority agreed to the minimum of 25 cents. They similarly agreed upon a 30 cent poll tax. Pleasant A. Hackleman offered a resolution to sell any school property at public vendue (auction) and the proceeds to be applied to the purchase of school property. This motion carried as did Thomas Pugh's motion to buy the Rush County Seminary building at "reasonable terms."

William B. Flinn, as agent of the board, purchased the building and its lots for $2500, which was to be paid in ten annual payments, with the $150 interest to be the first payment. The board purchased the necessary additional desks, benches and furniture and a complete set of "Pelton's Outline of Maps."

Rushville High School, as a free public school, opened in the old brick seminary still standing at 3rd and Julian Streets, on the 5th of September, 1853. George A. Chase was employed as principal at $750 for a term of six months, with the privilege of continuing for twelve months. School was continued through the summer months of 1854. Mrs. George A. Chase was employed as primary teacher at $300 and Thomas C. Gelpin was the assistant teacher. E. S. Ainsworth was later paid $35 for giving
a course of fifteen Penmanship lessons to the students.

By January, 1854, of the first school year, it was necessary to employ Mrs. Mary Looney as an assistant teacher in the primary department.

Rules and Regulations of the Rushville Graded School 29
Opened September 5, A. D. 1853

3 Departments
1. Primary
2. Grammar
3. High School

Primary Department

Spelling and Reading--1st, 2nd, and 3rd readers. Juvenile mental arithmetic, (commenced) primary geography, drawing and vocal music.

Grammar School

Spelling and defining. Reading--4th reader, geography, mental arithmetic, written arithmetic (commenced). Grammar (commenced), penmanship, and vocal music.

High School

Spelling and defining, reading--5th reader. Geography and grammar (completed), mental and written arithmetic (completed). Higher mathematics, natural sciences, history, ancient and modern, Latin, Greek, or French Languages, bookkeeping, penmanship, drawing and vocal music, and such other studies as the board may approve.

29Note--The term "graded school" includes as well the "grades" of high school (three years work at this time).
Regulations

1st. No pupil with any contagious disease will be admitted into the school.

2nd. The school is to be taught five days in the week, holidays and vacations excepted.

3rd. The sexes will be instructed in the same school, under the following regulations:

The grounds for the retirement of the sexes shall be kept separate and apart as much as possible, and no pupil shall be permitted to enter the grounds or private apartments of the opposite sex, without special permission of the teachers.

4th. From the first Monday in April, to the first Monday in October, the School shall be opened from 8:30 o'clock A.M. to 12 o'clock noon, and from 2 o'clock till 5 o'clock P.M.

From the first Monday in October, to the first Monday in April, from 9 o'clock A.M. to 12 o'clock noon and from 1:30 o'clock P.M. until 4:30 o'clock P.M.

All pupils are required, first, to be punctual at school; second, to attend regularly. Every pupil who shall be absent seven times during any quarter, except in the case of sickness, shall be suspended, and shall not be admitted again during the current quarter except by order of the Board of Trustees. Third, to come provided with the necessary books and stationery, after consulting the principal; fourth, to be cleanly in person and apparel. Those who are not so, are not to be admitted.

All Pupils Are Strictly Forbidden

First: To use, or write any profane
or unchaste language on or about the school premises, to draw any obscene pictures, or representations; or to cut, mark, or otherwise deface the school building or furniture.

Second: To smoke or chew tobacco in the school house, or upon the premises.

Third: To throw balls, stones, snow-balls, or other missiles about the school yard.

Fourth: To bring bats, shinny sticks, bow and arrows or other dangerous playthings upon the school premises.

Fifth: To quarrel, fight, or use angry or boisterous words about the school house, or to strike, kick, push or otherwise annoy their fellow pupils or others.

Sixth: Every pupil who shall accidentally or otherwise injure any school property, or the property of any person in the vicinity of the school grounds, shall promptly pay all damages.

Seventh: For violent or obstinate disobedience of any of the above rules or regulations, the Principal may suspend or expel the offending pupil.  

Attest
George C. Clark--Clerk
William H. Martin
President of the Board of Trustees

George A. Chase, Principal

In addition to these rules, the board instructed the principal to require a written excuse for each case of absence or tardiness.

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30 From the record of the minutes of the School Trustees.
On June 13th, 1854, George C. Clark, who was clerk both of Rushville township and Rushville School Corporation, transferred seven students to the Rushville schools at a fee of $5 per school quarter (3 months), or about $1.50 per month. The Act of 1852 allowed the separation of the town and township schools and the new school was known as a "town school" and it was the first graded school in Rushville as well as the first free public school.

In 1854, the tax was raised to 50 cents per $100 and a 50 cent poll-tax, which was the maximum rate in both instances. This showed a reversal of opinion of attitude toward public schools from the first meeting of voters, the year before. It was now possible to add two women teachers. A new privy was ordered built on the old seminary grounds. It was necessary by May of 1854, to rent an extra room at the Baptist Church, at the rate of $5 per month.

Due to this set back to the program of free schools, the school board ceased to operate the schools.

As early as the close of the first school year, the board proposed that school continue for six months, during the summer, beginning April 26, 1854, "provided that the Supreme Court upholds this method of taxation and the present school law." However, the first school term was continued for twelve months.
In January of 1855, the first Principal George A. Chase advertised for students to attend Rushville Academy, which was a reversion to the old private schools prior to 1853. This school continued but one term.

Rushville Academy--The first session of this school will open under the charge of George A. Chase, on the third day of January, 1855. The tuition per scholar in the common English branches, per quarter, will be $5. In the higher branches, including languages, $7. Primary department, $3. Applications for admission from the country, especially are desired.

G. A. Chase
Principal

Rushville
December 27, 1854

In September of 1855, Mrs. Mary J. Eldridge advertised herself as a private "instructress in music on the Piano and Guitar." Her terms were $10 for twenty-four lessons.

On the 10th of September of 1855, Mr. E. T. Small opened another of the "Select Schools" which continued for two years as still another attempt to take the place of the defunct public schools.

Select School.--The undersigned proposes to open a Select School for the instruction of both males and females, in the Seminary Building in Rushville. The principal will be assisted by a competent and experienced

31 An advertisement carried in the Republican in the issue of January 1, 1855.
female teacher. Pupils will be received at any time during the term, but no deduction will be made for loss of time after entering; except in case of sickness.

Tuition per term of twelve weeks, Reading, Penmanship, Geography, and Arithmetic to percentage, $4.

English grammar, Natural Philosophy, Chemistry, Botany, and advanced Arithmetic, $5.

All other branches of natural, exact, moral and intellectual sciences and languages.

School will commence September 10, 1855.

E. T. Small
Principal 32

In the years of 1856 and 1859, Rushville public advanced schools were abandoned as such, although the school board continued to assist and encourage the schools and maintain their building. In their meeting of September 1st, 1856, the trustees decided to rent the lower rooms of the school building for $10 per quarter.

The schools for these years reverted to the pay school type, with the teachers getting what they could, in the form of tuition, from the patrons. The school board paid no teachers from 1856 to 1860. However, in 1856, two lower rooms in the Seminary building were rented to Miss

32 The Republican newspaper carried this advertisement on September 5th, 1855.
Mary Morely and to Miss Lucinda Fairley. Mr. Hubbard rented the upper room. The schools now had reverted to the old private tuition school.

A copy of a program of an exhibition of work of the students in the Rushville Select School is now placed on the wall of the Rush County Historical Society's Museum at Sixth and Perkins Street in Rushville. Due to the uncertain conditions of support of the public schools, such private schools flourished again for a few years.

PROGRAMME

Exhibition of the Rushville Select School
June 29th, 1858
First Evening

Prayer - Music

Introductory ........... Mr. O. Bratten
American Youth, (Declamation) .... A. Poe
Campaign Speech, do .......... John Blair
Quizzing ...................... Dialogue
Courting "Out West" .......... Dialogue

Music

Literature and Active Life (Declaration) .... R. L. Smith
The Croaker .............. do .......... L. Kennedy
Forensic Eloquence .. do ........ Thos. Hibben
Gosiping ..................... Dialogue
Yankee Machinist .......... H. Gregg

Music

Moore's Burial - Parody (Declaration) .... C. Bratten
In the spring of 1860, the board was still undecided whether to attempt to reorganize a public school within the corporation, but they did reopen the schools on September 17th, 1860, with Reverend D. M. Stewart agreeing to act as principal of a "graded school" for forty-two weeks at a salary of $600. Isaac N. Porch acted as first assistant teacher at a salary of $650 per year. Mr. Porch held
classes in the Christian Church.

Miss E. F. Goodwise, Miss Jenny Morrison, and Miss Lydia Johnson each taught the primary and lower grades for $175 per year.

Teachers, citizens, and pupils met for the "reopening" at the Seminary. The board and teachers agreed to use the books recommended by the State Board of Education.


In Geography-Cornell's Series of Primary & Intermediate Geographies; Physical Geography by Warren; Mitchell's Series of Outline; Maps, 10 in number, accompanied by Camp's Key to said series.


On Music - the School Singer by W. B. Bradburry. On History - Beard's History of

In 1863, the teachers' salaries were lowered (§25 per month, in the case of primary teachers). It was customary then to advertise for teachers just as the private schools advertised for students.

It was customary for the school term to be governed by the amount of money in the treasury or by popular demand. A school term began in March, 1865, as an example. Students attended for part or all of the year as they wished.

On April 13th, 1865, another of the many unsuccessful attempts was launched to make a private school succeed, when Roland R. Haywood opened such a school in a rented Seminary room. This effort was backed by a private company.

In their meeting of June 21st, 1866, the board of trustees, which has just finished paying for the Seminary building and lots (No. 62 and 63), proposed that they be advertised for sale. One reason for the sale was the constant necessity of keeping it in repair.

It was sold on September 8th, to Thomas Pugh, for $1950. Harmony Laughlin received 1%, as the auctioneer.

33 Minutes of the School Trustees.
In this same year, the colored students were temporarily ordered to remain out of the schools but were allowed to return, although State Superintendent George H. Hoss reported that the exclusion was expressly legal. He further advised to use caution in enforcing a law which gave the trustees the authority to classify students as they saw fit and to compel them to pursue the studies assigned to them.

George Bliss was expelled in 1867 for throwing red pepper in the stove. A number of teachers resigned at the end of this school year because of poor pay.

In the years from 1866 to 1869, the school corporation owned no buildings and instead held school in the Christian, Methodist, and Presbyterian Churches. This was a very inconvenient arrangement, so that plans were made in the fall of 1867 to sell $20,000 worth of bonds, to be used for purchase of lots and for the construction of a building. On March 5, of the next year, two lots belonging to John R. Mitchell and two lots owned by George C. Clark were purchased for a total of $1850. This constitutes the present site of the High School and Graham Annex grounds.

Enos and H Huebner, architects of Indianapolis received $700 for specifications for a new brick school building
to be erected on the site of the present high school building. Hill and Wingate of Indianapolis contracted to build the structure for $16,650. Double seats were installed. With additional expense for furniture, furnace, excavation, foundation, water table, and grounds, the cost was $25,400.73.

With the new building completed (1869), the patrons and friends met at the school to open a new era in Rushville school history. Schools in Rushville had now survived an uncertain period of troubles, reverses and disappointments. Now the town had a fine building and corps of teachers and the citizens could regard the schools as "established."

David Graham was employed as the first superintendent of the new school, for a ten months term, at a salary of $1500. The remaining teachers were:

- Miss L. S. Thompson  Grammar School
- Miss Fannie Fisher  1st Primary
- Miss Lou Miller  2A Primary
- Miss Marion Stitt  1st Primary
- Miss Emma Williams  2A Primary
- Miss Mattie King  Noon hour duty

Ed Richardson was the janitor. Superintendent Graham conducted high school classes in the large upper double room called the "chapel." Many students who had considered their education ended, returned to school now.

The Republican of August 18, 1870, carried the
Educational Announcement

The Public Schools of Rushville will open for the ensuing year on Monday, September 5th, 1870. The corps of teachers will remain the same as last year. Pupils from a distance, and from adjoining school districts will be received on the following terms:

<table>
<thead>
<tr>
<th>Department</th>
<th>Per Month</th>
<th>4 yrs.</th>
<th>2 yrs.</th>
<th>2 yrs.</th>
<th>2 yrs.</th>
<th>10 yrs.</th>
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<tbody>
<tr>
<td>Primary</td>
<td>$1.25</td>
<td>1.50</td>
<td>2.00</td>
<td>2.50</td>
<td>3.00</td>
<td>10.00</td>
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<tr>
<td>Secondary</td>
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<tr>
<td>Intermediate</td>
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<td>4 yrs.</td>
<td>2 yrs.</td>
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<tr>
<td>Grammar</td>
<td></td>
<td>2 yrs.</td>
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<tr>
<td>High School</td>
<td></td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
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<tr>
<td>Music Per Term</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

For further particulars, address or call on either member of the School Board.

W. A. Pugh
W. C. Mauzy
V. B. Bodine
--Trustees

Diplomas were first issued to the class of 1874.

The subjects taught in high school in 1875-76 were:

Good Morals and Gentle Manners, Ray's Arithmetic, Steele's Natural Philosophy, Mental Psychology, Harrey's Grammar, Day's Composition, Algebra, Bookkeeping, Ray's Test Examples, Latin, Rhetoric, and Henderson's Test Speller.

It was customary to open school with morning devotions in the chapel, which included reading of the Scriptures, prayer and singing. Gymnastic exercises which includes "taking the grand right and left" were required. Outdoor sports included "footney, a jumping exercise, knocking up flies and baseball." Girls jumped the rope.
The class of 1876 was called the Centennial class and included Sam Abercrombie, who was later to become Superintendent of the school. In this year, a frame building (26 x 40 feet) was erected on the south side of the school lot. Mock and Boys took the contract for $875. This was later called the "shanty" by the students. As an overflow building, it was alternately a one-room and a two-room building and housed the intermediate students, the janitor, a local family and then the primary students. It now serves as a residence having been moved to East Seventh Street.

Like all schools, the school had its discipline problems and the trustees were forced to expel a great many students, chiefly boys.

In December, 1877, parents were urged to demand "obedience and effort" from their children upon which a number of failing students were "restored to their grades." Nine boys were expelled for playing "hookey" and playing baseball on Sexton's Common. Seven were returned when the board granted their petition to be reinstated.

The class of 1878 had the first mentioned "formal commencement," which was held at Melodeon Hall (the present American Legion Hall). Dr. W. A. Pugh was made "chief of police" for the occasion, to keep order. It seems that the town "rowdies" always tried to break up school affairs, es-
especially the commencement exercises. Five hundred programs were printed and twelve diplomas prepared.

Graduating Class of 1878

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
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</thead>
<tbody>
<tr>
<td>Frank G. Hackleman</td>
<td>19</td>
</tr>
<tr>
<td>Clarence E. Sargent</td>
<td>20</td>
</tr>
<tr>
<td>John H. Frazee</td>
<td>20</td>
</tr>
<tr>
<td>Milton F. Parsons</td>
<td>18</td>
</tr>
<tr>
<td>Bessie M. Thompson</td>
<td>18</td>
</tr>
<tr>
<td>Gertrude L. Loveless</td>
<td>17</td>
</tr>
<tr>
<td>Mary E. Graham</td>
<td>17</td>
</tr>
<tr>
<td>Katie E. Clement</td>
<td>17</td>
</tr>
<tr>
<td>Maude Sherman</td>
<td>17</td>
</tr>
<tr>
<td>Sarah E. Hackleman</td>
<td>16</td>
</tr>
<tr>
<td>Bertha A. Havens</td>
<td>18</td>
</tr>
<tr>
<td>Kate Richmond</td>
<td></td>
</tr>
</tbody>
</table>

In 1878 or 1879, the school board decided the school needed new teachers, with new ideas, and hired six young women from the East. The pupils reacted like those in "The Hoosier School-Master" and likewise, all but one, a Miss Brewer, resigned. Miss Brewer was a woman of intellect and character; she was the niece of Cyrus W. Field, who laid the first Atlantic cable, and the sister of David J. Brewer, who became a justice of the U. S. Supreme Court. Other teachers of this time were: Rebecca Moffet, principal of the high school, the late Dora Osborne Bodine, Ruby Sexton, sister of the late Dr. J. C. Sexton, and Sam Abercrombie. 35

In 1880, at a cost of $6000, four rooms were added to the brick school building, to care for the increased

34 Taken from the records of the minutes of the trustees of the Rushville School Corporation.

35 Mrs. Douglas Morris, an article written for American Education week and copied in the Rushville Republican, Nov. 6, 1939.
enrollment. The average daily attendance in October 1883 was 502 students, an increase of 70 over the previous October.

The Rushville Republican of November 15, 1883, reported that:

The public schools at the present time are very efficient in every respect. An extraordinary degree of order and good discipline prevails. The teachers are earnest and without exception are splendidly qualified for the performance of their duties; while the pupils manifest an earnestness, interest, and attention to studies . . .

There was no commencement held in 1885, because the high school had been extended to a four-year course from a three-year course.

Pursuant to a ruling in 1880, students who reached a grade of 100% in recitations, deportment and punctuality were exempt from examination. The passing grade requirement was dropped from 90% to 80%.

The Tuesday Republican of June 4, 1895, reported the following, which is given as a typical commencement program.

Rushville High School

The 22nd annual commencement was held Friday night, May 31, at Melodeon Hall. The program was as follows:

(1) Manhattan Beach ... Orchestra
(2) Invocation .............. Rev. J. H. MacNeill

(The students filed in during the orchestra march and were seated on the "tastefully decorated" stage. Then each student gave a speech prepared by the speaker.)
The children from the county Orphan's Asylum were ordered excluded from school, if they were found to be diseased. Oliver Dale was expelled in 1882 for burning the Seminary fence. In this year, the board offered to make out diplomas for those who graduated in 1873, and prior to that date, before diplomas were conferred upon completion of the course. Cyrus W. Hodgins replaced David Graham as superintendent, to be in turn followed in 1883 by James Baldwin. Superintendent Baldwin was to become prominent later as the author of textbooks used all over the nation.

During the summer of 1883, David Graham and M. Bosworth rented the high school rooms for $10 for ten weeks and conducted a Normal School as a training school for
teachers of the county.

E. M. Butler became head of the school system in 1886, and it was in this year that the principal (for 13 years) Mrs. Rebecca A. Moffitt died. She was one of the best loved teachers of the time. The next year's class had as two of its members, Miss Fannie Gowdy (Mansfield) and Anna Bohannon.

In the next year, the building was piped for gas, which abounded in the natural state, in this vicinity.

The School Board considered shortening the high school by one year, but no action was taken.

At the beginning of the century, a private kindergarten was conducted by Pearl Meredith and Mida Bundy, in a house immediately east of the Methodist Church (at the present address of Joe Amos).

Due to an overcrowded condition in the schools, the West End Chapel was leased and a school opened there, on October 12, 1890, with Maggie Guffin as teacher. A new building (Haven's School) was then erected at Elizabeth (Third) and McClarence Streets and was opened January 4th, 1892. The brick school was built on two lots purchased from Dr. John Arnold and L. Gardner. Downs and Ready of Connersville took the contract for the six-room brick building for the sum of $10,250. The total expenses for
building, grounds, furniture and architectural work cost $15,475. Belle Gregg, a graduate of the class of 1879, was appointed second grade teacher, but in the same year became principal of the Third Ward school (Havens) which position she held for many years.

The high school purchased one Franklin typewriter in 1892, (on approval) and the next year a mimeograph was added to the program of commercial training. In this year, the custom of giving memorized orations on the part of the students was dropped as a commencement feature. Sam Abercrombie became superintendent in 1893. The next year kindergarten, as a private enterprise, was introduced in classes held at the first ward building (high school).

Not all of the teacher's life was dull work. The Rushville Graphic of April 26, 1895, carried the following account of a teacher's social affair:

The School Marm's Reception "Pursuance with invitations issued all teachers of the city schools together with the members of the school board and other invited guests assembled at the home of Miss Ida Moffett on Perkins Street . . .

Miss Celia Campbell acted as toast master. Prof. Samuel Abercrombie responded to the toast 'The Rushville School Marm's;' Miss Pet Meredith, 'The Bachelor Maid;' Walter S. Cambell, 'How poor, how rich, how abject, how angust, how complicated, how wonderful is man;' Miss Anna Collins, 'I have no other but a woman's reason I think him so.'... 'A musical and literary
program was rendered ... a school Marm's dance was then participated in by almost all present and was quite comical owing to the very extensive (?) knowledge most of the participants had of the art.

The Rushville High School Literary Society reported fifty-two students enrolled with a 98% attendance average for the first three months of the school year of 1895.

In 1897, the present mark of 75 was accepted as a passing grade. During the summer of 1898, a "summer school" was conducted by principal W. C. Barnhart and his assistant A. F. Stewart, for an eight weeks period. With the opening of school, this fall, it was necessary to rent a room of William Churchill at 325 North Main Street (Frigid Lockers). Florence B. Smith was the first teacher here. The noise from a nearby boarding house was somewhat annoying. The next year, it was necessary to have Grant Gregg, the janitor of the first ward building, vacate the frame building on the south part of the lot as it was needed for a classroom again. A school library was created in this school year (1899). With A. G. McGregor as new superintendent in 1900, the senior graduates were allowed to drop the rule of 1897, that an oration must be written and read as a prerequisite to commencement. There were no commencement exercises in 1902, due to a disagreement between the students and the board.
In 1903, it was proposed to build another elementary school at 8th and Jackson Streets. Due to difficulty in buying the lots, it was built three years later. In 1904, the Washington School (colored graded school) was built at Seventh Street and Fort Wayne Avenue, with Morris Winship as contractor, the total cost was $4,266.93. This building was abandoned in 1934, when the colored students attended the Graham Annex School.

The first teachers of the colored school were James H. Williams for the upper grades and Randall E. Hill for the lower grades.

The high school building was completely destroyed by fire on Sunday morning, May 6, 1906, but fire insurance repaid $15,500. During 1906, contracts were let to Morris Winship for the Jackson School (Belle Gregg school) and the present high school building (Graham High School). The former cost $25,982.65 and the latter cost $51,532.11.

After the school building was destroyed, school was held in the courthouse, the Christian Church and in a residence directly behind the church at 616 Morgan Street and in the house at 309 East Seventh Street (home of Farrel Conover).

Dedication exercises were held September 5th, 1907, with J. H. Scholl as superintendent. In 1908, music and
public speaking were added to the curriculum as part time subjects. Forty students went to Lebanon to cheer Louise Mauzy as she represented the local high school in the central Indiana High School Oratorical contest with a speech entitled "Cosmopolitanism." On May 5, 1911, Frances Frazee won the central State Oratorical contest held at Frankfort. Thirty students accompanied her. As another special activity, the high school issued a school paper called the "Budget" with the first issue in October of 1903. The local football team, in 1904, lost a game with DePauw University, 72 to 0, but won from Connersville, 45 to 0.

On 1907 and 1908, an Industrial School for girls, was conducted by Mrs. A. A. Stewart, Mrs. T. W. Bether, Mrs. Owen Kincaid and Mrs. Raymond Hargrove. This school was independent of the public schools but included fifty girls from the west part of the city. They were taught to sew, a thing now included in the present high school course. Local merchants donated remnants of cloth for the girls to use in making their own clothes.

The first class of twenty-five students to graduate from the new building included Edith Wilk (Mrs. Wendell Willkie).

In 1912, the Board of School Trustees forbade any student to join any "secret society, fraternity, sorority
or other similar organization." This was in conformity with a state law of 1907. The student and principal must sign a pledge to the contrary, before a student could receive a diploma.

In 1914, Steve Parcell had the contract to build the Graham Annex building which included eight rooms for elementary classes, six of which are used for the first six grades (1914). The north end included a high school gymnasium and an auditorium.

In 1925, the Memorial gymnasium was built by a corporation composed of interested citizens. Paid out of the earnings of admissions to athletic contests, the building was 90% paid for in 1941. The dedicatory game in February, 1926, ended with a one-point victory over Greensburg.

In 1935 and 1936, the high school building was remodeled and expanded with four new rooms and additions to the cafeteria and Manual Training shop.

Superintendents of schools following Samuel Abercrombie, were: A. G. McGregor, 1900-4; John N. Scholl, 1904-23; H. B. Allmon, 1924-30; L. A. Lockwood, 1930 (incumbent).

Select School.--On July 31, 1861, the Rushville True Republican called attention to the following advertisement in their paper.

**Competent Instructors**

Miss Lydia and Mattie Johnson will open
a select school in the basement of the Christian Church commencing next after the Rush County Fair for a term of five months limited to fifty scholars. Terms: Reading and writing and arithmetic, $3 per quarter. All other branches commonly taught in an English School, $4 per quarter. Rushville, July 31, 1861.

The Graham Schools.--Following his retirement from the superintendency of the city schools, David Graham used the high school building to conduct a summer normal (1883) for teacher training, for a ten-weeks term. M. Bosworth assisted him. He later opened a private school in the third floor of the business building at 242 North Main Street. Then he built a private school at 717 North Main. It was in the building now used as a residence by Charles L. Newhouse. He was assisted by his daughter, Minnie. Mr. Graham lived in a house on the same lot, in the home now occupied by Raymond Hargrove (120 W. Seventh Street). Mrs. Hargrove attended the Graham private school. It was generally felt that the private school was a "little better" than the public school, even at this date. This latter school was taught by Prof. Graham and his daughter. This school closed when he was elected city treasurer.

Rushville Academy and Musical Institute.--After his retirement as head of the Columbus city schools, Andrew Graham (brother of David) came to Rushville and erected a fine brick private academy building on East 9th Street.
It was a spacious two-story building with oak woodwork. It had wide halls, well ventilated and lighted. An excellent auditorium was located on the second floor. It was one of the finest private school buildings erected in the county and was headed by a capable faculty. It was variously referred to as the Graham Academy, the Rushville Normal College, Rushville Academy, and the Rushville Academy and Musical Institute.

There was an auspicious meeting of friends and patrons when the academy opened September 15, 1890. Seventy pupils were registered at the opening of the school with 150 students expected. On November 13, 1890, there were 84 students enrolled.

Three courses were offered: Preparatory (College), Normal and Commercial courses.

All common school branches; the natural sciences; all branches included in a thorough commercial course; phonography and typewriting; music, vocal and instrumental; art; painting in oil and water colors; china painting; pencil and crayon drawing, etc. 36

The faculty for the first year included: Prof. Andrew H. Graham—principal. David Graham and Miss Elizabeth Overstreet were teachers. Mrs. A. H. Graham headed the phonography and typewriter department. Miss Lizzie Patterson

36 Rushville Republican of September 18, 1890.
was in charge of the art department. The music department enrolled fifty students and was conducted by Mr. Will G. Graham, Miss Nannie Branham and Miss Nellie Churchill.

The first commencement was held at Melodeon Hall (American Legion Hall) on June 3, 1891. The students gave their oral essays for the exercises, after which Principal A. H. Graham gave diplomas to Minnie Murphy, John M. Shawhan, Alice Moffett, Anna Moster, Robert L. Tompkins, Katharine Lynch, Donald L. Smith, Keturah Doup, Adeline F. Smith and John Abercrombie.

The school newspaper, the "Academic Sunbeam" was edited by Dove Meredith.

During the summer of 1891, a summer normal school was conducted in the academy building. Prof. Graham advertised locally on May 28, 1891, as follows:

A Summer Normal

Will be held in the Rushville Academy on June 15, and continuing six weeks. The work will be in reviews of the Common School branches, Elements of Psychology, Science of Teaching and Vocal Music. Classes in advanced Mathematics and Latin will be formed. Lessons in Shorthand and on the Typewriter will be given.

Tuition for the term $5
Tuition for the week 1
For further information, call on or address A. H. Graham Rushville, Indiana
During this summer term, the Misses Dove Meredith and Edith Dawson completed the typewriting and shorthand courses and received diplomas, for regular academic work.

After the first year of the Academy work, Mr. Andrew Graham was offered the position as head of the Soldiers' and Sailors' Orphans' Home in the north part of the county, near Knightstown. This position was made so attractive that Mr. Graham could not refuse it. He turned the control of his school over to his brother, David Graham, under whose principalship the school continued until the spring of 1894.

In the summer of 1893, Arie M. Taylor, Principal of the Glenwood schools and Mr. A. F. Stewart conducted a normal school here. The following year, Mr. Taylor with John L. Shauck, head of the Milroy schools and Lot A. Hufferd of Raleigh conducted the last of such schools here as indicated by the following announcement:

Rush County Normal School

The undersigned teachers of Rush County, will conduct a Normal School at the Normal building in Rushville beginning about April 9, 1894, and continue ten weeks. Classes will be organized in the 8th year of common school work, in Post-graduate work, and for the training of teachers in the technical phases of presenting the various subjects to a class of learners. The course of study will be announced in a short time.

J. L. Shauck, Milroy
A. M. Taylor, Glenwood
L. A. Hufferd, Raleigh
When the academy closed in 1894, it was leased to J. H. Howard of Muncie, who opened the Rushville Business College. On October 9th, 1894, he advertised in the Republican, that his bookkeeping course was the "most thoroughly practical system ever offered to the public."

On November 13th, 1894, the fine academy building burned and was totally destroyed and so was lost the private school Rushville had so proudly boasted but four years earlier, as the finest possible cultural addition to the town of Rushville. There was considerable local criticism when the fire department was delayed getting up the snow covered uphill street. For some unexplained reason, the fire horses were "smooth shod." The first well used, gave out and there was a delay in moving to another. One piano and three typewriters, one just unpacked, were destroyed.

The bricks of the burned academy were used to build three houses on the site and are used as residences today. A few of the bricks were used in other residences in the north part of Rushville.

This business school was continued temporarily in the old Grand Army Hall. The next year, Mr. Howard returned

37 This refers to the fact that the horse shoes were worn smooth and should have been replaced.
to Muncie. We find the Rushville Graphic of March 15, 1895, printing the following news item:

We understand that Professor J. H. Howard late of the Rushville business college, is in a shaky condition financially and may go to the wall. He has but fifteen or twenty pupils at Muncie. Thus the wicked reap what they have sown.

Webb High School.—Rushville Township (Webb) High School building was erected in 1917, by J. Vincent Young, trustee, and school opened to high school and grade students September 2, 1918. It replaced a small grade building on this site. These students, of course, were principally freshmen. Anna Lee Holton was the first principal, with Zora Carney as the other high school teacher. This first year ended April 18, 1919.

The next fall, September 1, 1919, the faculty was extended to four teachers. Anna Lee Holton continued as principal, with Edith Hogsett, Gertrude Elliott, and Henrietta Talbert as teachers.

In the third year (1920) John Gerahty became principal for a three-year period. The schedule of classes was:

John Gerahty ————Latin, Mathematics, Science
Gertrude A. Elliott—History and English
Mae Laughlin———7th and 8th grades and 9th year English
Henrietta Talbert———Music, Drawing, Domestic Science

The next year (1921-22) the school was given a provision-
al commission, with the addition of Charles E. Willen as
science teacher. During the fifth year, a permanent commission was given to the high school. New teachers this year were: Helen Frazee, Earl E. Hoff, Jenness Wirt, and Anna Vandeventer.

During the 6th and 7th years, Vernal W. Klipsch became the principal with Ralph Owens following him as head of the school in 1925-26.

Clair J. Sellars headed the school in its last or ninth year. Webb High School basketball team reached its peak in this season with C. J. Sellars as coach. They were runners-up to Rushville in the sectional tourney. Pete Phillips, the Rushville coach, was in his first year there, and the two former Hendricks County men found themselves as opposing coaches.

This last full year of 1926-27 found the following teachers scheduled: 38

Clair J. Sellars-------Principal, Agriculture, Science, and Coach
E. N. Moulton--------Mathematics, History, and Physics
Jean Sparks---------English, Latin, and Girls' Athletics
Edith Alexander------History and Civics
Katherine Halterman---7th and 8th grades
Georgia Headlee------5th and 6th grades
Frances Mattox-------3rd and 4th grades
Grace Alexander-------1st and 2nd grades

38 High School Records of Rushville Township (Webb) High School (1918 to 1927).
When school opened in the fall of 1928, only twenty-eight students were signed up. Harvey M. Cowing, trustee, decided to close the school and transfer the students to Rushville henceforth. Of the four high school teachers that fall, Ed N. Moulton remained as principal of the graded school to be followed by Bernard Hurst (incumbent). C. J. Sellars, Jean Sparks (Sellars) and Howard Hungerford came to Rushville High School as teachers. Mr. Sellars became principal of this latter school in 1930.

One of the features of the Webb High School activities centered in the school newspaper, called the "Spider Webb."

The school "hack" drivers of the last school year for Webb High School were: Earnest Linville, Andrew Pea, Ivan Alexander, William Morgan and Elmer Lloyd. Clarence Weidner was the custodian in 1927.

The Circleville school, a two-room brick school in the suburb of Rushville was closed in 1932 by Harry Patton, trustee. The Concord school in the Alexander neighborhood was closed after the new Webb school started.

Andrew H. Graham, ex-superintendent of Columbus, Indiana, (city school head there for several years) in 1890, came here and built on East 9th Street, a "handsome" two-story brick building costing $7,500 and with the lots and equipment totaling $11,000. With his brother David, and other capable teachers and about 100 students, he opened his school. Besides the academic courses
offered there was shorthand, stenography, typewriting and music. The public interest and the school spirit were fine. In 1891, the next year, Andrew Graham was offered the position of Superintendent of I. S. & S. C. Home which left David Graham and A. F. Stewart in charge, until it was closed two years later. J. W. Howard tried a commercial school in it for a time, unsuccessfully. On November 13, 1894, it burned and was totally destroyed. The bricks were used to build three buildings on the Academy grounds, of similar design.39

Richland Township.—In 1830, Alexander Fisher taught in a round log school house, used also for a church, located south of Richland, at the (Patton) crossroads. William Morrow also taught and preached here. Benjamin F. Ricker taught here. Later, a school was built east of here, on the farm of Jacob Hite. Teachers at this school were: Alex Fisher, W. P. Andrews, James McConnahay, Lile Hopkins, John M. Washburn, Josiah Morgan and Smith Wright. Prominent citizens who were pupils here were: Alex Shannon, Jacob Fisher, Thomas Shannon, George Glass, James W. Stewart.

A log school stood on the county line, between Rush and Decatur counties (on the Morgan Linville farm).

William Hogue of Virginia, taught here in 1843. Other teachers were: William A. Higgins and Angeline Donnell.

The first school at "Neff's Corner" was of the pioneer type,

39 John F. Moses, op. cit., p. 147.
which had always been a large and strong school up to 1888. Early teachers here were: Charles W. Morrow (of Noble Township), William Hogue, William Andrews (1828-30), Robert A. Ayres, Jacob Fisher (later a trustee), John W. Glass (later an Arlington lawyer) and Daniel S. Morgan (a Rushville lawyer). A school stood, one mile east of Richland, near the Methodist graveyard. Teachers here were: Hon. William J. Brown, Samuel Tarr, William Morrow and John McConnaday, as early as 1828-33. Half a mile north of this point was built a frame building and Jonah Morgan taught the first school in 1834-35; later Harriet Flinn (Posey) taught here. W. C. Barnes taught the first school at "Clifty." 40

Richland Academy.—This famous institution was opened, in 1855, in the Presbyterian Church at Richland, with Reverend A. S. Montgomery as the principal. It prepared students for the second and third year of college work (see Chapter V). It was sponsored by the United Presbyterians. It was sold to the township trustee in 1885, and the building was later dismantled.

Richland High School.—After the academy was torn down, a large brick building was built on the same site. This building was abandoned in 1926, and is still standing in

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Richland and is owned by Miss Dora McKay retired teacher (40 year's service in Richland township schools) who lives in Milroy.

Arie M. Taylor started the Richland High School in 1891, as a two-year school. The students then completed their last two years at Milroy. W. C. Burt followed Mr. Taylor to be followed in turn by Bert Davis; the latter is a physician in Marion.

Normal Patterson taught before and after the regime of W. O. Headlee. Mr. Headlee introduced a number of activities among the students. He introduced football as an intramural sport and his basketball teams played against Andersonville teams.

School suppers and programs were encouraged. Eighth grade commencements were a great event. Students wrote and delivered essays from memory, as the program feature.

Dora McKay started in 1896, as a township teacher, to retire in 1937, after 40 years' service; all of which was in this township.

After Mr. Headlee became county superintendent, Normal Patterson returned as high school head. Only one teacher

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41 Information was received through an interview with Dora McKay of Milroy.
was ever used in this work. After discontinuing the high school work, C. C. Richey was head of the grade school.

School No. 4 was consolidated with the Richland school in 1878. Butler and Clifty followed.

Until 1926, Neff's Corner offered grades 1 to 4, while grades 5 to 8 were conducted at Freeman's school.

These schools were dropped in 1926, when the present school was built near the center of the township east of Richland. Today four rooms are used in this conveniently arranged five-room school.

In 1927, trustee Harold Beall advertised for sale (on Wednesday, November 9th), the school buildings of the Butler, Neff's Corner, Richland and Freeman schools.

**Ripley Township.**--The first settlers were from North Carolina. Their fathers had settled there before the Constitution recognized slavery. They migrated north because of opposition to it. They soon built churches and schools. Probably the first township school was held at the Walnut Ridge meeting house (1826) with Joshua Pool as teacher; Robert Harrison (1831) Elisha Hobbs, Nathan Wauington, Thomas Moore, Anna Macy also taught here. The first school house, proper, was on Walnut Ridge, north of the pike and Isaac White was the first teacher. A pioneer school was located on the Benjamin Snyder's farm, near the crossroads.
In a sulphur spring near by, the pioneer children saw "their little faces reflected from its pebbled bottom."

John Walker reported that a school was located there, in 1826, taught by a Mr. Sanford. A hewn log school stood where Franklin Chapel later stood. Other teachers here were: Levi Hill (1833), John Wesley Whiteside, (a lame pumpmaker) and Caleb Scott of Kentucky. Northeast of Carthage there was built in 1832, on Ulrick Siler's farm, a log school; Charles McComis, a Justice of the Peace, being one of the teachers.

A school on the Macajah Henley farm in 1827, was taught by a Mr. Davis. On the east side of Blue River, south of Walnut Ridge, Judith M. Henley taught. She was a very talented lady, educated in Philadelphia and had headed schools in North Carolina. She led one of the first county Sunday Schools, probably the year before Elisher Hobbs started his Sunday School at Walnut Ridge in 1883. In 1827, southwest of the Jesse Henley farm, Andrew Thorp taught in a small cabin. Spelling matches on Sunday afternoons were held in these schools.

In a school on the Samuel Brown farm (in Section 10, Township 15, North, Range 8 east), Elis Henley taught the first school in the 30's. He was followed by Jeremiah Guffin. Alfred Hunt taught on his father's farm for $10
per month. He had to go to Greenfield to be examined, as the congressional school fund was the only source of his income and the 16th section of his township was in Hancock County. He had a certificate to teach as far as "the Single Rule of Three," in 1844. The patrons came to school often to encourage education. They furnished wood for the large fireplace.

Sarah Cox taught on the Ezra Hunt land in 1840, followed by Jeremiah Guffin and Miss Margaret Hubbard. A log school, built in 1837, stood near the Hancock County line with Penelope Newby, the first teacher, in 1838-39. Others were: Daniel Hastings (1839-40), Diza Thornburg, Sarah Hixon, Ellen Hatfield, Allen and Jefferson Hatfield, Samuel Schooley, Joseph Hill and Daniel Adkinson.

In 1851, this school was closed and the "Pleasant View" school was organized. In 1855, this school was re-organized at Beech Valley and Luzema Thornburg, who had the first school, was a graduate of the first class at Earlham College.

The Barrett School was where the S. S. & O. Home is now located. Joseph Overman was the teacher. He was paid $20 per month for a 65-day term.

The Acres' School house was on the Ripley and Center township line with teachers: John H. Hart (1838), John
Bussel (1839), James Foxworthy, Joseph Young, Claiburn Acres and Alfred R. Peters.

The Stinger School was taught by Harvey and William Banett (1850-51) and John Lindley (1854-55), Robinson Shelton taught on the Addison farm, in a house of hewn logs.

In a Baptist log meeting house, (1831) on the Machlin Jefferies farm, one mile southeast of Charlottesville, a colored school was held with teachers: Irving Jeffries, Clark Vaughn and Wright Jeffries. Also, one mile east, there was another Baptist Church and its colored school teachers were: Joshua and Pleasant Keen. Jordan Hays (colored) taught in the Baptist Church on the James D. Roberts farm in 1836-37.

The first school in this neighborhood on the west line of Anthony Robert's original 80 acres, which school he taught in 1836-37, to be followed by Henry Bird. This school was also for colored students.

After Bishop Paul Quinn organized the African Methodist Church and the meeting house was provided, the two Quakers, Alfred and Rebecca Gordon (brother and sister) taught here at Mt. Pleasant African Methodist Episcopal Church.

Later, there was a log school here, with Wright Jeffries as the first teacher. He was followed by William and
Francis Roberts and Pleasant McCowan from Union Township. All of these schools were for the colored students.

Daniel Clark was a prominent township teacher for eight years beginning in 1847. Robert Sanford taught a school on Festus Hall farm in 1830.

The log school-house and first frame school house

The first Friends' school-house on the east side of Big Blue River was a log-cabin near the site of the residence of the late Wm. Penn Newsom. The school was taught in conformity to the views of Friends by Henry Henley, 1830-31, and George E. Hunnicutt and others until 1834, when Thomas Henley, Thomas Hill and Henry Newby were appointed trustees by the Friends Meeting to hold the deed for five acres of the Abraham Small farm, and to have charge and build a frame school house, 18 x 35 ft. near an ever-flowing spring. This was just south of the over-head bridge crossing the C. C. C. & St. L. R. R., a few rods southwest of the Small home-stead, now the residence of John V. and Jennie Small Beason.

George Gipson (N. C.), Jabez Henley (N. C.), George E. Hunnicutt, William Johnson (Va.), Joseph W. Young and others taught many terms here. It was a subscription school, as were all Friends schools then. Other children not Friends, also colored children were allowed to attend by complying with the rules, and paying equal share of tuition, etc.

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Sarah E. Newby of Carthage, Indiana, historian.
Near this school-house a large poplar tree was felled by Nathan Small and others for a "coon." The large, hollow log was used by teacher George E. Hunnicutt as a prison for unruly boys. One 'pouty' boy, while in the log saw a large, black snake crawling out--after that, the "prison" was a terror to the pupils.

One day when William Johnson was teaching in 1837, Isaac Hill, a little boy visited the school, not knowing what to do, wandered about the room until Mr. Johnson, who was of somewhat preemptory manner in managing his pupils, summarily ordered him to sit down, which he promptly did, in the middle of the floor, to the great amusement of the school.

In time, there were many more children in and around Carthage than were near the school house. In July, 1841, it was decided by the Walnut Ridge Monthly Meeting to establish a Monthly Meeting at Carthage with about the same regulations as at the Walnut Ridge School. So the frame school house was moved when the ground was frozen and covered with snow. A straight heavy pole, a little longer than the house was fastened to the sills on each side, and the north end of each was beveled like a sled runner. Then with twelve yoke of oxen, six on each side, the house was pulled north on these "skids" to the top of the hill, where men with "handspikes" managed to slide it down to level ground, where the oxen were hitched on again, and pulled it through fields and woodland to near where the late Ella Moore's brick residence now stands. It required two days to move and place the school house.

A letter dated 1845, states—'Diza Thornburg is assisting William Johnson in his school, and is getting $5 of his $20 a month. Henry Macy Jr., Harmon Allen Jr., and Isaac Hill are all the big boys. Mary Newby, Mary Henley, and Anna Macy are all the big girls.
The late Allen W. Newsom described his first school day, the first Monday in April, 1847, when he, accompanied by an older brother and sister, went to the little old school-house; "Miss Diza Thornburg, grandmother of Prof. Butler, who taught a few years in our public school was my first teacher. She rang a small school-bell, which was the signal for us to come to order, and be seated. After making some kind remarks and welcoming us to the school, she read to us the "Rules," which were always made and read on the first morning at the beginning of school terms. Recitations by classes were then in order, and after hearing them through, my turn came. Seated in a chair by the side of a very tall desk in the front of the room, she called me to her side, and commenced teaching my A, B, C's.'

The pupils of this school and parents were:

Emily Allen ............................................. Herman Allen and wife
Keziah and Arthur Boyd............................ William Boyd and wife
Parmelia and Mary Coggeshall...................... Tristram Coggeshall and wife
Phebe and Henry Newby Jr............................ Henry Newby and wife
George H. Miriam Young............................. Joseph Young and wife
Mary Ann, George W., John G., and Allen W. Newsom.
William and Lydia Macy .............................. Luke Newsom and wife
David, Caleb and Anna Morris ...................... Henry Macy and wife
Henry and Mary Jane Morris ....................... John Morris and wife
Mrs. Dr. Oliver Andrews (Ann) and Sarah Jessup. Jesse Morris and wife
Mary, Michael and Jonathan Binford .............. Thomas Jessup and wife
Cyrus Overman ......................................... William Binford and wife
Amanda, Luzema, and Mary Thornburg ............ Joseph Overman and wife
Jane and Eliza Henley ................................ Sarah Thornburg (widow)
Penina and Eunice Henley ............................ Thomas Henley and wife
Lindley and Maria Clark ............................. Henry Henley and wife
Mary Ellen, Wm. Thomas, and Caroline Hill ... John Clark and wife
Cyrus Henley ............................................. Levi Hill and wife
Mary Jane, Sarah and Jesse Hill .................. Hezekiah Henley and wife
Eliza Ann Patterson .................................... Elwood Hill and wife
Nathan and Sarah Hill ................................ Amassa Patterson and wife

Jonathan Hill and wife
As several families came from the South with the early settlers, and others later, their children either attended the Friend's schools, their tuition paid by their parents or benevolent persons, or they attended schools established by themselves with the aid of Friends; hence, there were not many terms but some of these children were regular attenders.

It was the rule on "fifth-days", for the children arranged in twos--larger ones in front, teacher at the rear--to walk to the Carthage Friends "mid-week meetings" at 11:00 A.M. It was rather irksome on hot days, but some times done by the scholars and teachers from the Abraham Small farm--almost a mile.

The Friends' Second Frame School-house, Section 19.

About 1850, it was necessary for Friends to build a larger, frame school-house of three rooms--school-room, recitation-room, and lobby--near the site of the former which was moved to lot 2, first plat of Carthage, on trucks, the wheels made of logs with poles for their axles, and were pulled by eight yoke of oxen. This old school-house is still used as a business building and it and lot were willed to the Society of Friends by Zachariah Small.

The school in the second frame school-house was supported entirely by subscription and tuition until about 1868, when some public money began to be accepted.

Among the teachers were Evan Lewis Johnson, who introduced new ideas and methods for the betterment and improvement of the school, and Hiram Hadley from Ohio, a well educated and beloved teacher, who taught in 1854, 1855 and 1856. He introduced Stoddard's Mental Arithmetic, which was enthusiastically received--at the close of one term the teachers and pupils, twenty in all remained an extra week, and worked from eight in the morning to five in the afternoon, and solved all the problems.
provided. He also introduced an Evening Geography School, which was well attended. "It appears to have been the custom for the whole community, occasionally, to crowd into the school-house to listen to recitations in geography. Picture a tiny boy holding a pointer at least twice his length prepared to give a map exercise. The teacher lifts him to a bench so that the audience may see him better. Too much publicity, however, does not suit, and down he jumps, never losing his place on the map with the pointer. After all these years, this pupil, Owen S. Henley now a gray-haired man, declares he can still hear the laughter that swept around the room." (Life of Hiram Hadley - 1924).

This school-house was sold to O'Brien Gwynne for $425 and moved to south-west corner of Main and First Streets, about 1868, and was used as a dwelling, post office, physician's office, etc., until destroyed by fire, January 22, 1906.

The Academy.--A two-story, brick school-house with a small basement for furnace, four school rooms and vestibule was planned by the Friends to replace the second-frame school-house. During its building many of the pupils attended school in the "seminary." February 8, 1870, Amos H. Hill, Treasurer of the building committee, reported to the Carthage Monthly Meeting, the "cost of the house, as heretofore reported $6312.90; cost of Globe, Dictionary and Wall Maps $66.90." In 1870, Robert Henley, Milton Henley, Samuel B. Hill, Thos. W. Henley, and Thos. T. Newby were appointed Carthage Friends School Trustees.

This school was conducted like the previous Friends Schools, in conformity to the somewhat rigid views of the Friends; teachers and scholars walked across the road to attend "mid-week" meeting at eleven A. M. in the meeting-house; committees made formal visits to note matters relating to the schools conduct and welfare.
In 1874, Robert Henley and Elizabeth Thornburg in behalf of the Educational Committee reported the meeting: 'The winter term of the school at Carthage of sixteen weeks, taught by Luzena Thornburg and M. A. Macy, with the average attendance of 48 pupils. Number enrolled, 66. The summer session of sixteen weeks taught by the same persons with an average attendance of 26 pupils. Number enrolled persons with an average of 52. The progress of the students in both schools was satisfactory. The schools were occasionally visited by members of the committee.'

Although not strictly an Academy, the following academic subjects were taught—Primary and Advanced English, Arithmetic and Higher Mathematics, Latin, German, Philosophy, History, and Chemistry. Dr. John M. Clark, a linguist of unusual ability and versatility, conducted a class in Spanish at one time. Penmanship was taught in a most painstaking manner. Pelton's outline system of Geography was used, and the pupils chanted the lessons in concert.

One of the teachers, Jemima D. Henley used as an incentive to study, a number of antique, silver medals, which had been brought from N. C. at an early day. The most proficient scholars in the various studies were permitted to wear these as a decoration of honor, until the distinction was won by others. Many not Friends paid tuition and attended to study the advanced subjects.

In 1839, Joseph Henley deeded the ground for the school-house to the Carthage Friends Preparative Meeting: 'for love and the better maintenance of society I transfer this ground to the trustees in succession to the said body.'

The school-house and site were later owned by Perry Akers, Joshua Moore, Murray and Ella Mills Moore, and Henry Stenger.
List of teachers of the Friends schools in and connected with Section 19: Henry Henley (1830-1831); Levi Hill, Martha Thorp, Nancy Henley, George Gipson, Jabez Henley, Geo. E. Hunnicutt, Alfred and William Johnson, Joseph W. Young, Dizah Thornburg (1845-46-47); Martha Clark, David Marshall, E. Lewis Johnson, Amanda Thornburg, Hiram Hadley (1854-55-56); Samuel Crow (1856); Eli B. Mendenhall, Jemima D. Henley, Oliver Coggeshall, Hezekiah Clark, Thomas T. Newby (1862); Allen Hill, Elizabeth Thornburg (1863-69); Edward Timberlake, Parthena Jane Griffin (1869); Lydia A. Burson (1869); Kate Steere (1869-70-71); Angie Hough (1870); Maria Jones (1872); Luzena Thornburg (1873-76); Martha Ann Macy (1872-73-74); Samuel H. Macy, Daniel Clark (1874); J. Marmaduke Gluys (1874); Annie Gove (1874); Martha Harris (1874); Edward Taylor (Principal 1870-78); Rowland Estes, Emma Clark (1875); Jennie Coffin (1877); Samuel Hadley, Carrie Woods.

Town School at East and Second Streets.--About 1840, on the northeast corner of East and Second streets, the first school building was erected in the then corporation of Carthage. Ann Henley (Hunt) taught her first school there the latter part of the 1850's. The building was sold and moved to north Main Street and used as a dwelling many years by Mary J. Henley--later moved to north East Street, and now (1840) owned by Mr. Blessinger.

The Seminary.--About 1856, a public school-house was built in Carthage on the west side of north Main St. (lot 27, original plat). A neat frame, two stories high, two school-rooms on first floor, and one very large room upstairs heated by stoves with wood. This was known as the "town school" or "Seminary." An irregularly graded school, besides the common studies, Chemistry, Astronomy, and Philosophy were taught without any instruments, and the experiments were at home. Pupils refreshed themselves at an old wooden pump at the southwest corner of Main and First streets. A hewn, poplar log-trough stood under the spout, and many a horse's and dog's thirst was quenched there.
Among the teachers were John Street (1856), Mrs. Jenkins, Ella Granger, William Shaw (1860), Joseph Silver (1861), Wm. Byers, Mary Stowhig, Supt. Milton Hodson and wife (as assistant), Prin. Grey (1872), Graham (1872), McMahen (1873), Prin. J. J. Pettit (1874-75-76), and a normal (1877), Ida Steere, B. Vanator (1874), Belle Simmons (from Cincinnati, O. (1875), David Hare, Prin. Owen S. Hill (1871), Elizabeth Thornburg, Louis M. Pence (1877-78-79), Emma Overman (1877), Mary L. Souder (1877), Anna Steere (1877).

In 1873, Mr. Bowlin of Greensboro had a class in penmanship.

School for Colored Children in Carthage.--Years ago on north Market Street, near the present colored Christian Church, was a frame school-house for colored children.

Miriam Young and others taught several terms there.

Carthage Joint Graded School.--For many years, the "Seminary" (town school) and "Academy" (Friends school) had been conducted independently of each other. But William Bundy, a Friend, a man of vision, foresaw the time when such a separation would not be expedient, and when there would be needed a connecting link between the common school and the college. He proposed to the township trustee, O'Brien Gwynne, to consolidate the schools, but without avail. It soon became apparent that it must be done, and when Drury Holt Jr. became trustee, William Bundy, president of the school board renewed his proposition. For a while the two schools, although conducted separately, were under the superintendency of the capable Louis M. Pence. Then William Bundy with the assistance of William F. Henley, secretary, and George H. Stone, treasurer of the school board; Joseph Overman, a former member of the school board, and Drury Holt Jr. consolidated the Seminary, Academy, the Colored School, and the Township Corporation adjoining Carthage Corporation; thus the Carthage Joint Graded School was established August 13, 1879.
The public school-house ("seminary") on north Main Street was remodeled and enlarged by a two-story addition to the north, containing a large school-room on each floor: all rooms furnished to accommodate more pupils in all departments. The rooms were heated with large, wood-burning stoves. A large bell in the belfry called children to school, and to their classes at the end of intermissions. Prof. Adam J. Johnson, M. A., chosen as principal, made a course of study from the eighth grade to college. Books adopted by the County Board of Education were used as much as possible. Pupils of the corporation of Carthage, and of School District No. 6 of Ripley Township were entitled to the privileges of the school; also, those found upon examination by the principal fitted for high school course. Non-residents to pay in advance monthly: Primary, $1; Intermediate, $1.25; Grammar, $1.50; High School $2. There were no graduates the first or third years (pupils could not do nine or ten months' work in seven) but each year afterwards, pupils completing high school received diplomas from the trustees. For some time, certificates of Advancement were given to those who took an irregular course.

Hon. John M. Bloss, State Superintendent of Public Instruction, presented the diplomas at the first commencement, April 22, 1881. After inquiring into the organization of the school and inspecting the curriculum, Supt. Bloss surprised the Carthage School Board of Education at that time by saying, "This is the only school of the kind in the state, and worthy of a commission." When he returned to Indianapolis, he at once awarded a commission to Prof. A. J. Johnson, and each succeeding superintendent held it for thirty years. This chapter admitted Carthage high school graduates into the State University of Bloomington, Terre Haute Normal, and Purdue University without further examination. As years passed, the course of study underwent slight revisions.

In 1882-83, the "Orient Society," a literary society composed of the older members of
the school was organized, and met in the high school room, under the direction of the superintendent; literary work continued many years. At the time of the establishment of the Joint Graded School there was a daily hack line transportation to the Panhandle (at Knightstown) and the C. H. D. (Arlington) railroads from Carthage. In 1883, a telephone line connected Carthage with Rushville and Knightstown, and the telephone and the telegraph system of the nation.

There was a neat, plank fence around the school yard, and pupils admonished to not climb it but go in and out the gravel sidewalk. There were bluegrass, sod playgrounds: the boys used the south front and south half of the school yard, and the girls the north front and north half of the rear school yard. Boys played marbles, crack-the-whip, shinny, ball, etc., and the girls drop the handkerchief, three deep, blackman, and jumped ropes, etc. At intermissions pupils rushed to the southwest corner of Main and First streets to an old wooden pump with a dented, iron, pint cup attached to an iron chain to refresh themselves. At the pump was a small iron trough where teamsters and others stopped to quench their horses' thirst.

In the spring of 1895, the doors of the frame school-house on Main Street were closed to students.

Teachers of Carthage Joint Graded School 1879-1895

28 weeks

1880-81: Prin. Adam J. Johnson, Luzena Thornburg, Anna Steere, Margaret M. Hill,


1885-86: Supt. Louis Morgan, Etta Morgan, Cordelia Bogue, Harriet Peters (Hilligoss), Mary Overman (Sattler), Minnie Butler (Judy). Janitor, Charles Johnson. Enrollment 221.

1886-87: Supt. Louis Morgan, Anna Hunnicutt, Lizzie C. Pierce (Hill), Emma J. Hill (Benjamin), Mary Overman, Mary E. Boyer.

1887-88: Supt. Edwin P. Trueblood, John M. Binford, Lizzie C. Pierce (Hill), Emma J. Hill, Mary Overman, Martha Dickey (Henley).

School year - 32 weeks.


Cox, Nellie Stevens, Martha Dickey Henley.


1893-94: Supt. A. H. Sherer, Elizabeth Sanders, Margaret Dickey, Emma Earnest (Sleeth), Lulu Hill (Reeves), Addie Coffin. Janitor, Jerry Howland.


New School-house Built in New Addition.--After much controversy over a location, Rose Hill Addition was chosen as a site for the new building. The site cost $1,050 and the building $28,000. Long, Arehart & Co., Kokomo, Ind. had the contract. The building was modern with an underpinning of rock-faced Bedford stone, and of red brick with red mortar and Bedford dressed trim, with slate roof. First floor contained four school-rooms with roomy hallways; second floor, contained four school-rooms, chemistry and experimental room and was fitted with modern appliances; third floor contained large auditorium and stage. Rooms had white pine woodwork and steel covered ceilings. From the bell-tower was a wonderful view of Carthage and vicinity. A flag staff stood in the front yard, and a wide cement walk extended from the front steps to the sidewalk on the west.

On Monday October 17, 1895, this new building was opened for its pupils who assembled at 8 A. M., and at 8:30 Prof. J. Edwin Jay formed them into divisions and they marched to their respective rooms. Explanations were given as to the difference of the triangle, and the regulations. Number of pupils enrolled 241. The school board was composed of Joseph L. Hubbard, president; Walter C. Henley, secretary; and Oliver W. Righter, treasurer; Jesse M. Stone, trustee of
Ripley Township. The teachers were: Supt. J. E. Jay; sophomore, junior, senior classes and art Miss Emma L. Hall; eighth year and freshman high school, Miss Margaret Dickey, sixth and seventh years, Miss Nina Newsom; fourth and fifth, Miss Lulu Hill; second and third years, Miss May Rosenberg; first year Miss Addie L. Coffin: the first music teacher was Prof. Browne of Kokomo, Ind.; Jerry Howland, janitor.

New Annex Constructed.--In 1923, the Carthage school building was remodeled and an Annex erected to the east. The contractors were Berringer & Tumilty, Greensburg, Ind., for $62,996; Fred F. Brenan, Carthage, electric wiring contract, $1,087.58; J. J. Barnhart of Wilkinson, Ind. contract for heating and plumbing, $20,137. When the school opened in 1924, the six upper grades were in the new Annex--total enrollment 356.

Booker T. Washington School.--Owing to the crowded condition of the Carthage Joint Graded School, and to give the colored children better opportunities, it was decided to erect a special school-house for them. After they finished the grades here, they were to finish at the Carthage High School.

In May, 1908, a lot was purchased of Allen W. Newsom on north East St. and plans made for the Booker T. Washington school-house. Mobly and Caldwell, Richmond, Ind., architects, and J. F. Hutchings, Muncie, Ind., superintendent of construction.

A substantial, brick structure, with stone trim, flag staff, belfry, basement equipped with a Smead heating, ventilating and vault system. Two, well-lighted school rooms, vestibule and coat closet. The south room, newly equipped with maps, globes, and newly equipped with furnishings. A driven well. (18 ft.) Total cost $4,500.
September 14, 1908, opening exercises in keeping with the occasion were held: Rev. G. T. Newsom offered prayer. Jesse Henley of the Board of Education, and Jabin D. White, Township Trustee were present and the latter made a brief address. Miss Bertha Perry (Mattoon, Ill.) and fifteen pupils began work. Charles Wright was janitor.

About 1930, owing to the decreased number of colored pupils, the B. T. W. School was discontinued, and the pupils transferred to the Ripley Twps. and Carthage consolidated school.

Teachers of the B. T. W. S. were Bertha Perry (1908-10), Mrs. M. C. Harris (Indianaopolis, Ind.), Miss Irene Fisher (Mt. Sterling, Ky.), Opal and Herbert Terry, Glenna Lee Watkins (1924), Bernice Brooks (Knightstown, Ind.)

District Schools in Ripley Township.--No. 1--"Commons School"--located in Section 9. No data.

No. 2--"Switch School"--located in Section 8, on the J. W. Watkins farm. So named because it was near the switch of the Knightstown and Shelbyville R. R. Teachers--Edgar R. Henley taught one year. Celia Judy in 1900.

No. 3--"Beech School"--located in Section 12, on north part of Jared Binford farm. Named because of the Beech tree forest. Many colored children attended this school. Teachers--Cyrus Overman, Anna C. White (1895), Hannah Posey (1900), Louisa Watkins, Maggie Rohn.

No. 4--"Beech Valley" school or "Rabbit Hash" located in Section 11, on a part of the Albert White farm. Teachers--Luzena Thornburg taught the first school (1855); Reuben Henley, Ella Macy, John M. Binford, Anna Butler, Anna C. White, Robert and Wm. P. Henley, Kizzie Cox, Eula White, Marjorie Hill (Alluc) 1908, Frank Creiger, Wilma Bundy, Ida Jessup, Wistar Williams.

No. 5--"Stinger School"--located in Section 17, off of the Samuel Stinger farm. Teachers--
Lafe Gilson, Harvey and William Barret (1850-51), John Lindley (1854-55), Robinson Shelton, Anna Holloway, Charles S. Wiltsie, Eva Coffin, Adda Ver Mule, Brooks, Mahlon Michael, Ella S. Hill (Charles-Porter), Mary Henley (Hackleman), Jason Henley, Owen S. Henley, Rhoda Hill (Hare), William Henley, Linna Henley (Gluys), Lulu Hill (Reeves).

No. 7--"Walnut Ridge School"--located in Section 27. Named because of the abundance of Walnut timber.

In 1826, all Friends in the community on both sides of Big Blue River came together and constructed a log church--20 x 20 ft. on the site of the present Walnut Ridge Meeting-house. The same year, Joshua Poole taught the first school in Ripley Twps. in it. He taught a "loud school," that is, permitted his pupils to study with their lips--some mischievous ones would repeat during school hours: "Joshua Poole can't teach school," "Joshua Poole, he is a fool," much to his annoyance; Nathan Hill finished the school in 1827. Franklin Barnard and Isaac White (1828) also taught in the Meeting house, and in 1829, Joseph Young was recommended by Barnabas Hobbs (Richmond, Ind.) for a teacher.

The early school terms were short and discontinued in the extreme cold weather--there were merely paths through the forests, only wide enough for a person afoot or on horseback to travel. Being pioneer times, there was much work for older boys and girls to do at their homes.

The teachers' pay was regulated by the financial conditions, and the number of children of school age, hence it was meager. The teacher sometimes "boarded around" in the community--often had to do other work for a livelihood.

The first log school-house was built in 1831.
It is a significant fact, showing the interest Friends had in education that at the first Monthly Meeting at Walnut Ridge (1/16/1836) a committee of eleven men and eleven women known as the Committee of Education was appointed 'to have charge of the schools, to labor for the promotion of the religious and literary education of our youth as they are enabled.' Early in 1836, this committee drew up a constitution for the government of the Walnut Ridge school: Following is a part: Article I, the school to have two sessions, known as Summer and Winter sessions. Summer session was to commence on the first second-day after the tenth of Third month, continuing six months, with occasional intermissions, 130 days, five days a week. The Winter session commenced on the last second-day in Tenth month and lasted four months. Article II, Monthly Meeting to appoint three trustees and a treasurer for the school. It was their duty to employ teachers, procure suitable stove wood, settle tuitions, etc. In 1836, committee reported 167 scholars,--22 in other schools. In 1839, committee reported 100 scholars in school for ten months, that year. Children for many miles attended the Walnut Ridge School.

A frame school-house was built, 1859, across the road at the southeast intersection of the public roads.

As the years passed, there was a gradual change in the entire school system becoming more under the influence of the public at large. On 11/21/1874, in behalf of the Educational Com., M. C. Binford and Priscilla Parker reported that 'the school system and regulations have become so changed that the committee can only act in an advising manner.' --Yet the appointed trustees and treasurer continued for a few years.

Partial list of teachers: Joshua Poole (1826), Nathan Hill (1827), Isaac White (1828-31), Lavina Cox Morris, Franklin Barnard (1828 or 1831), Robert Harrison (1831), Elisha Hobbs (many years), Nathan Warrington, Thomas Moore, Anna Macy, Pheriba Stanley (Hill), Miss Hubbard, Anna Steere,
Mattie J. Binford (1873-75), Jessie Macy and Eve Henley (1881), J. M. Binford and Harriet Sparks (1895), J. M. Binford and Penina Newsom (Bryant) (1899), Florence Macy (Parker), Kizzie Cox and Ruby Gray (1900), Bonnie Henley (Mayse) and Hazel Binford (1908), Elenor Henley (Robinson) and Bessie Smith (1910).

No. 8--"Earnest School"--located Sections 28 and 33.

Earnest School established 1854. Log school-house, frame school-house (now on the late W. P. Newsom farm), sold 1912 to be replaced by a new building by A. O. Hill, Trustee.

Teachers--Asa Sample (Frank Earnest's first teacher), Thomas Branson, Frank Stevens, Rufus Sample, Ada Connor (Stone), Mahlon Michael, Amanda Ayres (1877), Mary Overman (Sattler), Penina Newsom (Bryant), A. L. Gary (1886-87-88), Harvey Miner (1900-01), Ida Jessup, Floyd Miner (1908).

No. 9--"Macedonia School"--Section 36, a part of the J. W. Walker farm donated for school purposes.

When Alonzo Kiser attended school (1863-64-65) no colored children attended, about that time and previously a colored school was conducted on the Young farm near, where Miriam Young and others taught. Near the site of the "Macedonia School" Andrew Tharp taught (1827) in a cabin. According to old school reports of Thomas T. Newby who taught "Macedonia School," 11/2/1863--1/29/1864, 65 days, 43 scholars, 5 to 19 years of age; also 11/2/1864--1/27/1865, 50 days, 37 scholars, 5 to 19 years of age. Wm. L. Walker (1866-67), Betty Kirk, John Street, Mahlon Michael, Edgar R. Henley, Eunice Henley (Publow), Harlan Henley, Nora Henley, Frank Creigor, M. Pauline Bundy, Emma Earnest (Sleeth), Helen McCorkle (Stanley).

No. 10--"Clarks School"--located in Section 35. Teachers: Daniel Clark, Emma Clark (Gary),
Alfred Brown, Mary Bently, Lizzie Commons, John M. Binford.

Carthage Joint School.--William Bundy, school board president of Carthage, has the honor of first originating the joint town and township graded school (first in Indiana), August 18, 1879. It was called the "Joint Graded School." The High School was commissioned in 1882.


Union Township.--North of the Kennedy home on Ben Davis' Creek in Union Township (in 1822 or 1823) was one of the county's earliest schools with Cornelius Howard as the teacher. John Leward, Clark Kitchen (before 1833) and James Matthews taught on the Joseph Hinchman farm. The latter, a professional teacher, taught many years with success. Matthews in 1829-30, taught a school on the land of Wills Buzan, the first in a large neighborhood. The congressional fund yielded $14 to its support. Other teachers here were: Judson Wisner, Thomas Lynch, John Lewark, Thomas Ellis, Edwin Elder, Daniel Gary (a Universalist minister

"fond of scriptural controversies"), and E. H. M. Berry. It was replaced by a frame house. (The log house had a dirt floor). In the forties, Nathan Thomas, Vincent Hinchman, and Jacob Blackledge taught here. The house burned before school was out during the latter's term.

Dr. John Arnold reported:

James Mathews taught in 1833 on my father's farm in Union Township. He was a professional teacher and taught successfully many years. He treated his pupils in a rather odd way. He purchased a large amount of calico. He gave to each girl enough for an apron, and to each boy enough for a vest, and himself covered from head to foot with a gown of the same material, and marching at the head of the school, he made the forests echo and re-echo with strains of martial music. He furnished the music by blowing on a paw-paw leaf. 44

He treated the students to sweetened vinegar and ginger cake.

In 1851, the Hinchman School was built and later moved to another site. The Lewark school house was one-half mile east of the Kennedy Bridge. Teachers here were: John Lewark, Washington Duncan, Richard Rowland, John Davis (before 1845) John Griffith, William and John Street and Alfred Joloff.

This was also known as the Rowland School. There was a school in the log church (Baptist) near Hinchman cemetery in 1826 or 1827. James Matthew taught here. Spelling matches were popular.

James Minor (1826 or 1827) taught in a school on Thomas Bracker's land on Mark Creek. James Fairley (teacher) treated the students to whiskey and maple sugar.

A school was also located on the northeast corner of the Van Dyke land. James Fairley taught here in 1828. There was a Blackledge school on the Hinchman farm.

A log church and school stood at the Alger graveyard and school was held in it by 1825. Reuben Logan (later a prominent lawyer) taught here in 1830-32, in a school on the northwest corner of William Fox's farm (1833). Also, a school was built at the west end of the Flat Rock bridge and near the Plum Creek Church. Pryor Rigdon taught here (1834-35). The Mock school had large attendance. The teachers were: Robert Gordon (1840), Huse Prine, William Priest, Samuel Gray, John Duncan and Clark Kitchen. The latter when "locked out" went home and shelled corn and took it to the mill. Others here were: Levi Bushell (1839), Josiah Thrasher (1840), and David Lane. Garrett Cruzan taught in a double cabin, 200 yards west of the house of Lawrence Ging (1831). Measles broke up this
school. Sarah Gifford taught in a cabin on west part of the James Bussell farm. A school stood northwest of the Griffin's Station (Mauzy) with William Mauzy as teacher.

Peter Newhouse taught in a cabin, one-quarter of a mile south of A. M. Kennedy's home in 1830. The Furry school (also called Stringtown) was north of the home of Solomon Furry (1838), in the thick underbrush of spice and paw-paw bushes, in 1833-34. James Matthews taught here in 1833-35. Other teachers were: Peter Newhouse, John Smiley, John Gray, John Caltley, William Street, William Curry, Reuben and John Riley, Joseph King, Harvey Nutting and Levi Bussell. Ebenezer Smith, who was the father of seven boys, all of whom, became Rush County teachers later, taught at this school.

The Abernathy school, later, was replaced by "No. 1". Teachers here were: Judson Wisher (1847), Cynthia Ann Sangston (1848), Wood Clemmons, Mary Jane Rush, Hiram Hall and Gerry Longfellow from Delaware. John T. McMillin later used the building as a shop. David Priest taught in the Hittle cabin, on the south end of the two Walker farms. Harvey Nutting taught in the Ben Davis' Creek frame church (1848-49).

A colored school was held in Gings Station, north of the Schonert blacksmith shop. The students had been
attending white schools, but withdrew of their own choice. It also was used as a church. They were the children and grandchildren, in the main, of Archibald McCowan. They became good farmers (around 1840-45).

David Noble (1825) taught in a cabin, on the later site of Fairview cemetery. He was followed by Transverse Silvey, Edward Cohen, Edwin Elder and Sarah Gifford and David Drummond. Thomas B. Helm, known as the "Historian of Northern Indiana," when he later moved to Logansport, taught a school at Farmington. When the Fairview Academy was started, Farmington Academy closed permanently.

West of the toll-gate, south of Griffin's Station, Sarah Merrick taught a school (about 1847). Harvey Nutting taught south of Farmington (1851-52), in a log house. Horatio Wiley also taught here.

In 1853, in a frame building north of Farmington, Jacob Vail was the first teacher (also a minister). Others here were: William Brooks and Allen Wiley. James Martin (1826) taught north of the James Hinchman home, on the Dunreith pike.

The first school in Glenwood was in a cabin and was built by neighbors, pioneer style; it was replaced later by a frame building which was removed in 1850, and replaced by a second frame building, which was enlarged in
1876, by Thomas Ochiltree, which made more than one department, for the first time, here. All of these structures were on the same lot. John E. Smith (ex-teacher), in 1882, as trustee built the four-room building on a fine campus. He also built the school at Ging's Station. The Ging teachers were: John P. Wallace (1840), Life Duskin, Ward Williams, Daniel Gary, John Daubenspeck, Joseph Justus, Ruth and Ann Dillon, Mary Connor, Peter Rush, Daniel Waggner, James Gamble, Robert Gray, John Lowden, George H. Puntenney, Samuel Ochiltree, Harvey Nutting, Edward Wolf, John Reed, Carrie McKee and Nama C. Meredith. 45

The school (Ging) was formed by combining the McMillin and the Waller school, which gave a better course of instruction than the one-room schools. Walter E. Ging was the efficient principal and Miss Gussie Iles, the assistant in 1888.

The Ging and Glenwood three-year high schools were both abandoned in 1939, and the students were transferred to neighboring townships.

Farmington Academy.--Thomas B. Helm taught a school in Farmington, four miles east of Rushville, in the two-story tavern built by Alexander B. Luse of Cincinnati.

In 1847, this school, was opened as Farmington Academy, with George Campbell, a Christian evangelist from Maine, as the first principal. It was a boarding school for part of the students. The plan to establish a college here found fruition finally in Northwestern Christian University (not Butler University). The school was very popular, but it lasted only one year. (See Chapter V)

Fairview Academy.--The Fairview Academy took up the burden of education where it was dropped by the closing of the Farmington Academy. This school, which is just inside the county line, and west of Fairview, is the immediate predecessor of Northwestern Christian University (now Butler University).

Allen R. Benton, was the head of this school when it opened in 1845. A building was completed in 1851. It continued as a successful school until 1885. Many of the early faculty members transferred to the Indianapolis school. (See Chapter V)

Ging High School and Schools.--With the McMillin, Black Plum Creek and Hinchman abandoned in order to consolidate, a two room brick school was built at Ging and occupied in 1883. John E. Smith, a former teacher was trustee. He built a four-room school at Glenwood a year earlier.
This two-room school was taught by Ralph George and his sister, Mollie George (Austin). Later, a third room was added and Lydia McMillin joined the teaching staff. High school work was given in this school. John Cole was the next principal, to be followed by Walter E. Ging, who had Gussie Iles as his assistant in the high school work.

Due to the distance to Ging, the Carr school was built to serve patrons east of Ging.

In 1870, Jesse Peters, later trustee, graduated. There were no commencement exercises at that time.

Principal Alfred Hall drove a dun colored horse to school. She ("Old Lil") was constantly shedding horse hair which was visible on "Professor" Hall's black suit. On Halloween, "Old Lil", invariably, was painted with stripes, by the students. Mr. Hall later (1913) drove a one cylinder Maxwell from his home in Falmouth. Professor Ponsler and Birney D. Farthing were later school heads.

In 1912, trustee Will Martin built a school at Glenwood and built the present Ging building, which was occupied in 1913, in December. While this building was being completed, school was held in the Blacklidge abandoned

46 Information for Ging schools was gained through an interview with Jesse Peters and sons, George and Herschel.
school for the high school classes. Alfred Hall was the teacher. The grades did not convene until the building was complete.

In 1908, at the seventeenth annual public school commencement, Thomas R. Marshall, democratic candidate for governor and later, Vice-president of the United States, addressed the audience and graduates.

The school dropped from the four year to the three year course automatically, in 1914, when but two boys comprised the upper class. Eugene Nelson then moved to Milroy and Herschel Peters decided to withdraw.

In the 20's, the school offered but the first two years of high school work.

The first Hi-Y club of the state, outside of a city, was formed in this school.

In 1910, a field meet of many school activities was held at the county fair grounds. Four schools took part in a basketball tourney as a portion of the whole program. Manilla defeated Ging, 41 to 0, because due to a misinterpretation, Ging was playing girls' rules. The Ging players shot wherever they got the ball, without leaving their zones or without passing it. Following this morning game, Manilla defeated Moscow 29 to 14, in the finals, in the afternoon. Raleigh was the fourth school. Within two years,
Ging was playing on a par with these schools using boys' rules.

Clara Herbst taught at Ging for 24 years. Miss Hortense Crago taught for many years here.

In 1939, the Ging and Glenwood high schools were closed. Seward Gwaltney was the last Ging High School principal. He has continued until the present as principal of the grade school. The high school students are transferred to the Mays and New Salem high schools.

In 1882, John E. Smith was elected trustee. As he had been a teacher, he well knew the needs of the people in the township. The next year, he built a fine brick school house in Glenwood, which was used until 1912, when trustee William Martin built the present school on the same site.

**Glenwood High School and Schools.**—In 1888, John Worsham, as principal, started the first high school classes for advanced work, for those students who wished to continue past the eighth grade work. Other teachers were V. Ed. Lewark who had charge of the upper grades. Ellen Holden (later Mrs. John Worsham) had charge of the lower three grades of primary work. Her sister, Flora Holden, helped with the high school work, for part of the year, due to a large enrollment. This school was conducted in the two-
story, four room, brick building on the present school property.

Olive Ochiltree, the teacher of the fourth, fifth and sixth grades was replaced by "Pet" Nama Meredith. Laura Jones replaced Ellen Holden. Homer Nash, later a trustee, was a student at Glenwood during this time.

John Worsham returned to school at the Terre Haute Normal school to fulfill certain license requirements. He was followed by James Hargett, principal, who was not licensed to teach more than the common school classes in the school year of 1891-92.

The next year, due to community demand, Fletcher Gray, a licensed teacher started the Glenwood High School as a formal school. The patrons petitioned for and got a teacher for 20 pupils who wished to take the "higher branches."

Arie M. Taylor next came to Glenwood, as principal, after successfully starting the Richland two-year high school. Three years of high school work was given by this time at Glenwood.

During his years as principal here, Mr. Taylor helped conduct a summer school at the Graham Academy in Rushville. After this building burned, in 1894, this normal school

He was a brother of ex-Congressman Finly Gray.
was transferred to the Glenwood school building and was first conducted here in the summer of 1895. Mr. Taylor was assisted by John L. Shauck, L. A. Hufferd, Albert Smiley and Elmer C. Jerman.

Approximately 70 students attended this two months session. These normal schools were not held to issue credits for the work given, but to prepare teachers or prospective teachers to pass the teacher's examinations and to do better teaching work.

A paid notice in the Tuesday Republican of March 3, 1896, announced:

The Glenwood Normal

The Glenwood Normal school will open April 13, 1896, and continue ten weeks. Full lines of work in the eighth, ninth and tenth year grades, and in the science of teaching the common school studies, will be given. A class in vocal music will be organized, and studies in the State Reading Circle work will be pursued. There is a good stable on the school lot, free to those who wish to drive. Good board, for whole or short weeks will be furnished at very reasonable rates. Tuition for the term, $8. For further information, write either of the teachers. L. A. Hufferd, Raleigh; A. M. Taylor, Glenwood; James Sheedy, Groves. (Groves was the Post Office address or name of Fairview).

The Rushville Friday Republican of March 13, 1896,

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48 This information was obtained through an interview with Arie M. Taylor.
reported that the Glenwood school had 15 graduates this year—six from the eighth grade and nine from the tenth year work.

After leaving Glenwood schools, Mr. Taylor went to Raleigh as principal, being followed later at Glenwood by Van Ed. Lewark. During this time, the school offered four years of high school work. Township schools No. 1, 3 and 4 were closed this year.

The first commencement of the four-year graduates was held at Plum Creek church, in conjunction with Ging High School in 1914. Gladys Newman (Lewark) was the only graduate to represent Glenwood. The next year (1915) the commencement was held at the Methodist Church with two Glenwood graduates: Charlotte Gruell and Russell Ruff, the latter being the present trustee. The Ging graduates of that same commencement were: Thomas Martin, Gale Zorn, Donald Foster, and Wilber Biggs.

The new building housing this school had been built in 1912, by trustee William Martin and is the building now used by the Glenwood commissioned school. Harry A. Mahin was principal in this new building.

Because there were no graduates in 1916, the high school reverted to a three-year school, as it remained when discontinued in 1939, by trustee Russell Ruff. There
is still hope that Union township will again have its own high school.\(^\text{49}\)

John T. Mayes, trustee, and his successor Jesse Brooks put a \$30,000 addition on the building and installed a new heating plant.

Henry Snyder was principal when the high school closed in 1939. The teachers of the schools in 1940-41 were:

- Principal F. A. Hinchman—grades 7 - 8
- Kenneth Earnest—grades 5 - 6
- Marie Sefton—grades 3 - 4
- Jane Martin—grades 1 - 2
- Ben L. Niles—Music

**Walker Township.**—Likely, the oldest township school was on the site of the Hurst cemetery and was taught by Reuben Hefflin (reported as 1825, by a Mr. Emmons, a pupil). Ross Davis taught a school in 1842-43, on the Ben Goddard (and later the John Core) farm. Other teachers here were: Thomas Bramble, John Solomon, Benjamin Little and Nelson Stallard. Judge Blair, later of Shelbyville, in 1841 and 1842, taught on the John Brown farm. Others here were: Reverend Joseph Cotton (1842), Elias Baker (2 terms), Eleanor J. Mull (born Kerrick) taught in a school, in the present northwestern part of Manilla. The first teacher here, however, was Thomas Bramble from Kentucky. Later

\(^{49}\)Information on the Glenwood schools was gained through interviews with Russell Ruff, Homer Nash and Mrs. John Worsham.
James Remington, a fine scholar, taught here also.

Manilla.--The first school here, in 1841, was in the Methodist log meeting house and was taught by John Macy, a Quaker carpenter. Then followed next the log school mentioned above and the second school, in Manilla proper (today), was in a house near the drug store of 1888. About 1848 or 1849, a Miss Folger taught the Gardner School. The first township trustees were: John Sells, Paul W. Folger, and F. B. Macy.

In the school, on the southeast corner of the Adam Warfield farm, the first teacher was Reuben Heflin. Other later teachers here were: George W. Danner, Edgar Eaton, and Walker Thomas.

A log school stood on the southeast corner of the Ambrose Fouch place. The old Homer school was on the west side of the Usiah Thomas land. Charles Catlin was one of the teachers here.

Rhoda Clark taught the Mersmore school in 1857-58. Delphina Clark taught in the Gardner school, Manilla. Rolland Haywood of Rushville was a successful Manilla teacher for three years.

Thomas Noble (1854-55) taught the first public school. Malinda Harris taught here (1850), in a Manilla home. Margaret Conrad (1854) taught in the Gardner home. Frank
Clark taught two terms (1857-59) in the Manilla schools.

Trustee James Hill, in 1873, built a larger school in Manilla, with George S. Jones as the first principal.

The Vernon school was south of Marion Gardner's home on the farm of Landen Gardner, with James Remington as teacher in 1844.

Early township teachers were: John R. Eden, David Dearinger, Timothy Hunt, Edgar Eden, and Pat Earskins.

John Dearinger in 1847, taught in a cabin on the James Alexander farm. Other teachers were: James H. Rutter, James Maddux, Samuel Watson and Margaret Conrad. James Alexander was the first teacher in this building.

There was a log school house near the Walker Township line, where the four townships meet, which had a reputation as an excellent school. The teachers here were: Milton Hopkins, later State Superintendent of Public Instruction, James Remington, A. G. Mauzy, Ephraim Wright and Harvey Stewart.

In the Pleasant Ridge school in 1857-58, we find what was said to be the first, but more likely the second, "graded school" in the county, taught by Milton B. Hopkins and his wife. The Rushville schools were "graded" four years earlier.

Jacob Webster, who was elected trustee in 1882, and
(served two terms) built a brick "graded school" at Homer with Frank English serving as the first principal. Other early Homer teachers were: Smith Solomon, Samuel Innis, Gussie Iles and Laura Alexander. By 1888, this township was one of the foremost townships in the county, in the building of new school structures.

The terms of an 1832 contract, between the patrons of the school district, and the teacher, James Alexander, is very typical of such early agreements.

"Said Alexander proposes to teach an English school for the term of three months, viz: he engages to teach spelling, reading, writing, to the best of his ability, Saturdays and Sundays excepted, for which services, we, whose names are hereto annexed do engage to pay the said Alexander the sum of one dollar and fifty cents ($1.50) per scholar, as subscribed to our respective names, to be paid at the expiration of the school, and we further bind ourselves to furnish a sufficient quantity of firewood, cut and laid near the door of the said school house, to serve when the weather is cold: also to furnish books, ink and paper necessary for the tuition of our children. . . School to commence the 13th of November, provided there are twenty scholars or more subscribed to this article; the said Alexander engages to observe good morals in his school, and to make up all lost time, in testimony of which we subscribe our names the day and date above written.

(signed by eleven persons)50

In 1883, C. E. Parson was the teacher at No. 1 in Walker township. Twenty-seven students were enrolled.

The Manilla school had primary and intermediate work and granted diplomas for high school work as early as 1895, but no formal high school work or commencement for such work preceded 1897.

Commencements for school students, however, began in 1890, the second such commencement being held July 10, 1891.

Manilla High School.--Lee Retlger came to Manilla as an inexperienced college graduate. He took little notice of discipline in this 1894-95 school term. As the students seemed to get completely out of hand, he failed to come to school one morning, having left town without notice. A Mr. Stewart, from LaFayette, was employed and he was so severe that most all of the students refused to attend, causing school to close for want of pupils. 51

The next year, of 1895-96, found Van Ed. Lewark as the principal of the school. There had been no organized high school work as yet. L. B. Mather was the intermediate teacher while Flora Farlow and Anna Burch were the primary teachers. "Mr. Lewark taught the eighth, ninth and the tenth year's review. Mr. Mather taught the sixth, seventh and eighth years and Miss Farlow and Miss Burch

51 The Owl, the Manilla High School newspaper of December 5, 1930.
had charge of the primary and the chart classes."

The building had four rooms, divided by two halls. A building was torn down in 1907, and a four-room structure, housing a three-year high school, was built. The new building was erected in 1914, when a four-year high school was inaugurated.52

In the school year of 1896-97, the high school continued in its second year of existence with high school work through the 10th year. There were more students than seats causing students to sit "double" in the desks.

In 1897, the first class graduated from Manilla's two year high school. The following program was duplicated by Principal Lewark and was distributed to the audience:

Programme

First Annual Commencement of the High School
at the Christian Church--Manilla, Indiana.

Wednesday, April 28, 1897

7:45 P. M.

Motto: Sapientes divitias in se habent

March

Invocation

Recitation--Our Destined Aim

Time

Compulsory Education

Music

Orchestra

Rev. J. H. MacNeill

--William Headlee

Gusta Webster

Earl Mahin

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52 Letter from A. F. English, former Manilla and Homer principal, now residing in Shelbyville.
This class selected the "owl", as the representative of wisdom, as class "mascot." The school paper later adopted the name, "The Owl." The class colors, green and white, are the present school colors. The graduates of 1898 were: Hollie Webster (Mull), Byrle Cassidy, Carlos Macy and Luther Young. The next class (1899) graduated from the school in the new building, but with the same faculty. This year's graduates (1899) were: Austin Davis, Ernest Crim, Virgil E. Taylor, Lavone Spokn, and Herbert Cotton.

The three year school started in 1907, with V. E. Lewark followed by Edgar Stiers and George S. Jones, as later principals. Teachers included Anna Burch, Flora Farlow, Opal Martyn and Mabel English.

The four year high school was started in 1914 in a new building.

The Manilla Alumni Association was formed in 1912. All three members of the class of 1918 graduated from
college. Delbert Swartz graduated at Miami University and took the M.A. and Ph.D. degrees at the University of Michigan. Howard Heaton graduated at Purdue University; Earl Hoff graduated at the University of Chicago.

Manilla basketball teams won the Garthage Invitational tourneys of 1922 and 1923 and the Rush County Invitational Tourney of 1920. Ann Gullion, journalism teacher, revived the school paper, called the "Owl", in 1929. Manilla defeated Rushville in the 1924 sectional tourney which was then held in the Graham Annex gymnasium.

By 1930, the school was one of the best equipped in the county and at present is contemplating building a gymnasium and class recitation building. In 1930, the Manilla band won the Class A county band contest with Homer winning first in Class B division.

Homer Schools.--Homer (Slabtown) had a one-room school until 1883, when a two-room brick building was erected. A. F. English was its first principal, with Augusta Iles as primary teacher. Later principals were S. S. Solomon and J. T. Arbuckle. In 1914, the present building was occupied and a three-year high school was organized. The high school work was dropped later.53

53 Information from a letter received from A. F. English, now a resident of Shelbyville, Indiana.
In 1940, so few pupils entered school that the trustee abandoned the school and transferred the teachers and students to Manilla in the same township.

Washington Township.—Robert Smith, in 1852, taught in a house near the Jot Caldwell farm. John Nelson Pennwell, taught here later and he also taught the first school at the Allen school in 1840, with a Mr. Bolander following him in 1844. The tan-yard near it was used as a playground. John L. Legg was an early township teacher. Mr. Edwin Elder from New York, made his pupils on their entrance into the room; first, remove the hat; second, take one step to the right; third, say "Good morning, Mr. Elder." He was strict but impartial and kind.54

Calvin Johnson taught at the Allen school, and was a community debater of note.

Gideon M. Colvin taught at the Jackson school in 1844. Later teachers included: Emily Napp, and Samuel Westerfield (1835). This was one of the first schools in the county with a plank floor and glass windows. John Whiteman taught here in 1855. Others were: George Tredway, Mary (Carver) Tyner, William Freeman, John Hillis, Levi Colvin, Delia Puntenney, Jesse Jackson, James Robb, and Henry Carver.

Amos Drummond was an early township teacher. Wilford U. Lightfoot was an early, well-educated young teacher. Joseph Nixon was a strict teacher from North Carolina, in a school on the north bank of the creek, called the Hatfield school. John Davis also taught here. Levi Hatfield taught school near his home and was later a school trustee.

The Plummer School was near the county line, two miles north of the Jackson school. Teachers here were: Uriah Garris, Martha McClure, Ira Carver, Miss Kate Clark, Miss Delia Babbitt, Jabey Miner, John Edgar Rumsey and George Puntenney.

The Martin Vickery School was three-fourths of a mile west of a school (1833), at Maple's Corner. A Mr. Lynch, teacher in 1841-42, shut the windows down to punish the children. Other teachers were: Holland Hickman, George Corn (who would defer punishment, but not forget it the next day), James Varner, Thomas Cook and Pumel Peters.

There was a school, in a cabin, east of the Andrew Fletcher home, on the north county line. There were two schools near the Ebenezer Church which were taught by John E. Rumsey and John B. Scott.

One of the first township frame school buildings stood near Raleigh, and later was moved there as a residence. The teachers were: Uriah Garris, Joseph Bowles, Wesley
Williams, Washington Bayless. Martin Vickery's fifteen children went to school to Joseph Bowles here.

The Zion school was built in 1836, near the corner of the present Raleigh graveyard. Alfred Reeves taught here three or four years and later teachers were: Robert Condon, John F. Hall, Augustus Eaton, Charles C. Legg and Joseph Spencer. Samuel Legg built the Zion school. The Weaver school was on the northeast corner of the William Jeffries farm. The teachers here were: John Eaton, Wesley Williams, John M. Hudelson. Thomas Smith, a minister, subscribed for one student and paid for four more, for one-fourth term each.

J. M. Hudelson taught in 1836 in the Melser school in Leroy Pugh's woods. The log Maze school, or Parker house, stood near the Center Township line and later a frame school was built opposite it.

John Griffith taught the first school, here in 1844, continuing for several years as the teacher here.

John Cannutt, the teacher here later, was told he would have to treat at Christmas. A visitor came with the students and knowing him to be a visitor, teacher Cannutt called on him to recite, whereupon visitor Horton yelled 'seize him.' Which they did, but Horton was floored by a stick of wood. A Justice of the Peace fined Cannutt $25, but an appeal to the Rushville Circuit Court reversed the decision, without the jury leaving their chairs.55

55 Ibid., p. 799.
Other teachers here were: Alfred Plew, William Maze, Andrew Alexander, and John Smiley. A log school stood north of and near Nipp's Mill, for which the early teachers were: Judson Wisner, William Newkirk, Samuel Gray and Hannah Silvers (1855).

John (Chick) Williamson taught in Washington Township, as early as 1830. Being an excellent mathematician, he taught nothing else. "So thoroughly was his time taken up with his favorite work that one of his pupils, a mischievous boy, took advantage of him so far as to read the same reading lesson every day in class, during the entire term. The teacher never discovered the repetition." 56

John Woods, from Massachusetts, taught at the Allen school in 1836. He was cultured and very popular. In 1848, Mrs. Leah Bayless taught her own and the neighbor's children in her home, on the west side of Flat Rock, near the William Maze barn (of 1883).

One mile west of Lail's school house, on the corner of James Wikoff's farm, Robert Ray taught in 1850. Charles Kenning, Walter Benson and a Mr. Sheffield taught here, later.

The First Township Unit Central School in the United States. 57 The trustee, William S. Hall, created the first

56 Ibid., p. 800

57 Rollin Glenn made this conclusion after considerable research on the question of rival school claims, as to the first centralized school in the nation.
township unit central school in the United States, in 1876, the consolidated schools opening in 1877. After several years of careful planning, Trustee Hall, had consolidated nine schools into five schools. He had a school near each corner of the township and a central larger school at Raleigh, which boasted one of the first county graded schools, which included the high school. It gave work equivalent to many of the academies. It was the first consolidated school in Indiana.

He raised the necessary money and overcame objections of the patrons to his abandonment of four schools. In this way, he was able to provide better schools, per tax dollar spent. The first principal was J. Taylor Kitchen. His wife had charge of the lower grades of the school.

Massachusetts schools, Randolph County, and a school near Rochester, Indiana, dispute the priority of this claim but from the true meaning of the word, "consolidation" it seems that W. S. Hall was probably the national leader and had been honored as such. 58

The tombstone at the grave of William S. Hall in the Raleigh Cemetery bears this inscription cut into the stone monument:

58 In the Indianapolis Star of May 23, 1905.
"The founder of the centralized township school system in the United States."

(Arie M. Taylor was buried in this same cemetery in May, 1940.)

Raleigh Schools.--This school was sometimes referred to as the Raleigh Academy but it was a public school supported by taxation and under control of the trustee. By 1890, the advanced work here was, approximately, the equivalent of one year of high school work.

The second building on this lot was built in 1906, and is the present Raleigh grade and high school building, which takes care of all the township students. The first principal of this school was Leroy H. Kennedy of Decatur County. He now lives at Adams. He, with his assistant, Bertha Bunker (Smullen), taught the four-year high school course.

During the World War (No. 1) era, the school's physical education and other school activities were held in the old Methodist Church building across the street, north from the present school. This was shortly moved to adjoin the school building on the south, to be used as an auditorium and gymnasium.

The grounds are well kept and reflect the continued pride with which this "first centralized school", has always been regarded in Washington township.
A stone in the front lawn bears a bronze plaque with this inscription:

"This marks the site of the First Consolidated School in Indiana established 1876, by William S. Hall Trustee of Washington Township 'Our school was the first, make it the best' Erected by Tuesday Study Club 1927"

W. O. Headlee, County Superintendent, reported in 1905, that:

Rush County is among the first, if not the first county in the state to lead out in the work of school consolidation under the direction of the late William S. Hall, trustee of Washington Township. 59

On March 30, 1911, the Raleigh Commencement was held at the Lyceum Hall in Raleigh. The five graduates were Goldie Davis, Margaret Laughlin, Gilbert Miner, Carton Legg and Meredith Hall.

Seven seniors graduated in 1926, namely: Margaret Jones, Leona E. Merritt, Bertha Laughlin, Anna Jones, Mildred Bunyard, Merrell Walker and Edith Carson.

This plan is the one used so extensively all over the nation. It was a movement in which the whole state took an early lead. Consolidation in Rush County is now practically as complete as it can well be made. By 1908, the

59 The Rushville Weekly Jacksonian of December 14, 1905.
county had abandoned thirty one schools.

By this same time, seventeen wagons transported 285 students, without expense to the students. These wagons cost, on the average, $2.19 per day, for operation. When a school had less than thirteen students, it was closed by the trustee. 60

Summary.--In Rush County, we find a number of attempts at higher learning in the form of special schools, private schools, select schools, private schools, seminaries, academies, and early high school. We have at Carthage, the first joint town-township school in Indiana. At Raleigh, we find the first centralized school in the nation. In Rush County too, at Farmington and later at Fairview, we have the beginnings of Butler University. Although the Ging and Glenwood High Schools were abandoned in 1939, the county is still noted for its fine schools.

60 John F. Moses, op. cit., p. 147.
CHAPTER V

THE COUNTY'S ADVANCED SCHOOLS

PRIOR TO THE HIGH SCHOOL

Before the time of the high school, as a public school for the teaching of the advanced or higher graded subjects, the county had a number of schools which taught those students interested in more advanced work. Many times these schools were intended to complete the student's education, and many times, they trained the student for college entrance. When we recall the fine cultural and educational work of these early institutions, it is with some regret that we mark the passing of their colorful existence. It was the success of these schools that caused their abandonment. These schools made advanced education so popular, that a great public demand for it culminated in the creation of schools at public expense, to make such training available to all interested students, at no direct expense. The high school of today owes its origin to the "missionary" work of the early advanced school; with the partial exception of the County
Seminary at Rushville, these schools were not supported at public expense, but by private contributions and tuition payments. Even the Seminary charged a tuition for instruction expenses, which placed it beyond the financial reach of most of the eligible prospective students.

Dr. Albert Mock, professor of education at Butler University has compiled the following characteristics of academies in his doctor's thesis for the University of Cincinnati titled, "The Private Academy Movement in Indiana from 1850 to 1890:

**Principal Characteristics of Academies.**

Democratic in spirit, varied in size, broadly religious, mainly coeducational, usually private, commonly exempt from taxation, free from college domination, sometimes endowed, fee schools, practical schools, extensive in offerings, and free from central control.

Games played by boys (1850-1900)

Form ball, base ball, football, bull pen, black man, shinny, mumble peg, bat ball, anthony over, cat ball, crack the whip, hand up, hop scotch, ice shinny, leap frog, marbles, old sow, pull away, roly boly, scrub, soak about, stump ball, tag, tennis.

Games played by girls (1850-1900)

Drop handkerchief, blackman, ring around the rosie, tennis, anthony over, dare base, blackboard games, bowling, jack straws, mumble peg, skip rope, tag, town ball.

Pranks
Placing a cat in the teacher's desk, tying a cow, horse, or sheep in the classroom; placing a calf in the belfry; ringing the school bell at night; carrying off gates and side walks; turning the bell upside down and filling it with water; turning the pump upside down in the well; tying a grazing animal to the end of the bell rope so that as the animal moved the bell would ring; placing a rooster in the organ; placing a wagon on top of the house; tick-tacking the teacher; and taking new students snipe hunting.

School terms

More than 2/3 of the academies had three or four terms per year, three being most frequent. The five and six-term school year did not appear until after 1870, when an extra term was introduced to accommodate teachers. The extra term session usually came in the spring or early summer, but sometimes it was held in August.

Students were young men and women, older than high school students today.

Rushville Institutions.—Partly due to the concentration of more people in Rushville than elsewhere in the county and partly because it was the county seat and the geographical center, a number of the advanced schools were located here. (See Rushville Township)

(1) The Dr. William B. Laughlin advanced school, opened in Rushville in 1828, was the first county school of the academic type. It continued until 1836.

1 Albert Mock, The Private Academy Movement in Indiana from 1850 to 1890. A doctor's thesis for the U. of Cinn.
(2) The County Seminary at Third and Julian Streets was a semi-public school, partially supported by the school fund. Little but the "common branches" were taught here. It was organized in 1837 and 1838. The lots used for the building (which is still standing and used as a dwelling today), were purchased in 1841. In 1853, the high school rented the building and then purchased it the same year, paying for it over a ten-year period. It was then used no longer for school purposes and the high school continued in three local churches. The building was sold in 1866.

(3) The Stewart Schools were all the work of the Rev. David M. Stewart, who succeeded Dr. Laughlin as the educational leader of Rushville.

(a) The Rushville Female Institute was started in 1844.

(b) Rushville High School began in 1849, as a Presbyterian school, with Rev. D. M. Stewart as the principal.

(c) A private school for boys started in 1851, was continued for several years in the Stewart home.

(4) In 1851, a number of people who were not satisfied with the Presbyterian control of the Female Institute, created the Rushville Female Academy. Both schools continued as successful rivals.

(5) The Christian Church had a "Select School", conducted in the church basement in 1861.
(6) The Graham Schools were operated, both by David Graham, the ex-superintendent of schools (Rushville City), and his brother, Andrew H. Graham, the ex-superintendent of schools of Columbus, Indiana.

(a) In 1883, David Graham retired as the head of the public schools. He first opened a private school on the third floor of an office building at 242 North Main street and then he erected a building on North Main Street and taught, therein, a Private school. Two years later, the school was discontinued when the founder accepted a position as City treasurer.

(b) In 1890, Andrew H. Graham built an excellent private academy on East Tenth Street. His brother, David, and other capable teachers found the faculty. About 100 students helped open the school. The next year, Andrew accepted the superintendency of the Indiana Soldiers' and Sailors' Orphans' Home in the north part of the county. David Graham and A. F. Stewart, continued the school, until it was closed, as an academy in 1894.

(c) J. H. Howard, of Muncie, tried to continue the school as a commercial school, until it shortly burned in 1894.2

The Friends' Academy.--The members of the Society of Friends who settled in Ripley Township, at Walnut Ridge, around 1825, were much interested in education. In 1830,

2 The early advanced schools of Rushville have been discussed more fully in Chapter IV.
Henry Henly taught a school in what is now Carthage. This was the beginning of a school that was known as the Friends' Academy. A second building was built southeast of the town. William Johnson was the teacher here in 1837. This building was moved to the lot opposite the Friends' old frame church and later moved farther up Main Street, where for a time it was used as a business house. Abraham Small later willed the building to the church. A third building, a frame structure was built in 1848. Later purchased as a private building, it burned. A two-story brick school was built, in 1868, at a cost of $6,000.

This school was not strictly an academy, but it must be listed here as an advanced school because of some of the subjects offered.

The curriculum offered, included, advanced English, higher mathematics, Latin, German, philosophy, history, chemistry, penmanship and Pelton's outline system of geography, whereby the students chanted the lessons.

Dr. John M. Clark, conducted a class in Spanish. Jemina Henley, a teacher, gave medals of honor to worthy


4 Ibid., p. 144.
students. This school was sectarian and on every "Fifth-day morning at 11 o'clock the students went to church for a sermon."

The academy was continued until 1878 and in 1879, it was made a part of the public school, joint graded school system. Here the Friends made "check up" visits for some time.

The Reeve School.—Benjamin F. Reeve was a minister of the Disciples Church (Christian). He came to Noble Township, in 1833, from Kentucky. He held a leading position in county affairs, eventually becoming a state senator. He, first taught for five terms in the old pioneer Baptist Church, then in the Gregg school and later in the Mrs. Nancy Lewis home.

However, the Reeve school was built for his use. It stood near the stream and a short distance south of the brick, Little Flat Rock Christian Church. Students came here from a wide radius for both primary and advanced learning. With his love of teaching, he awakened a thirst for knowledge and a taste for good literature and cultured living. His great influence extended to the whole community, with his own home library, as the center; the literary society, "The Circle" met weekly for literary and musical programs. "Squire" Reeves took part in the games, bob-sled
rides and athletic contests connected with these activities. Due to his influence the lives of the young people were directed in pleasant, but refined use of leisure. His influence, at this early time, can still be felt in the county of today.

In 1838-39, he conducted a night grammar school with much success. Later he had a similar school at General W. C. Robinson's mill. Even while a member of the state legislature, he generally taught an early fall term before the session convened.

The Elijah Hackleman School.—Elijah Hackleman was one of B. F. Reeve's student proteges. Hackleman's career very closely parallels the career of his teacher, B. F. Reeve. They held practically the same educational and political honors. After several years of experience as a Noble Township teacher, Elijah Hackleman was Justice of the Peace. He built a round log office near the John Davidson home and, from 1845 to 1848, he offered the advanced courses of surveying, geometry, trigonometry as well as other regular subjects.

In 1849, he moved to Wabash County to become county surveyor, county clerk, and state senator. He became a recognized historian and it is upon his knowledge that much of John L. Shauck's history of early schools is based.
Hackleman kept a complete file of Rushville newspapers. Wabash County's gain was Rush County's loss.

The Milroy Atheneum.--Milroy's advanced school was called the Atheneum. The building stood on the east bank of the creek, on the south side of the street. It had been built for use as a church and a school. This building was in use as a school by 1844, and had as teachers here, Celia Winship and later E. H. M. Berry, Harvey Hedrick, George W. Elston and I. P. Root. While this school did not extend its classes to as much of the advanced work as the other county schools, it served the purposes of a general school for Milroy until 1866. It was the cultural center of the town; many debates, programs, and entertainments were held in this early school building.

The Farmington Academy.--This school was located four miles east of Rushville at the former town of Marcellus, later called Farmington. This town was laid out by Alexander B. Luse of Cincinnati, in 1836. A two-story tavern, here, did not prosper and in it a school was held by Thomas B. Helm in 1843. The land was owned by Dr. Jefferson Helm who moved just west of Marcellus, in 1845, and in 1847 he founded Farmington Academy, using the old tavern as a boarding school.

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5 John F. Moses, _op. cit._, p. 145.
He secured George Campbell, a Christian Church evangelist, as principal of the Academy, which operated until the next year of 1848. Reverend George Campbell and Dr. Helm had tried to interest the citizens of Rushville in establishing a college in Rushville, but they were given little support. The college at Farmington offered a course similar to a college curriculum and received both the older students preparing for college and as well gave instruction to the younger students. Classes were held in the first floor west room.

A large number of students sought admission but the school was discontinued almost as soon as it began, but the idea persisted in the founding of a larger academy at Fairview. Nothing remains of the village of Farmington proper, but it will be remembered because of the ideas started here, that were realized elsewhere.

**Proposed College Site**—Dr. Jefferson Helm, George Campbell and leaders of the Christian Church were agreed on the desirability of a college or university. Dr. Helm offered to donate land for the campus in a maple grove, on a beautiful knoll, east of Farmington Academy. This site today might be the location of a fine university but the plan was not carried out. However, the idea culminated in the founding of the Northwestern Christian
University (later Butler College) in Indianapolis. This university had as its immediate predecessor, the Fairview Academy which in turn, took up the educational burden where it was laid down, by the closing of Farmington Academy. This proposed college site brings to a "peak" the attempts at higher learning tried in the county and it is to be hoped that success will still attend this early venture.

**Fairview Academy.**--Of all our early advanced schools, none was wider known or of farther reaching influence than the Fairview Academy. It was the successor to the short-lived Farmington Academy and the predecessor of Butler University. It was located one-quarter mile west of the county line. The village of Fairview was just inside Fayette County, across from the Rush County boundary. The Academy, located in Rush County, had much support from Fayette citizens.

In the winter of 1848-49, Elder Henry R. Pritchard and Honorable Woodson W. Thresher sold the idea of forming an academy to the community around Fairview. The proposal was so readily received that $1,200 was soon subscribed, but this list was burned when discussion arose as to a proper location; which question, it was felt, should be settled first. The decision was to accept a
three-acre strip of land from William and Nancy Shawhan, on March, 1849, which was deeded to John Shawhan, President of the Board of Trustees, for the sum of $75. A building was completed by 1851.

However, classes started before this time, in 1848, in the Fairview office of Dr. Ephriam Clifford. It was first known as a classical and mathematical school. Allen R. Benton, a graduate of Bethany College, in Virginia, who happened to be visiting in the state was secured as principal; and the school started upon a very successful career with students coming from near and far. S. K. Hoshour, a scholarly man, versed in seven languages, a Philadelphian, was first assistant and George Campbell was second assistant. All were Christian Church ministers. Its course of study was equal to many colleges of its time. At one time, 40 girls were students, along with the young men from several states. The school was officially chartered in 1850.

In 1857, A. R. Benton went to Indianapolis to become a faculty member and eventually the president of Northwestern Christian University.

A paid school notice in the Rushville Republican (1856) gives a record of the courses offered at Fairview academy.

**Fairview Academy.--The Trustees of the Fairview Academy take this method of announc-**
ing to the patrons of said Institution, and to all who wish to avail themselves of a school, that we have engaged Mr. Sterling McBride, of Bethany, Va., to take charge of the school—a gentleman fully competent to teach all branches usually taught in an academic course. We, therefore, can confidently assure the public, that we will fully meet any reasonable requirement.

As the school has been in successful operation seven years, we think it has fully recommended itself.

School will commence the first Monday in September next. Students are requested to commence the first day, as the teacher can better arrange classes, though scholars will be permitted to enter school at any time during the year, but no bills will be made for less than a half term. Before a student enters school, he will be required to call on W. W. Thrasher, Treasurer, and procure a certificate, which certificate upon being presented to the teacher at the school room, will admit him or her to all the benefits of the said school. Mr. Thrasher will also give students all necessary information with reference to the school, boarding, etc.

The academical year will be divided into two sessions of five months each, at the following rates: $8 per session for the English branches; $10 per session for the English branches and the Elementary branches of Higher Mathematics; and $12 for the Higher Mathematics and the languages. Boarding can be obtained for two dollars and two dollars and fifty cents per week.

August 13, 1856

W. W. Thrasher

The Fairview Academy building was a two-story brick structure, 40 feet by 80 feet and was completed in 1851,
by Stamper White, builder. The second floor was in one large room, used as a school assembly. The blackboards of painted plaster are still usable (1941) although the roof leaks and the entire structure is in bad repair. There were two large class rooms on the ground floor. There was a cupola and bell in the surmounting belfry and here romance was known to flourish. "Spooning and 'campustry' were practiced just like present college campuses." 6 As modern schools go, it had no laboratories, large library or gymnasium. The building is now occupied by Mrs. Kate Chance (Mrs. Chance recently lost her sight) who moved here in 1909. Butler University should buy the old academy building and restore it as a memorial.

With Allen R. Benton as head of the school, Elder D. R. Van Buskirk and Prof. William Thrasher (later a professor at Butler) were the principal early teachers. Many successful citizens were students here. The school had students from many surrounding states and this school can be considered as one of the best known schools in the Middle West.

Daniel Van Buskirk headed the school from 1857 until 1862. He was a fiery leader and held to the high standards already established. Many of the boys left to take part in

the Civil War. This loss coupled with the financial panic of 1857, was very detrimental to the school.

A comic newspaper of this era published by students William Dickey, George Puntenney and William Nash kept the professors worried as to what they would print next. It made light of the weaknesses of innocent individuals and ridiculed school actions much as a modern day college humorous publication of 1941.

Another interesting incident occurred in connection with the Bart ("Blind Goose") saloon in Falmouth, a village one mile north of Fairview. Several students went to Bart's saloon one night and came back intoxicated with a view of painting the town of Fairview "red." Principal Van Buskirk called a citizen's meeting and after some oratory, it was decided to "clean up" the saloon. The motion carried, the citizens and students moved in a body to Bart's where they poured out all liquor, putting an end to the saloon business here. Some of the boys were the same ones who made the first trip to the Blind Goose and they seemed to enjoy the second trip as much as the first.

In 1862, Van Buskirk left to enter the ministry. He was followed as principal, by William Thrasher. Thrasher

7 Ibid.
was a graduate of Northwestern Christian University, and was a scholarly, efficient and industrious leader. Later, he became mathematics teacher at Butler College, continuing until his death. During his regime as principal at Fairview, he saved Luther Benson and Samuel Beck from prosecution. These two students had gone sleigh riding and had been drinking wine. They picked up a fine hunting hound belonging to a Mr. Hawk. Mr. Hawk found the dog later by its barking. It had been locked up in a corn crib belonging to W. W. Thrasher.

Mrs. Washington Peck, a woman of excellent attainments, next headed the school for three years. Many of her graduates became prominent leaders. She left to teach in an eastern university.

Another leader was John Campbell, also a N. W. C. U. graduate, who was "scholarly, patient, and benign;" he was an elevating influence on the Fairview community. Dr. Allen Benton Thrasher, principal in 1875-76, had just returned from school in Europe. He also attended N. W. C. U. Ne next went to Tipton as superintendent of schools. Other leaders were Rev. Walter Campbell in 1876-77, and William J. Bowen, 1873-79. Silas W. Pearcy assisted by Eli Perkins, was head of the school during its last two years, 1883-85.

The school was supported by tuition and donations. It
was a "feeder school" for Northwestern Christian University (later Butler College). Students and professors were taken by the Indianapolis school, which is the successor to Fairview Academy. However, many graduates of N.W.C.U. in turn, came to Fairview as teachers, ministers and principals.

Lack of support, due mainly to the competition of public schools, caused the school to close in 1885. It was abandoned and later purchased by George McClure, who converted it into a dwelling. It is used today by Mrs. Kate Chance, owner and resident, who lives here with her daughter and brother.

The school was a cultural center of its community, which included nearby Fayette County citizens as well. The following program is inserted to give an idea of these Fairview programs and is typical of the better "Friday programs." It was the school year climax or "spring exhibition."

**Spring Exhibition**

of

**Fairview Academy**

Friday, June 11, 1858

**Order of Exercises**

Music ........ Prayer
Salutatory .................. G. Guffin
Declamation.. All Labor Equally Honorable
-- A. Clifford
Declamation.. Russell's Oration, July 4, 1800
-- D. P. Shawhan
Essay... Remembrance... Miss Maggie Kinder
Essay... Impulsiveness... Miss Jane McCrory
Essay... The Art of Writing
---Miss Alice Hazzard

Music

Declamation... Illustrious Model
---W. L. Gibbs
Declamation... Stump Speech... C. Copeland
Declamation... Eloquence and Logic
---J. R. Moffett
Declamation... Modern Republican
---W. J. Marshall
Essay... Friendship... Miss Laura Gifford
Essay... Flowers........ Miss M. Banister

Music

Declamation... The Demagogue
---E. H. Clifford
Declamation... A Model Stump Speech
---C. B. Thrasher
Declamation... Christian Character
---Miss Elmira Moffett
Declamation... Reflections
---Miss Jane Parrish
Declamation... Immortality
---Miss Ella Barnes

Music

Oration...... Perseverance
---A. Clifford
Oration...... Keep Cool... D. H. Hazzard
Declamation... Pleading Extraordinary
---W. M. Cook
Oration...... The American Republic
---C. Copeland
Dialogue..... Two Stray Leaves
Miss R. M. Austin and G. Hinchman
Music

Oration...... Formation of Character
---E. H. Clifford
Oration...... Great Ideas
---G. W. Hinchman
Essay... The Importance of Well Spent Youth
---Miss E. Parrish
Essay... The Beauties of Nature
---Miss Anna Manlove

Floral Group
Music

Oration...... Love of Fame.G. H. Puntney
The debating society was very popular, holding regular meetings. This organization was called the "Codgers."

Debaters often grew quite excited. Among the questions...
discussed were:

1. Affirmed--That Woman Suffrage is a Necessity.

2. Affirmed--That we are morally bound to Obey a Law we know to be wrong.

Mrs. Callie Caldwell, a dressmaker of Fairview, boarded her nephew and niece, George and Exie Rees. They attended the academy in 1880. Mrs. Caldwell writes that she often took part as one of the debate jurors (3 people acted as judges of the debates). She reports that Prof. Bowen lectured at the school at night for the community citizens. Also community "sings" were held there, attracting good crowds. Mrs. Caldwell bemoaned the chicken fighting permitted in nearby Falmouth.

A copy of Academy entertainment featuring George and Exie Rees is still preserved:

PROGRAMME
FAIRVIEW ACADEMY

Geeler ....... Geo. Thrasher
A 21 ......... Geo. Lucas
A 22 ....... John Dickey
Swiss Boys, Austrians, Etc.

MUSIC ....... ORCHESTRA
MEMORY GEMS, (a) ....... Fannie Noll
THE LITTLE DEPENDENT

8 Personal Diary of Callie Caldwell, (later post-mistress of Fairview)--February 2, 1880.

9 Ibid--March 1, 1880.
Jane Eyre .............. Fannie Bates
Miss Reed ............. Minnie Hinchman
Georgiana Reed ........ Ollie Hood
Miss Temple........... Laura Clifford
Essie .................. Vallie Hood
Abbott ................ Alice Dickey
Julia Severn .......... Exie Reese
Several Young Ladies
John Eyre ............. John Miller
Mr. Brocklehurst ...... J. R. Smiley
Master John Reed .. Frank B. VanNuys
Servant .............. Charles Smullen

Programme--Part Second

MUSIC ................... ORCHESTRA
THE CREEDS OF THE BELLS --Sallie Higley
AUNT BETSY'S BEAUX

Aunt Betsey ............. Fannie Noll
Annie .................... Mollie Robinson
Ellen ..................... Ora Rush
Maggie Heines ........... Bella Bates
'Squire Hooper ........ Wood Gibbs
Mr. Duntly ............. Sam Culver

MUSIC ..................... ORCHESTRA
MEMORY GEMS ............. Grace Rush

TRICKS IN A DOCTOR'S SHOP

Andy M. Flaherty ....... Geo. Rees
Tricky Bob ............ Horace G. Lucas
Dr. Smiley

MUSIC ................... ORCHESTRA
LES DELECTABLES et LES MISERABLES

Mrs. Prof. Smithers . Minnie Hinchman
Mrs. Prof. Peckhard . Sallie Robinson
Prof. Smithers ......... Horace Lucas
Prof. Peckhard ........ Geo. E. Rees

MUSIC ................... ORCHESTRA
ADMISSION: 15¢
Children: 10¢
Graduates of Fairview Academy include:

1. Louis Ludlow—present Congressman from the 12th district in Indianapolis.

2. Dr. Charles Smullen of Raleigh

3. Dr. Alva Kirkpatrick of Columbus

4. Dr. Frank Van Nuys, brother of U. S. Senator Frederick Van Nuys. (Both these brothers are Rush County natives)

Student Pranks and Activities at Fairview Academy:—

Principal Daniel R. Van Buskirk reported discovering this result of student pranksters.

One night, about midnight, we heard a very dolorous dinging of the bell on the academy. It was along about the time the spirit rappings were attracting so much attention, and we concluded some of them were making themselves heard. One man got up and quietly walked down. He didn't think it was a spirit. He thought he could catch the boys and he walked with a very light step, and he went up the stairway, and he pulled open the door of the room into which the bell rope came, and there he was greeted most cordially by his own billy goat with the bell rope tied around his horn.¹⁰

While Fairview Academy had no gymnasium or any form of athletics comparable to modern standards, it had memorable feats of muscular accomplishment.

¹⁰ Albert Mock, No. 11 in a series of articles on educational institutions. Indianapolis Sunday Star, Jan. 8, 1939.
Talk about modern athletics, there was nothing to compare with Jack Reeves' two hops and jump; Joe Thrasher's vaulting over a 10-foot fence with a long pole, or Ross Guffin's vine twist in a wrestling match.

John Higley, aged 77, is the blacksmith in Fairview village today. Since he was 7 years old, he has worked in this building originally purchased by his father as a carriage shop. John Higley attended the academy during its last four years of existence, when it closed for lack of support. He reports that the academy had sixty-five students in 1880, and offered as subjects, bookkeeping, grammar, algebra, physical geography, Latin and German. He remembers that W. J. Bowen's eyes really "danced in anger" whereupon the students "sat up and took notice." Sheep were allowed to roam the grounds during the later years. He felt that Silas Pearcy was a fine teacher.

Of all the advanced schools in the county, none were wider known, or in the Middle West could a finer educational institution be found in its time and class. Its history is a proud record of a successful academy.

The Origin of Butler University.--Alexander Campbell, the founder of the Christian Church, was an advocate of schools. George Campbell, evangelist in Rush, Fayette, and

11Ibid.
nearby counties tried to interest Rushville in a college, before 1845, but failing in this, opened Farmington Academy, in that year. His colleague and financial backer, Dr. Jefferson Helm, offered a campus for a proposed college nearby. This plan failed but Fairview Academy continued the idea. The proposal to establish Northwestern Christian University was adopted at Little Flat Rock Christian Church in Noble township, of Rush County, in 1848.  

Richland Academy.--The town of Richland was laid out, in 1854, and shortly, started an advanced school, sponsored by the Associated Reformed Church, which later became a part of the United Presbyterian Church. The Reverend A. S. Montgomery proposed the school and $2,000 was subscribed to the Academy Association. With Mr. Montgomery as principal, the school opened, in 1855, in the Richland Presbyterian Church. The building was completed in 1856. Subscribers were largely from Richland and Anderson townships and from Decatur County. The second floor was used as a town hall, at first.

Principal John McKee, in 1861, left with a company of Civil War recruits, who were largely his students. This was a loss from which the school did not completely recover.

In 1874, the trustees reported that the property was in a poor state of repair and in 1876, it was leased to the township trustee. But, in 1884, it was decided by the trustee to sell it. The trustees, James V. R. Graham, purchased it, tore it down and erected a public school on the lot, which building was abandoned in 1926.

The original record of the Board of Trustees reports:

Said School, or academy to be opened to the admission of all who may choose to avail themselves of the benefits, by paying the tuition fees which may be from time to time established. The Trustees may charge for the use of Said Second Story when the lecturer shall charge an admission fee...

A sum of not less than two thousand dollars or more than sixty thousand dollars to carry out the objects of Said Association, to be divided into shares of twenty dollars each... The sum of nineteen hundred dollars has already been subscribed...

According to the By-Laws, revised as of September, the 17th, 1859, the following school rules held that the principal should comply with the student's and parent's wishes, where it was possible, in forming the classes:

In all ordinary cases, each student shall have three regular daily recitations... and in each of which the Principal or assistant shall if possible hear him.

At the close of each session, the Principal shall make out an average grade

13 From the original record of the Minutes of the meetings of the Board of Trustees of the Richland Academy Assoc.
of the recitation, punctuality and deport-
ment of each student and report the same to
the Board and likewise to the parent ...

The Principal shall call the roll
every morning and open the school with
prayer at which time all the students and
assistant teachers shall be present unless
they have a valid excuse.

The Principal shall have a general super-
vision over the conduct of the pupils in and
out of the school room and should any student
be found attending dancing parties or balls,
indulging in the use of Spirituous liquors,
in profane or vulgar language, or card play-
ing, in idleness, immorality, or any improper
conduct, it shall be his duty in the first
place to admonish and reprove such student
and if this fails to produce the desired ef-
fact, he shall then promptly inform the
board.

After recitation except at close of
school hours, students are expected to re-
tire immediately to their rooms for study
or to remain in the school-room for that
purpose and in no case to loiter about the
stores, shops, streets, or elsewhere.

All students are required to be in
their own rooms by nine and one-half o'clock
P. M. ...

All students are expected... to cul-
tivate a gentlemanly and lady-like demeanor.

The use of tobacco in any form is
strictly forbidden in the academy, and play-
in the ball alley during school hours...14

The minutes of the Richland Academy Association are
complete and are preserved in the Rushville Public Library.

14 Ibid.
According to these records the following history is presented:

In a meeting on January 20, 1856, it was resolved by the association officers and members in official meeting to build a brick building on the Thornton Rogers' lot in Richland for an estimated cost of $2,373 with $2,010 reported as subscribed.

Richland Academy.—The third session of this Institution will commence on the first Monday of the present month. It is under the care of the Rev. A. S. Montgomery, aided by competent associates. The Academy building is almost completed. The course of study includes not merely the common English branches, but a thorough course in the Natural sciences, mental and moral philosophy, higher mathematics, languages, etc.

Special care is taken of the morals of the students.

Terms per session—$10.

Music—The service of Miss Ballard have been secured to give lessons on the piano. Terms per session of three months with use of instrument, $10.

October 1, 1856 15

On June 19, 1857, a motion was carried to the effect that all persons connected with this school as assistants or teachers be required to attend prayers at the opening of the school in the morning.

15 Taken from the Rushville True Republican.
Reverend A. S. Montgomery, the principal and co-founder of the school, resigned June 29, 1857 and on July 25, John McKee was named principal. His salary was to be $540 per year plus "half of the increase (due to tuitions) that may come in after paying for any assistant, if one is needed." (at $165)

The Thespis Society was granted use of the building on Thursday nights "as long as their conduct was normal and proper." In 1857, there were a total of 55 to 60 students including six students studying piano and two students studying the guitar.

An excerpt from the December 29, 1860 minutes, reports that:

Two young men were by the close of the year fully prepared to enter the junior class in 'Miami' University. It is believed that on one hand that no pupil should be taken further in studies than those two young men were taken and on the other hand, that there should be a gradual elevation of the Standard of Studies so as altogether to exclude all common school studies from the Academy, and thus prevent it from being a rival to the common schools, that the Academy has an important work to perform in way of furnishing teachers for the common schools is evident from the fact that at present there are no less than six former pupils of the Academy in the radius of five miles who are successfully engaged in the business of teaching, while others are pursuing the same occupation abroad.

On January 4, 1862, Mrs. Margery A. Rankin was
chosen principal. Tuition fees were to constitute her salary. On September 13, of this year, Rev. W. A. Pollock was elected principal. Two days later, school opened. On December 30, 1865, William Wright succeeded him to be followed by J. C. Cregg at a salary of $800 on January 22, 1867.

The following school announcement was carried in the Rushville Republican, September 15, 1870.

Richland Seminary

The Seminary at Richland will be opened, under charge of Professor J. M. Cregg of Bloomington, on Monday, September 19. The School is intended especially for advanced scholars. It is located in a healthy neighborhood and within a moral and religious community. There are no liquor shops, or other temptations, calculated to have an immoral influence upon the pupils, within its neighborhood. The teacher is a gentleman of fine abilities and those under his charge will have ample opportunities to obtain a thorough education. Good boarding can be obtained in the village at moderate rates. Tuition reasonable. For further particulars, inquire either by letter or in person of Dr. A. E. Graham

Richland, Indiana

On September 2, 1871, J. M. Cregg was followed by Robert Gracey as the school head. In 1873, Robert Gilmour succeeded him. Mr. Gilmour conducted a summer school kindergarten for younger children in the academy building. By 1874, there were but nine students. In this year, Miss Madge B. Todd was music principal for one term.
Faced with a continued financial deficit, a leaky roof and loss of support due to the advance of the public schools, the board proposed sale of the school. It was abandoned in 1885, the same year that Fairview Academy closed.

The Catalogue of branches taught gives an idea of the course of study for academies of this time:

1st year


2nd year

Arithmetic, completed, chemistry, physiology, botany, history, elementary algebra, (Davies) geometry, Latin commenced, rhetoric, Geography of the Heavens, Ancient geography, bookkeeping. Tuition per session of 20 weeks--$10.

3rd year

Algebra (Robinson's), trigonometry, Mental and Moral philosophy, political economy, natural Theology, Evidences of Christianity, Divine Government (McCosh), physical geography, geology. Tuition per session of 20 weeks--$10.

In addition to the above catalogue, the following branches will be taught when desired, surveying, Olmsted's Natural Philosophy and Astronomy (university edition), Greek.

Music $10 per session.

Tuition one-half due at the beginning of the session and the other half at the middle...
Flat Rock Seminary.—This school was the successor to the Reeve and Hackleman schools, all of Noble Township. The Little Flat Rock Seminary was built, in 1856, one-half mile south of the Little Flat Rock Christian Church. The second story, which was added, was for high school use and the lower room was for the district school. John Guffin was the first principal, for two years. The academic work of this school continued to serve the community in an excellent way, when the school population decreased until even the district school here was consolidated with another school in 1893-94. It was sold by the trustee, torn down and a barn built on the farm of James J. Williams, with the materials.16

The Rushville Republican of October 6, 1858, carried the following advertisement:

Flat Rock Seminary

The first annual session of this Institution will open for the reception of both Males and Females on the first Monday in October, 1858. It is situated in one of the most beautiful and healthful portions of Rush County, two miles north of New Salem and a half mile south of Little Flat Rock Church, on the road leading from New Salem to Marcellus.

The patrons of this school have secured the services of John Guffin, as principal for the following year. Mr. Guffin will be assisted by an efficient teacher.

The school will be divided into two departments, the Higher and the Lower.

The studies of the Lower Department will embrace all the branches that are usually taught. Candidates for admission to the Higher Department must be prepared to enter with advantage on the study of Arithmetic, Geography and English grammar. The studies of this department will embrace the ancient and modern languages, together with all the higher branches of an English education.

The session will be divided into three terms of twelve weeks each. Each of the first two terms will be followed by a vacation of one week.

Tuition per term in Lower Department, $3. Tuition per term in Higher Department, $6.

Incidental expenses per term, $1. Payable at the expiration of each term.

Boarding and lodging with lights and fuel, can be obtained in private families at $1.50 to $1.75 per week.

Students are requested to come in at, or near, the beginning of the first term. For further particulars, address Elder B. F. Reeve, New Salem, Rush County, Indiana.

Knightstown Springs School.--Located near the northern boundary of the county, this resort attracted a number of visitors by its fine mineral water. There was a hotel and bath houses that were in considerable use, as a summer
resort. During the winter, John Hare used the buildings to conduct a boarding school for girls.¹⁷ This site eventually became the location of the State Soldiers' and Sailors' Orphans' Home.

Nearby Colleges.--Schools close to Rush County that cared for many students from this county were: Brookville College, Friend's Boarding School (Richmond), Fayetteville Academy (Orange), Knightstown Academy and Spiceville Academy. None of these schools, as such, exist today.

Summary.--The advanced schools of the county have branded deeply the mark of culture, refinement and love of the best in education, into the county citizens. These fine schools fell victim of their own success. The popularity of education as created by these schools resulted in the public schools taking up the burden, at the expense of public taxation, thus taking the students away from the private schools, and into the public high school.

¹⁷ Mary M. Alexander and Capitola Guffin Dill, op. cit., p. 41.
The history or biography of the educational leaders of the county parallels the history of the county educational progress.

Isaac Phipps.—Isaac Phipps was the county's first teacher. He taught a school for the children of the squatters who came here, even before the treaty with the Indians gave the Federal government a claim to the lands. He was a Justice of the Peace, later, and taught intermittently for the next five years, after opening his first school in Noble Township in the year of 1820 and 1821.

Benjamin F. Reeve.—B. F. Reeve was a "professional" teacher who came to Noble Township from Kentucky. He began teaching in 1833 on Conrad Sailor's land, in an old Baptist Church. He taught later at the Gregg school, near Orange, in 1834-35.

A frame school, called the Reeve school, was built
for him, near Little Flat Rock, which approached the standards of a high school, in its day. He also taught two night grammar schools. He was a member of the state legislature and, in 1841, was appointed on the Senate committee on (1) roads, (2) canals, (3) unfinished business, and (4) public expenditures. He spoke on the Senate floor, on January 15, 1842, for clemency in the collection of debts legislation. Samuel Bigger of Rush County was governor of Indiana at that time.

Elijah Hackleman.—Here we see one of B. F. Reeve's students become as prominent as his teacher. He is the third Noble Township teacher to be listed here. In 1839-40, he taught on the Brookville Road, in a round log school house. He also taught a school near Burns'. He was a Justice of the Peace, in 1845 to 1848, and built an office of round logs, near his home, in the southwestern part of the township. Here he taught an unusual school for advanced students. In 1849, he moved to Wabash County where he was later county surveyor, clerk of the court and state senator. His life parallels that of his teacher, B. F. Reeve.

1 Portraits of Mr. and Mrs. Benjamin F. Reeve are displayed in the Rush County Historical Society Museum at Sixth and North Perkins Street, Rushville, Indiana.
Dr. William B. Laughlin.--The "father of Rushville" was a leader in all community affairs. He opened a school in Rushville, in 1822, where he taught his thirteen children and the neighbors' children.

He opened an academic type of school in 1828, which served the more advanced students, until the death of Dr. Laughlin in 1836.

Reverend David M. Stewart.--Reverend David Stewart assumed the burden of education dropped by Dr. Laughlin at his death. In 1844, he opened a school for young ladies in his home. He helped promote the various educational institutions of the community. He was the founder and principal of Rushville High School, when it began as a Presbyterian Church project. It was conducted in the basement of the church. In 1851, he opened a private school for boys, in his own home, which prepared boys for college, many of whom became leading county citizens.

Edward H. M. Berry.—E. H. M. Berry was born in Marion County, Kentucky, September 30, 1823, and died in Rushville, November 13, 1871. He was a B. F. Reeve student. At 17 years of age, he began teaching. He taught in an old log meeting house which stood a half-mile west of the Bethany school, of later years. He held a school "exhibition" in his father's barn. He is likely better
known for his leadership in Anderson township. Before assuming his duties, as the county treasurer-elect, he taught a school, two miles south of Milroy in the 1864-65 winter.

Much earlier than this, he taught in the Milroy Athenaeum, which was one of the early advanced schools. He was one of the three first school trustees elected in this township in 1853. He helped in the township school consolidation by dropping two of seven schools.

John L. Shauck.—John L. Shauck was born September 8, 1848, at Shaucks (named for his grandfather) in Moscow County, Ohio, the eleventh of fourteen children. At the age of 16, he left his farm home to enter Otterbein University, Westerville, Ohio, and upon graduation in 1871, chose the profession of teaching. In 1872, he came to Rush County to begin an illustrious career in education in the county districts schools. He was the head of the Raleigh schools, from 1879 to 1881, when he was elected County Superintendent of schools to which office he was reelected for the years, 1883-1885. He headed the graded school of Milroy, as its principal and organized Milroy High School first as a four-year school, and he then headed the Arlington schools (1903). He died in 1931, in Spokane, Washington, and is buried in the Ben Davis cemetery in Rush County.
William S. Hall.--W. S. Hall was born in Ohio. He was a Washington Township trustee. In 1877, he opened the township unit central school at Raleigh, the first of its kind in the United States. He was the father of Frank J. Hall, later Lieutenant-Governor of the state.

David H. Graham.--David Graham, "grand old man" of the Rushville schools died in 1909, in Rushville, at the age of 83 years. He was born January 13, 1826, in Franklin County, Ohio, in a log cabin on the National Road, where he lived with his parents, Mr. and Mrs. William G. Graham. He was older than his brothers, Andrew and Thomas W. At 18, he entered the academy at Reynolds, Ohio. After two years in this school, he first taught in Logan County, Ohio. The term of school was three months, a school month consisting of twenty-four days. He saved most of his wages of 50 cents per day. He boarded with patrons and "did chores" for his board. He continued to attend school while teaching. He was "locked out" on Christmas day in this early school, but he "smoked the students out" with a board on the chimney.

With $36 saved, he entered Hanover College. He spent most of the remainder of his life in Indiana. After six months study at Hanover, he got a position
as teacher at the Reynolds ville Academy. After his marriage to Caroline Adams, he taught in the New Washington Academy in Clark County, Indiana. He became superintendent of the Madison schools in 1862. He joined a volunteer company to guard against southern invasion of the state from across the Ohio River, such as the Morgan raiders' invasion.

In 1865, he was chosen head of the Columbus schools. His brother, Andrew, retired from the same position later to build the brick Graham Academy in Rushville, in 1890.

With the completion of a new and much needed brick school, he came to Rushville as the first city superintendent of schools in the fall of 1869. He brought order to a poorly organized system and originated a graded school.

He retired in 1883, and taught a private school for two years. He then accepted a position in 1890, in his brother's academy on East 9th Street. In 1886, he was treasurer of the Rushville Normal school.

Later he built a number of cottages in the city which were rented at low rates. He held an interest in the Innis, Pearce and Company, factory. He was a member of the United Presbyterian Church.
Arie Manville Taylor.---"Pop" Taylor was the "grand old man" of Rush County schools. No one has made the record he established. He was born March 1, 1860, on a farm near Haney's Corner in Ripley County, one of a large family of children.2

His parents were James J. and Mary Howard Taylor. His brother discouraged his ambition to be a doctor. This loss to the medical world was a great gain for education in Rush County.

After completing the eighth grade of school work, he obtained a license to teach and began his career of teaching in the Little Fowl school, near Napoleon, in Ripley County, at the salary of $1.50 per day. After four years of teaching in Ripley County, his trustee gave him a recommendation when he moved to Rush County. In 1884, he taught his first Rush County school in the Butler school in Richland township, which building still stands (1941) opposite the present Normal Patterson farm home. He began his fifth year of teaching here at the age of 24. Mr. Taylor started the two-year high school at Richland, where he was principal. Then followed principalships at Glenwood, Raleigh, Milroy and Rushville.

2 Dudley Campbell, Obituary of Arie M. Taylor.
He taught in all fifty-three years, which were interrupted only by a four-year term as county treasurer from 1921 to 1916.

He married Miss Nancy Hanen in 1900. He was fond of music. Mr. Taylor organized choruses, choirs and male quartets in every school and community where he taught. He directed the "Jail Bird" band of Rushville High School. He was blessed with a fine tenor voice and early acquired the ability to play the guitar and the cornet. He contributed much in the way of entertainment in a day when the radio and movie were unknown. He conducted a number of the old singing schools.

He came to Rushville in 1918, serving as principal for four years and later became mathematics teacher, for a total of nineteen years, at his retirement in 1937.

He was a leader of the Rush County institutes, both in discussions and group singing. He assisted in the conduct of teachers' training summer normal schools, first at the Graham Academy in Rushville and after this building burned, he continued this normal school work at Glenwood.

He could and did teach almost every grade and subject in the public schools and conducted almost every
variety of school extra-curricular activity.

"Pop" Taylor had the very rare opportunity and ability of influencing the lives of many students and even those that he had occasion to punish, took it in the proper spirit.

He died May 2, 1940, at the age of 80 years and is buried at the Raleigh cemetery.

An oil painting of Mr. Taylor, which was painted by Mrs. C. E. Carpenter, hangs in the Rushville High School study hall.

(The author feels that the highest honor that ever came to him as a teacher was the fact that he served as a pallbearer for Arie M. Taylor.)

Summary.--The names of many people, who were quite prominent in their day, could be listed here, but these men were selected because they were leaders of movements that were felt for many years after their work was completed.
CHAPTER VII

CONCLUSION

*Significant County Trends.*—In the pioneer days when money was very scarce and every member of the family was needed at home, to eke out an existence, we find the early settlers giving of time, labor and money to establish, continue and encourage education. The schools in the 1820's were conducted almost without financial aid, other than privately paid tuitions and contributions.

The academy and seminary movement began early in the 1840's and was continued with considerable private effort until the 70's and 80's. Again private effort undertook a movement later accepted by the public school. As the early private primary school was followed by school-fund supported schools, the schools for advanced learning preceded the high school of today.

The new constitution of 1851, was designed to put the public schools on a well-ordered basis, but the Supreme Court decision of 1858, declaring school taxes unconstitutional, which were to be used to pay teachers, temporarily demoralized and rendered
the budding public school almost helpless and inoperative.

In the 60's, the schools slowly regained the lost ground and with help of the large state school fund, gradually built a school system which adequately cared for county student needs.

With the Raleigh school being the first township unit central school in the United States, the county quite early led out strongly for consolidation of schools, until the county today is almost entirely on the township unit basis. At Carthage, the union of the town and township in handling the schools, reversed the procedure of separating the town and township, as encouraged by an earlier state law.

Transportation of students has been developed to a point of safety, comfort, and convenience.

The county today has a complete system of public education with a four-year high school in each township with the exception of Union, Jackson, Orange, and Richmond townships. Union township, in 1939, abandoned two, three-year high schools at Ging and Glenwood. The students are transferred to adjacent township schools.

The county has one of the state of Indiana schools, with over 1,000 students enrolled in the school of the
Indiana Soldiers' and Sailors' Childrens' Home. It is located near the northern line of the county and is one mile south of Knightstown.

Recommendations. -- With a few exceptions, the possible consolidations in the county are complete. It would be advantageous if the following changes were effected:

1) The Homer six-year graded school should be abandoned, in Walker township and the students transported to Manilla, the largest town in the township. (Done in 1940)

2) The Webb grade school, like the Webb High School in 1927, should be combined with the Rushville schools. Many students from the northern part of the township are hauled past one of the grade schools in Rushville and on to the Webb grade school, five miles farther away from their homes.

3) The Ging and Glenwood schools should be combined at either or a centrally located spot. The ancient controversy between the two parts of the township should be ended by arbitrary decision of the trustee. The loser or losers would eventually forget it. This early plan used here and in Walker township of dividing a township in two parts has now failed as completely as the township unit plan of Washington township has
succeeded.¹

(4) If it can be legalized, the county unit plan of operating schools probably could save the taxpayers part of their tax money.

(5) Last, but by no means least, there should be a publicly supported Junior College in the county. The traditions of former academies and seminaries bear enough sentimental reason for its establishment. Likewise, the county can fulfill the destiny, originated in Dr. Jefferson's proposed donation of a campus for a county college. Furthermore, many county students need a college for one of two purposes. Many students need a completed course of vocational and life preparatory subjects. Other students should feel that they could get a college degree, if they had a two-year start toward it, at public expense. They could get this two years of work at home and complete the last two years at any college of their choice. With the present competition of the colleges of the state, all colleges will be compelled to accept junior college credits. California has already shown the value of the junior college, which success is being copied in other states.

¹ Notes of Rollin Glenn. Mr. Glenn did considerable research for the State Library.
This school could be located at any convenient spot in the county. Probably this could best be done in Rushville, as it is the geographical center of the county.

Possibly a new high school, with a junior college in connection, could be erected on West Eleventh Street where the school city already owns the lots, near the large gymnasium and city recreation park.

**Summary.**—Rush County has always responded to the call for education and has always borne the burden well. She has even led the state and the nation, with innovations that were copied in other counties and states. The standards of her present schools are a matter of pride and are worthy of emulation. It can be hoped for the future, that Rush County will continue her record of success and that an institution of college rank will be established in the county.
BIBLIOGRAPHY

This booklet was prepared for the Daughters of the American Revolution and deals principally with military history, but also deals with considerable county history as well.

Arnold, John (Dr.), Letters and Writings of John Arnold, M. D. (December 15, 1876).
This is a scrapbook started on the above date and contains clippings of the writings of the Doctor, in Rushville newspapers. He is one of the recognized county historians.

A historical, educational and biographical atlas of the county. J. H. Scholl, J. F. Moses and J. L. Shauck wrote the chapters on school matters.

A county history, the chapters of which were written by individuals in the county most familiar with the subject.

Bratton, Samuel, The Jacksonian newspaper was the Democratic paper here for many years until 1907.
This paper was the political opponent of the Whig which was later called the Rushville Republican.

Brown, William J., The Indianaian, No. 21, Rushville: (September 14, 1830).
In this photostatic copy of the local newspaper, we have an example of early school philosophy in the eleventh of a series of "Essays on Education." The author remains anonymous.

This is a story of the history of Butler College whose origin is almost entirely centralized in Rush County.
BIBLIOGRAPHY (CONTINUED)


This early local newspaper has a few of the items indicated to public school history of that early date, principally land sale advertisements.


In this book a reference is made to the work of George Campbell's being called to lead Farmington Academy.


A general history of the county, in which A. L. Gary, former County Superintendent of schools, writes the school history.


This centennial history was used as a program and souvenir of the centennial exercises for the above dates.

Glenn, Rollin H., Notes, on research of county historical site written for the Historical Bureau.

Mr. Glenn's notes were used as a basis for the Historical Markers (42) placed in the county.


This weekly newspaper was published principally to advance the fortune of the Whig party and carried little local news. It, however, shows much encouragement for education.

Hiner, Lewis, The Republican: This daily newspaper is the successor to the Whig, the True Republican and the Tuesday and Friday Republican. Today it is the principal newspaper of the county.


BIBLIOGRAPHY (CONTINUED)

The work of the Christian Church with Fairview Academy led to the formation of the school in Indianapolis.

This is one of the many atlases designed to sell to those whose biographies were contained therein. The school history in it came from the State Superintendent's office.

Johnson, George L. and Campbell, George W., Commercial History of Rushville and Rush County, Louisville: Brewer Printing House, (1899).
The manufacturing, professional and commercial interests and resources of the county in general are discussed. It has little other than incidental school notes.

McMahan, S. W. and Campbell, George W., The Graphic.
This newspaper was started in 1882, and contained items of school interest. This paper was later merged with the Daily Star to become The Democrat.

Minutes of Rush County Teachers' Institute, (beginning August 15, 1887 and continued until 1892).
This is written up as an actual record of proceedings. Some pages have been torn out for use elsewhere.

Mock, Albert, "State Road Marker Directs Tourists, etc."
This is the eleventh of a series of articles presenting institutions and movements important in the educational development of Indiana and which applies specifically to Fairview Academy.

Mrs. Morris is regarded as a reliable authority on first hand information on Ripley Township.

Record of the Business of the Board of Trustees for the Richland Academy, (February 28, 1855 to January 16, 1886).
BIBLIOGRAPHY (CONTINUED)

This is a complete record of the action of the trustees and consequently a complete history of the school from beginning to its close.

Record of Teachers' Examinations for County Common School License, (January, 1908 to August, 1916).
This is a record of success or failure in the grades of teachers' examinations and the record of licenses when granted.

This history edited by Brant and Fuller was composed of chapters written by those county individuals most familiar with that subject.
APPENDIX
1930 Census given under Township names. "*12" means 12 year school with "CONTINUOUS COMMISSION", while "#" means CONDITIONAL COMMISSION. 1937 enrollment.
Township Schools to Graduate 124 Pupils

Arlington.--Commencement, April 16, at Arlington Christian Church with W. G. Spencer, president of Franklin College, as speaker.


Mays.--Commencement, April 17, in Mays gymnasium with Dr. Robert Hall, a chaplain at Indiana State Prison, as speaker.

Graduates--Margaret Aikin, Bessie Bell, Howard Coffman, Helen Cranley, Elsie Goodwin, Juanita Johnson, Marjorie Linville, Walter Love, Ruthelaine Merritt, Ethel Messick, Mildred Mozingo, Bryon Oldham, Paul Parrish, Betty Mae Rees, Marijo Tumilty, Catherine Stevens.

Raleigh.--Commencement, April 18, in Raleigh gymnasium with Professor Robert Horn of Purdue as speaker.


Manilla.--Commencement, April 24, at Manilla high school auditorium with Albert Stump, Indianapolis attorney, as speaker.


Carthage.--Commencement, April 24, at Carthage high school auditorium with W. F. Loper, Shelbyville city school superintendent, as speaker.

Milroy.--Commencement, April 25, at Milroy high school auditorium with Rev. K. E. Thorne, pastor of Greensburg Christian Church, as speaker.


New Salem.--Commencement, April 25, in the New Salem gymnasium with Superintendent W. F. Loper of Shelbyville as speaker.

Graduates--Harry Bever, Gene Cherry, June Dolan, Harriett Foster, Paul Griner, Emma Jean Hall, Max Hunsinger, Dorothy Hammons, Georgia Kerr, Nancy Kerr, Helen Logan, Virginia Mauzy, Wilma Miller, Amelia Mohler, Virginia Mohler, Howard Pike, Cecil Shewmaker, Marvin Vannatta, Grace Vogel, John K. Wilkinson.

Rushville.--Commencement, May 21, in Memorial gymnasium with Dr. Harold Cook Phillips of Cleveland as speaker.

Graduates--Mable Alter, Norma Lee Bair, Ralph Ball, Robert V. Barnett, Jr., Nila Bates, Ann Benedict, Phyllis Brown, Robert Bryant, Gene Byrne, Alberta Cameron, Mariam Casey, Carl Clark, Charles Clevenger, Jeannette Cummins, Wayne Dearinger, Lester Dickson, John Downey, Dorris Dudgeon, Lloyd Ellison, William Ellison, Ruth Margaret Euler, Lewis Ewbank, Robert Fortney, Robert Fritts, Martha Lee Gohring, Barbara Guilde, Keith Hardwick, Emily Harton, William Hartzler, George Heck, Billy Hittle, Dorothy Hitch, Richard Hogsett, Janice Honley, Norma Huffman, Gladys Israel, Milton Jackson, Bonnie Johnson, Clarence Karstens, Eloise Kennedy, Leona King, Ellen Lewark, Wallace Lushell, Alice Markley, Thomas Marshall, John

Rush County School Directory
1940-41

Charles M. DeMunbrun, Co. Supt., Rushville

Anderson Township.--Urso McCorkle, Trustee, Milroy Milroy--(6-6), (1-6), (7-8), 269 pupils.


Center Township.--Dr. D. C. Hancock, Trustee, Mays.

Center Township--(P. O. Mays). (6-6), (1-6), (7-8), (9-12), 197 pupils.


1Indiana School Directory, 1940-41, by Floyd I. McMurray, State Superintendent of Public Instruction.

Morton Memorial School--(Indiana Soldiers' and Sailors' Children's Home, P. O. Knightstown) (1-8), (9-12), 623 pupils.


Jackson Township.--L. B. Newhouse, Trustee, Rushville.

Jackson Twp--1-8, 83 pupils.

Prin. Mary W. Myers, 3-4; David Shipley, 7-8; Helen Bowen, 5-6; Jean Alexander, 1-2.

Noble Township.--Will McKee, Trustee, Glenwood.

New Salem--(6-6), (1-6), (7-8), (9-12), 234 pupils.


Orange Township.--Lewis Ross, Trustee, Rushville.

Moscow School--1-8, 89 pupils.
Prin. Frank Hill, 7-8; Norma Mount, 5-6; Mary Wisman, 3-4; Helen Copple, 1-2.

Posey Township.--Clarence Northam, Trustee, Arlington.

Arlington--(6-6), (1-6), (7-8), (9-12), 213 pupils.


Richland Township.--George Keisling, Trustee, Rushville.

Richland Twp.--1-8, 72 pupils.

Prin. Elmer Linville, 7-8; Dorotha Mauzy, 5-6; Olive Jones, 3-4; Lena Ford, 1-2.

Ripley Township.--Mrs. Mattie B. Publow, Trustee, Carthage.

Carthage--(6-6), (1-6), (7-8), (9-12), 328 pupils.


Rushville Township.--William Winship, Trustee, Rushville.

Webb--1-8, 164 pupils.

Prin. Bernard Hurst, Math., Sci.; Claude Smith, Soc. St., Eng.; Bertha Conover, 6; Grace Banta, 4-5; Eleanor Sedam, 2-3; Mary C. Marshall, 1.

RUSHVILLE CITY SCHOOLS.--School Board: Lucile Frazee, Pres.; George N. Wiltse, Secy.; Isom Stevens, Treas. Term 9 months.

Supt. L. A. Lockwood, Mildred Stewart, Clerk; Donald E. Myers, Mu. Supv.; Donalda Smith, Art Supv.; Celia Anita
Smith, Nurse; Margery Anderson, Attend, Officer.

Rushville High School--(6-6), (7-8), (9-12), 622 pupils.


Bell Gregg School--1-6, 184 pupils.

Prin. Kenneth L. Fields, 6; Grace Dugle, 5; Helen Graf, 4; Helen M. Phares, 3; Nelle Trobaugh, 2; Ruth Mauzy, 1; Lois Ford, Kdg.

Graham Annex School--1-6, 206 pupils.

Prin. Myrtle Standiford, 6; L. Ivan Dillon, 5; Wilma Slonaker, 4; Marian Hinchman, 3; Laura Dell Gise, 2; Mary Allhands, 1.

Havens School--1-6, 177 pupils.

Prin. Omer E. Warneke, 6; Helena Dunn, 5; Anna Geraghty, 4; Helene Pierson, 3; Maye Meredith, 2; Wanda Hitch, 1.

Union Township.--Russell Ruff, Trustee, Glenwood.

Gings--1-8, 60 pupils.

Prin. Seward Gwaltney, 7-8; Edward Bingaman, 5-6; Florence Rees, 3-4; Grace Douglas, 1-2; Ben Niles, Mu.

Glenwood--1-8, 72 pupils.

Prin. F. E. Hinchman, 7-8; Kenneth Earnest, 5-6; Marie Sefton, 3-4; Jane Martin, 1-2; Ben Niles, Mu.

Walker Township.--Dr. H. R. Brown, Trustee, Manilla.
Homer—(Discontinued in 1940)

Manilla—(6-6), (1-6), (7-8), (9-12), 229 pupils.


Washington Township—Carl Ging, Trustee, Falmouth.

Raleigh—(P. O. R.F.D. 1, Rushville). (1-6), (7-8), (9-12), 154 pupils.


"Schools and Teachers of Rush County, (1896).—There are ninety-five school houses in Rush County, employing 135 teachers, with 5,618 pupils. The school terms lasting from six to seven and one-half months. The money collected for school purposes amounts to $112,010.36. The following is a list of the teachers for a year:


Center Township.—District No. 1, Josey Clawson. 2, Elbert Atkins. 4, Alfred Hall. 5, Cora Rhodes. 6, Ed. P. Hufferd, Principal; James Souther, Assistant. 7, Della Randall. 8, Cora Cook. 9, John Gilson.

Ripley Township.—District No. 1, Mrs. Adda Call. 2, Louisa Watkins. 3, Anna C. White. 4, J. M. Binford,
Principal; Hattie Sparks, Assistant. 7, Olive R. White,
8, Francis Ruby.

Posey Township.--District No. 1, Susie Clark.
2, Milton Benjamin. 3, James Arnold. 4, Eugene Macy.
5, G. N. Logan, Principal; Rebecca Dora, Emma Benjamin
and Nelle Cassady. 7, Lee Macy. 8, Florence Lee.
9, E. B. Collins.

Jackson Township.--District No. 1, James E. Laughlin.
2, Charles Thompson. 3, Julius E. Bell. 4, Mrs. Marcia
O'Neal. 5, Bertha Bunker. 6, G. P. McCarty.

Union Township.--District No. 3, J. W. Rhodes, Prin-
cipal; Lida McMillan and Hortense Craig. 4, Addie Gray.
5, A. M. Taylor, Principal; Effie Coleman and Olive Ochil-
tree. 6, J. R. Hargitt. 7, Thomas Coleman. 8, Walter
Carson.

Noble Township.--District No. 1, Will E. Logan. 2,
Mrs. Emma Norris. 3, Owen E. Long. 4, A. E. Smiley, Prin-
cipal; Lucy Guffin and Mrs. May Wellman. 6, Maude Downey.
7, Clara Clawson.

Rushville Township.--District No. 1, Dora Ellison.
2, Mary Madden. 3, D. O. Louden. 5, Minnie Murphy. 5,
Bessie Guild. 6, John F. Peck. 7, Pearl Meredith.
8, Kate Walton. 9, John Hurst. 10, T. M. Greenlee.
11, Edgar VanHooft.

Walker Township.--District No. 1, Arlie T. Lewark.
2, John Mapes. 3, E. E. Worth. 4, Ed. V. Lewark, Prin-
cipal; L. B. Mather and Anna V. Burch. 5, Lizzie Craig.
6, I. B. Gruell. 7, Edgar Stires. 8, Samuel Craig.
Principal; Eva Hinchman, Primary.

Orange Township.--District No. 1, Solon Tevis. 2,
George Hardesty. 3, Pearl Brookbank. 4, Linnie Wagoner.
5, W. E. Major, Principal; Jessie Webster. 6, Nettie
Honey. 7, Clarence Tevis. 8, Nathan Farlow.

Anderson Township.--District No. 1, Elizabeth Booth.
3, Will L. Newbold. 4, J. L. Shauck, Principal; Thomas
Nadal, Zella White, Laura Boiling, Leetha Conn and Della
McKee. 6, Ed. F. Williams. 7, Dora Jackman. 8, Will M.
Bosley.

Richland Township.--District No. 1, Anna Moore.
"At the County Institute of 1894, a committee was appointed by the County Superintendent, consisting of the graded school principals to prepare a Graded School Course of Study, which is now taught in each township in Rush County, with one exception, or arrangements are made where the pupils of a township which has no graded school of its own, may enter the graded school of some adjoining township. This arrangement places Rush County in the front rank for Common and High School advantages, employing only teachers of known ability."²

THE RUSHVILLE PUBLIC SCHOOLS (1896)

A List of the Officers, Teachers and Graduates

In the preparation of this list, the occupation, present or past, and the residence are given. These are correct as far as it has been possible to find out. There may be some inaccuracies, which will be corrected if the information is sent to the Superintendent of our schools.

The names of the class of 1872-3 could not be ascertained. If any pupils completed the course at that time, there is no record of it. In fact, there is no record of any graduation prior to the school year of 1877-8. There was no graduation in 1884-5, owing to the fact that at that time

²I. O. Harrison, County Superintendent, gave this record which was taken from the Rush County Historical Souvenir, published by the Presbyterian Church. Printed in the Jacksonian newspaper office, Rushville, Indiana (1896).
the High School course was extended one year. The class of 1873-4 was the first to have regular commencement exercises, since which time, graduating exercises have been held by each outgoing class.

A review of this list will show that in no sense have the graduates of the public schools, of Rushville at least, become idlers and criminals; but, upon the contrary, these graduates are active, honorable citizens of the community in which they live.

The schools were organized in October, 1869.

Respectfully,
Samuel Abercrombie, Supt. 3


TEACHERS

Miss M. L. Thompson
Fannie Fisher
Lou Miller
Marian Stitt
Emma Williams
Miss Ryan
Alice Myers
Nannie Johnson
Josie Hackleman
Mrs. Margery Rankin

Dora Siders
Mary Henley
Alma Odear
Mary D. Reid
Belle Kerr
Belle Gregg
Ellen Madden
Charles Parsons
Laura Test
W. H. Masters

3Samuel Abercrombie, Rushville Supt. of Schools, made up this record, which was printed in the Rushville Republican of May 5, 1896.
Mrs. R. A. Moffitt
Maggie Adams
Ida Whitsett
Annie Caldwell
Mary E. Stewart
Ruby Sexton
Belle Simmons
Annie Graham
Dora Osborne
Miss E. H. Brewer
Agnes Carleton
Miss Hoyt
Clara Peck
Anna M. Tilson
Ella Power
Josie Kelso
R. N. John
Belle Morrison
Celia Hunt
Kate Clement
Mary Lucas
Ella Stewart
Samuel Abercrombie
Etta Graham
May Mackleman
Minnie Walton
Laura Henley
Mary E. Foulke
Laura Moore
Laura Freal

Kate Shannon
Lizzie Keck
Maggie Porch
Gussie Iles
Minnie Beale
Maggie Guffin
Maggie Cassady
Pet Meredith
Gertrude Cox
Lena Clifford
Mary Breckinridge
Anna Collins
Daisy Brown
Anna Fisher
Roberta Harris
Clara Beale
A. F. Stewart
Luella Moore
May Meredith
Maggie Fleethart
Celia Campbell
Effie Coleman
Cora Vance
Fanie Moffet
Anna Gould
Helen Finkbine
Maggie Shawhan
W. C. Barnhart
Anna Ging
Anna Schmid

CLASS OF 1870-1

F. B. Pugh, manufacturer, Indianapolis
Robert Cox, druggist, Rushville
*Marshall Kiplinger, lawyer

CLASS OF 1871-2

Charles H. Parsons, physician, Rushville
Marshall E. Newhouse, farmer, Kingston
Virgil W. Tevis, minister, Connersville
E. H. Mauzy, grain dealer, Toledo, Ohio

* Deceased by 1896.
*N. B. Flinn, freight agent
John F. Scanlan, grocer, Rushville
Sue Sneed (Megee), Rushville

CLASS OF 1873-4

Anna J. Graham (Eng.) teacher, Columbus
Sallie Sexton (Parsons), Rushville
Mabel Eddy, teacher, Cleveland, O.
*Mary Lucas, teacher
Anna Cotton, Columbus
*Carrie Parsons
Josephine Hackleman (Conner), teacher, Rushville
George A. Wirt, farmer, Kingston

CLASS OF 1874-5

Minnie Walton (Abercrombie), teacher, Rushville
Laura Retherford (Keisling), Anderson

CLASS OF 1875-6

Jesse Kiplinger, farmer, Rushville
*Henry Blair, teacher
Samuel Abercrombie, Supt. of Schools, Rushville
Hannah Cullen (Sexton), Rushville
Cannie Green (Hess), Milroy
Fannie Hackleman (Ayers), Rushville
J. C. Sexton, physician, Rushville
E. D. Retherford, farmer, Gwynneville
Dora Osborne (Bodine), teacher, Rushville

CLASS OF 1876-7

Leroy Churchill, grain dealer, Toledo, O.
William O. Guffin, teacher
Ida Boys (Brown), teacher, Milroy

CLASS OF 1877-8

F. G. Hackleman, physician, Rushville
Clarence E. Sargent, photographer, Camden, O.
John H. Frazee, farmer, Rushville
Milton F. Parsons, furniture dealer, Greensburg

*Deceased by 1896.
Bessie M. Thompson (Robertson), teacher, Indianapolis
Gertrude L. Loveless, Indianapolis
Mary E. Graham (Ditmars), teacher, Franklin
Katie E. Clement (Megee), teacher, Basic City, Va.
Maude Sherman, Kokomo
Sarah E. Hackleman, Rushville
Bertha A. Havens (Frazee), Rushville
Kate Richmond (Jones), milliner, Rushville

CLASS OF 1878-9

Cora E. Smith (Wilk), Nashville, Tenn.
Anna C. Boys (Smith), teacher, Milroy
Mary H. Spacy, Kokomo
Amy L. Pugh (Danser), Camden, Ohio
Willona Stockham (Parsons), Omaha, Neb.
Jesse Maury (Darst), Chicago, Ill.
Mannie Graham (Banta), Philadelphia, Pa.
*Dora O. Siders (McMichael), teacher
Clara D. East (Hiner), Rushville
Eva Belle Gregg, Prin. of Ward School, Rushville
*Franklin P. Kennedy, law student
George E. Muire, clerk, Rushville

CLASS OF 1879-80

Lizzie V. Hilligos (King), Rushville
Mary D. Moffitt, Rushville
Thomas W. Langston, postal clerk, Indianapolis
Dora C. Crawford (Wright)
Jennie Morgan (Rightly), Kansas
Larry B. Harris, lumberman, Rushville

CLASS OF 1880-1

Josie Watson, Indianapolis
Minnie R. Graham (Ditmars), Franklin
Orietta Frazee (Wilson), Rushville
*Electa F. Fouch
Anna D. Posey (Denning), Rushville
Mary E. Morgan (Fitman), Shadron, Neb.
Lida E. Gilbert, elocutionist, Irvington
Lewis J. Keck, salesman, Indianapolis
Philip S. Fitzgerald, civil engineer, Louisiana
Edward D. Moffett, physician, Indianapolis
John M. Pugh, grocer, Kansas

*Deceased by 1896
CLASS OF 1881-2

Alva S. Woodcock, salesman, Chicago, Ill.
Carlton R. Martin, journalist, Rushville
John T. Green, physician, Shelbyville
Charles D. Monjar, grocer, Rushville
Lewis D. Woodcock, publisher, Colfax
William H. Moffett, machinist, Rushville
Edwin B. Poundstone, manufacturer, Rushville
Elinore L. Madden, teacher, Rushville
Mary D. Kelly (Retherford), Rushville
Ida M. Moffett, music teacher, Rushville
Anna E. Green (Griffin), Rushville
Elnora A. Griffin (Aultman), Rushville
Alma M. Griffin (Dibble), London, Ky.

CLASS OF 1882-3

Emma Buell (Sexton), Rushville
Charles Mock, civil engineer, Chicago
James S. Boys, civil engineer
Edward Lewark, Prin. of Schools, Manilla
Margaret E. Fitzgerald (Hackleman)
Mary E. Madden, teacher, Rushville
Roberta Harris, teacher, Rushville
Abbie E. Smith, Ohio
Margaret Cassady, teacher, Rushville
Anna M. Green (Finney), Rushville

CLASS OF 1883-4

Amanda Prine, New Salem
Etta Wilson, Rushville
Frank E. Buell, farmer, Rushville
Inez Glore, Rushville
Jennie Beale (Cowling), Rushville
Catherine Fitzgerald, Chicago, Ill.
*Elizabeth Keck, teacher
Elizabeth Guire, (Snyder), Rushville
Maggie Mozingo (Gilliam), Indianapolis

CLASS OF 1885-6

Emma Windeler (Martin), Noblesville
Ruby Gregg, Chicago, Ill.

*Deceased before 1896
Nellie Ridenabaugh (McVay), Rushville
Emma Michael, bookkeeper, Rushville
William Dill, civil engineer, Chicago

CLASS OF 1886-7

Eva Hall, Sidney, Ohio
George A. Caldwell, civil engineer, Muncie
Ora Trusler, clerk, Rushville
Frances Fitzgerald, teacher, Chicago
Anna Bohannon, deputy auditor, Rushville
Edwin H. Carr, minister, New Paltz, N. Y.
Minnie Murphy, teacher, Rushville
Ruena Poe, milliner, Rushville
Nellie Gantner, bookkeeper, Rushville
Anna Mullin, Rushville
Minnie Beale, teacher, Rushville
Maggie Morgan, teacher, Pueblo, Col.
Fannie Gowdy, Rushville

CLASS OF 1887-8

Anna Moster, stenographer, Chicago
*Lena Beale
Pink T. Cassady, salesman, Rushville
Capitola Guffin, Rushville
Mary J. Miller, teacher, Rushville
Marie Mullin (McIntosh), Brownsville
Eula Raleigh (Lakin), Rushville
Eldon VanWinkle, minister, Carthage, O.
Myrta Havens, stenographer, Rushville

CLASS OF 1888-9

Arlie T. Lewark, teacher, Rushville
Hypatia Hackleman (Greenlee), Rushville
Delphina Ochiltree (Dunn), Andersonville
Ned Abercrombie, deputy prosecutor, Rushville
Cora Vance, teacher, Rushville
Lowell M. Spurrier, jeweler, Rushville
Entie Norris (Parrish), Elwood
Grace Whitlock (Conroy), Kokomo
Florence Windeler (Bergen), Franklin

*Deceased by 1896
CLASS OF 1889-90

Ora Murray, Olathe, Kansas
Maggie Fleebarth, teacher, Rushville
Lena Clifford (Cassady), teacher, Rushville

CLASS OF 1890-1

Daisy Simms, Y. W. C. A. lecturer, Rushville
Pearl Meredith, teacher, Rushville
Walter Havens, pharmacist, Rushville
William Butler, journalist, Muncie

CLASS OF 1891-2

Grace Betker, clerk, Indianapolis
Ethel Bebout, teacher, Rushville
May French, student, Monmouth, Ill.
Fannie Wolfe (Maupin), Rushville
Nina Conde, bookkeeper, Rushville
Nellie Geraghty, Rushville
Kate Madden, stenographer, Riverside, Ohio
Minnie Guffin (Storey), music teacher, Rushville
William Johnson, horseman, Louisville, Ky.
Leonidas Hinchman, pharmacist, Indianapolis
William Coleman, student, Bloomington

CLASS OF 1892-3

Charles Brown, clerk, Indianapolis
John Moore, clerk, Rushville
Jennie Wallace, bookkeeper, Rushville
Maggie Shawhan, teacher, Rushville
Bernice Webb (Jackson), Wabash
Edna McDaniel (Riggs), teacher, Rushville
Winnie Muire, student, Terre Haute
Ferd Retherford, farmer, Rushville
Jessie Spann, teacher, Knightstown
Anna Geraghty, Rushville
Nora Alexander, student, Bloomington

CLASS OF 1893-4

William Caldwell, student, Lafayette
Theodore Heeb, bookkeeper, Rushville
Leona Hinchman, Rushville
Mary Jackson, Rushville
Harry Lakin, clerk, Rushville
CLASS OF 1894-5 (Mid-Year)

Grace Buell, Rushville
Clara Caldwell, clerk, Rushville
Ione Churchill, student, Oxford, O.
Bessie Guild, teacher, Rushville
Gestus Lewark, farmer, Rushville
Ethel Megee, student, Bowling Green, Ky.
Walter Smith, student, Bloomington
Warder Wyatt, furniture dealer, Rushville
Della Young, student, Oxford, O.

CLASS OF 1894-5 (June)

Mabel Bonnell, Rushville
Alice Caldwell, Rushville
Herman Jones, farmer, Rushville
Will Leming, dental student, Cincinnati, O.
Mary Link, student, Staunton, Va.
Alma Mauzy, clerk, Rushville
Josephine Megee, Rushville
Blanche Riggs, student, Bowling Green, Ky.
Helen Shawhan, Rushville

CLASS OF 1896

Clara Esther Bohannon
Josephine A. Clifford
Eleanor L. Geraghty
K. Clover Havens
Margaret E. Hiner
Bridgetta Agnes Kelley
Jane Gertrude Madden
Anna Mauzy
Grace Harriet Nixon
Ida Mariam Spurrier
Leonidas L. Kennedy
Ernest Matlock
(This certification-sheet is to be bound with the thesis. The major professor should have it filled out at the oral examination.)

Name of candidate:

Carl Alfred Carmack

Oral examination:

Date May 8, 1942

Committee:

Albert Mose, Chairman

H. M. Whisen

Thesis title:


Thesis approved in final form:

Date May 1, 1942

Major Professor Albert Mose

(Please return this certification-sheet, along with two copies of the thesis and the candidate's record, to the Graduate Office, Room 105, Jordan Hall. The third copy of the thesis should be returned to the candidate immediately after the oral examination.)