



PROGRESS
OF
EDUCATION
IN
BENTON
COUNTY.





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Book B4M2-

PROGRESS
OF
EDUCATION
IN
BENTON
COUNTY
INDIANA

With—

An Explanation of the Indiana
School System and the Duties of
School Officers, Patrons and Pupils

By

Lawrence
L. A. McKNIGHT

County Superintendent of Schools

Published by Order of the
County Board of Education
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INDEX



	Page
Chapter I. In the Beginning	11
Chapter II. County History	21
Chapter III. Township Histories	58
Chapter IV. Town Histories	128
Chapter V. Our Educational System and its Founda- tion	167
Chapter VI. Trustees and School Boards	173
Chapter VII. The County Superintendent and County Board of Education	180
Chapter VIII. The State Superintendent and State Board of Education	185
Chapter IX. The Truant Officer	190
Chapter X. The Teacher, Superintendent and Prin- cipal	193
Chapter XI. The Patron	199
Chapter XII. The Pupil	203
Chapter XIII. Common School Graduates	213
Chapter XIV. High School Graduates	226

INTRODUCTION AND ACKNOWLEDGMENTS

The law requires the county superintendent to carry out the instructions of the County Board of Education. More than two years ago John V. Bartoo, then trustee of Gilboa township, suggested that it would be a good idea to publish a manual of general information concerning public schools and school laws. The suggestion met with the approval of the other members of the board, and after some discussion the superintendent was requested to prepare an outline of such matter in reference to schools as he thought would be of general use. Soon after this the work of supervising the preparation of an exhibit for the St. Louis Industrial Exposition was placed upon him by a vote of the Teachers' Association and the direction of the Board of Education, and this additional labor prevented him from doing any immediate work on the proposed manual. While engaged in the preparation of the exhibit the superintendent was impressed with the great lack of information about the origin of education in Benton county. When the County Board of Education met in May, 1904, he presented this thought to its members. They were so impressed with it that he was requested to proceed with the collection of information and to secure estimates of the cost of twenty-five hundred paper bound books of about one hundred pages each, to be devoted to general and historic information on school matters. The estimates were obtained, and these, with a general outline of the work, were submitted at a meeting of the County Board of Education held on October 21, 1904. An appropriation was made and the superintendent was directed to prepare the work outlined as soon as it was possible to make it complete and reliable. Within three months the chapters on the duties of the various members of our school system were written. During all of this

time incomplete historical information was being collected from many sources, and it was discovered that more time would be needed to make a reliable sketch of education in Benton county. It was also discovered that the space first estimated as needed in the book would fall far short of the requirements of the work. This matter was placed before the present County Board of Education on May 1, 1905, and the superintendent was authorized to add some much needed space. To obtain the information contained within this little volume many interviews have been necessary, more than one hundred letters have been written, and three hundred pages of law, six hundred pages of history, and more than four thousand pages of records have been carefully searched.

The superintendent wishes to make public acknowledgments to all who have given him any assistance in this work. It would take a small book to give all their names, but special acknowledgments are due to all of the present members of the County Board of Education and to all of the ex-members for the last eight years. Others who have been especially helpful are F. M. Maddox, George Jennings, Stacy Scott, Mrs. Lizzie Matchett, Mrs. R. P. Chenoweth, James Swan, Henry Rommel, William Hubbard, Lewis Jones, John M. Stanley, W. H. McKnight, W. R. Harkrider, Scott Shipman, Carver Stanfield, Philip Fisher, W. I. McCullough, Daniel Fraser, Mrs. Louis Donovan, James Dunn, D. McArthur Williams, Frederick Sheetz, Mrs. Nancy Hawkins, Lemuel Stevenson, Thomas Timmons, Mrs. Jacob Yaste, Joseph Dehner, John Swan, Ephraim Sayers, Joseph Perkins, Thomas Fleming, Mrs. Maude Seward, Alexander Caldwell, Ella Perkins, George A. Gaylord, W. Lee Bartlett, John Spies, A. R. Gilger, Mrs. J. S. VanAtta, Mrs. Lee Dinwiddie, Mr. and Mrs. Charles Snyder, Charles Van Auker, Mrs. Ella Porttens, James Payne, Theodore M. Fowler, William Snyder, Mrs. Martha Jones, Perry Stembel, Mr. and Mrs. Jasper N. McConnell, Baldwin McConnell, W. J. McConnell, Isaac Lewis, Mrs. Nora Johnson, Miss Mary Pelton, Jesse Birch, Leroy Templeton, B. F. Johnson, Mrs. H. M. Wilmoth and M. F. Orear. Robert Swan and George H. Gray were especially helpful by giving time and free access to books, and Auditor Lemuel Shipman, Surveyor C. B. Whicker, Recorder Ray Gillespie, and Clerk James R. Turner all extended many

courtesies. James McAdam donated a number of the photographs used for illustrations. State Superintendent Cotton and his assistant, Lawrence McTurnan, have kindly furnished all information asked for and taken quite an interest in the work.

The individual action of trustees, advisory boards and school boards asking that the binding of the book be changed from paper to cloth is a compliment for which the superintendent feels very grateful. If the book proves useful to them and to the patrons, teachers, pupils and friends of the schools of Benton county he will feel many times repaid for the labor it has cost him. It seems proper to add that though a vast amount of historical information has been collected, only such parts of it as were of special interest in school work could be inserted in this volume, and much of that had to be omitted.

Fowler, Ind., March 12, 1906.

L. A. McKNIGHT.



THE FIRST HOUSE IN BENTON COUNTY AS IT APPEARED IN 1905, BUILT IN 1831

CHAPTER 1.

IN THE BEGINNING.

It was one hundred years after the winter that LaSalle first explored northern Indiana, seventy-seven years after his French countrymen settled at Vincennes, and fifteen years after France had surrendered this settlement to England, when, at 10 o'clock the morning of February 25, 1779, Colonel George Rogers Clark received from Lieutenant Governor Hamilton, the English commander at Vincennes, the surrender which gave Virginia control of the territory northwest of the Ohio river. Indiana was afterwards formed from this territory. On March 1, 1784, Thomas Jefferson, Samuel Hardy, Arthur Lee and James Monroe, acting for and in the name of Virginia, signed and sealed in the presence of Congress a deed conveying to the United States all of the territory conquered by Clark. In May, 1785, Congress provided for the survey of this vast territory, directing that it should be "marked off into squares of six miles each, called congressional *townships*, and these squares divided into smaller squares of one mile each, called sections, making thirty-six sections in each township." Beginning at the northeast corner of each township, the sections were to be numbered, counting westward and then eastward, and section sixteen in each township (near the middle) was to be reserved for the maintenance of *public schools*. Indiana fell heir to about five hundred and seventy-six thousand acres of the land so reserved, and the fund from it became the corner-stone of our great free school system. The noted ordinance which provided for the government of the Northwestern Territory, passed July 13, 1787, declared: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, *schools* and the means of education are to be forever encouraged."

On May 7, 1800, Congress passed a law providing for the organization of the Territory of Indiana with Vincennes as the capital. What is now the State then had a population of 2,514 white people, over half of them living in Vincennes. At the second session of the Legislature of the Territory of Indiana, on November 29, 1806, an act providing for the first *public school* in Indiana was passed. The reasons given for passing this act are interesting, and are as follows: "Whereas, the independence, happiness and energy of every republic depends (under the influence and destinies of heaven) upon the wisdom, virtue, talents and energy of its citizens and rulers; and whereas, science, literature and the liberal arts contribute in an eminent degree to improve those qualities and acquirements; and whereas, learning hath ever been found the ablest advocate of genuine liberty, the best supporter of rational religion and the source of the only solid and imperishable glory which nations can acquire.

"And forasmuch as literature and philosophy furnish the most useful and pleasing occupations, improving and varying the enjoyments of prosperity, affording relief under pressure of misfortune, and hope and consolation in the hour of death, and considering that in a commonwealth where the humblest citizens may be elevated to the highest public offices, and where the heaven-born prerogative of the right to elect and reject is retained and secured to the citizens; the knowledge which is requisite for a magistrate and elector should be widely diffused."

It was enacted "that a university to be known as the University of Vincennes" should be established as soon as possible. In 1804 Congress had donated to Indiana "an entire township of land for the use of a seminary of learning." To provide for the building and support of the university this township of land was conveyed to it, with the right to sell four thousand acres and to receive bequests. A provision was made for raising twenty thousand dollars by lottery. "The trustees of said university shall appoint five discreet persons to be managers of said lottery, and said managers shall have power to adopt such schemes as they may deem proper to sell tickets, superintend the drawing of the same and the payment of prizes," said this law. "The birth of this lottery," says a historian, "is not so much a cause of shame to our forefathers as it is to us that

we allowed it to live so long," for the sale of lottery tickets was not prohibited until 1883. A board of twenty-three trustees was appointed with Governor Harrison as president. Besides building and equipping the institution, the board was authorized to appoint a president to govern the university, and four professors "for the instruction of youth in Latin, French, Greek and English languages, mathematics, natural philosophy, logic, rhetoric and the law of nature and of nations." The university was opened in 1810, with Samuel Scott, formerly principal of a private school in Vincennes, as its first president. Private schools had been organized in a number of communities previous to this time. The earliest one of which we have any record was opened in 1793, in Vincennes, by Mr. Rivet, a well-educated Frenchman who had fled from his own country during the French Revolution. To the private schools the University of Vincennes looked for its students.

In 1810 a law directed the county courts to appoint one *trustee* of school lands for each congressional township, and provided for his leasing 160 acres of land to any one person. In this law we find the origin of the office of township trustee and the source from which came the first public money used in paying teachers of the free common schools of Indiana. On the admission of Indiana into the Union, on December 11, 1816, the State Constitution directed the General Assembly "to provide by law for the improvement of such lands as are, or hereafter may be, granted by the United States to the State for the use of schools, and to apply any funds which may be raised from such lands, or from any other quarter, to the accomplishment of the grand object to which they are or may be intended," and further made it the duty of the Assembly "to provide by law for a general system of education, ascending in regular gradation from the township schools to a State University, wherein tuition shall be gratis and equally open to all."

The first act of the General Assembly in reference to schools was passed December 24, 1816, and provided for the appointment of a school superintendent of each school section, whose duty it was to lease and provide for the improvement of the lands therein. This law further provided "that on the petition of twenty householders in any congressional township there should be an election of three township trustees for school purposes." Thus our civil township organization for school pur-

poses, the unit of the great school system of our State, and the important office of trustee of the civil township came into existence. The second step was taken in the organization in 1816, when the General Assembly passed a law directing the Governor to appoint for each county a seminary trustee who was to accumulate funds from exemptions and fines with which to build a county seminary for pupils that had completed the work in the township schools. In 1824 the third step was taken by the establishment of a State University at Bloomington to receive students from the county seminaries. No provisions whatever were made for either town or city schools. It would seem that the "general system of education, ascending in regular gradation from the township schools to a State University," as prescribed by the State Constitution, had now been successfully established, but such was not the case. The fathers of the Constitution had about all gone to their long homes before the system was worthy of little more than the name. At least three important things were lacking: The money with which to support the system, the public opinion necessary to sustain it and a recognized head to control all of its parts. It was like a great human body with little blood (money) and a weak nervous system (lack of unity in action of parts) to sustain it. But little money was derived from the public lands, the people were opposed to the State taxing them to support the schools, and many of them were opposed to any kind of public schools. For many years each district conducted its school affairs with little reference to the township trustee. There was no head to the educational affairs of the county, and no State supervision.

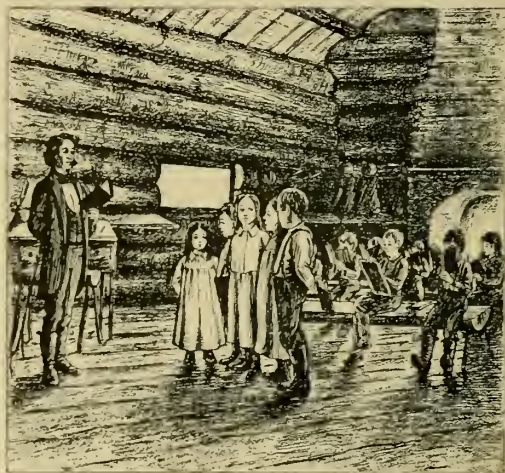
The law of 1824 gave township trustees charge of school funds and school lands, and clothed them with the power to divide their respective townships into districts and appoint sub-trustees in each district. It also authorized the examination of teachers by the trustees, "establishing the theory that some sort of a test is necessary for those desiring to teach in the public schools." The sub-trustees could call a meeting of the people of the district at any time, and were compelled to call meetings on petition of five householders. The sub-trustees were required to execute the orders passed at the district meetings. If an order was given to build a new schoolhouse, the law provided that "Each able-bodied male person of twenty-one

or upwards, being a freeholder or a householder residing in the school district, shall be liable equally to work one day in each week until such building may be completed, or pay the sum of thirty-seven and one-half cents for every day he may so fail to work, and provided, moreover, that the said trustees shall always be bound to receive at cash price, in lieu of any such labor or money as aforesaid, any plank, nails, glass or other materials which may be needed about such building." When a new house was completed, the township trustees inspected it. If they did not approve the work, the people of the district were called to continue to labor until the building was finished in a satisfactory manner. The law declared "That in all cases such schoolhouse shall be eight feet between the floors, and at least one foot from the surface of the ground to the first floor, and finished in a manner calculated to render comfortable 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 the children within the district without distinction." The houses were usually built of hewn logs, and had puncheon floors, large chimneys, and great wide fireplaces. Pieces of the logs were cut out for windows, which were sometimes of glass, but often were made of white paper greased so as to admit the light. The seats were made of puncheons with wooden pins for legs, and had no backs. Slanting wood pins were put into the walls, and on these were placed puncheons for shelves on which the pupils learned to write. Wooden pins on which the pupils hung their dinner baskets, made of willow or some kind of bark, were driven in the walls, and near the teacher's desk were placed two of these pins on which his whips were kept.

District meetings were held to decide whether a tax of any kind should be levied to hire a teacher. If any part of the tax was to be paid in money, it was collected by the township trustee, who had charge of schoolhouses, lands and funds, and the law authorized them to bring suits against delinquents that refused to pay the money tax levied by the people of a district. The people becoming dissatisfied with this law, the General Assembly, in 1831, passed a law that "no person shall be liable for tax who does not wish to participate in the benefits of the school fund." As a natural result of this law many people

withdrew their children from school to avoid paying any school tax. As Congress had granted the State the right to sell school lands a short time previous, the law of 1831 provided for the election of a county school commissioner to serve three years whose duty was to look after the funds of the townships in his county and assist in the sale of the public school lands.

In 1833 another law was passed which continued the county school commissioner and the three township trustees, and



A PIONEER SCHOOL.

provided for the *enumeration* of all children into three classes: Those under five years of age, those between five and fourteen years of age, and those between fourteen and twenty-one. This law provided for three sub-trustees in each district to be elected by the people, and placed the duty of examining teachers in the hands of the sub-trustees instead of in the hands of the township trustees as it had been for nine years. Teachers were required to take an examination "touching their quali-

fications, and particularly as respects their knowledge of the English language, writing and arithmetic." How well some sub-trustees examined teachers is illustrated by an experience of the late Barnabas C. Hobbs, State superintendent, 1868-1871, which the writer heard him relate some years ago. He said, "The only question asked me at my first examination of this kind was, 'What is the product of twenty-five cents multiplied by twenty-five cents?' We had only Pike's arithmetic, which gave us problems and the rules. How could I tell the product of twenty-five cents by twenty-five cents when such a problem could not be found in the book? My examiner thought it was six and one-fourth cents, but was not sure. I agreed with him, but this answer looked a little too small to both of us. We had discussed the question for more than an hour when he stopped me with the assurance that he felt certain any one who could discuss an important question like this so well was well qualified to teach school, and gave me a first-class certificate." While the writer was teaching his first school he belonged to a teachers' club, the president of which was sixty years old and had taught school for forty years. Among the many reminiscences of his early school days he narrated this one: "The first examination old Sam Snyder took was a rare one. Bob Cochran was one of the sub-trustees, and examined the teachers for his district. 'How are you in arithmetic?' asked Bob. 'That is my strong point,' said Sam. 'Our district will like you if it is,' replied Bob; 'and now, Sam, you may tell me what three dozen turkey eggs will cost if one dozen costs twelve and one-half cents?' Sam labored on this sum for quite a while, and then said, 'Bob, I can't get the answer because there's no *turkey rule in Pike's arithmetic*.' 'You're quite right,' said Bob; 'the reason I axed you the question was to see if you *had gone clean through Pike*'; and then he gave Sam a first-class certificate." Such examinations brought much discredit to the profession of teaching and led the better class of both teachers and patrons to demand a change. This came in 1838 in a law directing the Circuit Court to appoint three school examiners in each county, to serve for one year, and to examine all teachers desiring to teach in the public schools of the county.

This law led to a rapid improvement in teachers and would soon have resulted in more and better schools had it not been

for the people themselves. From the Eastern States had come many settlers who favored free schools, but insisted on each district remaining independent in school affairs. They looked with suspicion on any effort of the General Assembly to deprive them of the right to elect their district school officers, or deprive them of the right to levy as much or as little school tax upon themselves as they desired to levy. "That would be centralization," they argued; "and if we concede the State the authority to take these local rights from us, later, other rights will be taken from us and we will lose our liberty." From Virginia and other Southern States came many educated and cultured men who believed in *private* but not in public schools. There were no public schools in the South as in New England, and the proud Southerner argued: "We are not paupers that we should ask that our children be educated at the expense of the public. If we are to have public taxation to educate our children, why not have another tax to feed and clothe them?" It is to the credit of these men that many of them soon came to see the necessity of education for all, and to see that some were not able to provide the schools needed for their children. Pride gave way to benevolence, and many Southerners changed their ideas before the New Englanders were willing to yield the question of self-government in the district. But there was a third class of settlers who had votes but cared little for education of any kind. These were the poor whites from the South. A settler of this type usually possessed little enterprise of any kind. He was content to live in a leaky cabin that some one else had abandoned, left his corn and tobacco to grow as best they could, and was so much occupied with the pleasures of roaming about with a dog at his side and a gun on his shoulder that he had no time to be "botherin' about enny larnin'." Though ignorant, he often most loudly asserted himself, and once in a great while with good results. "Old Ben Cravens," who came from Kentucky and settled in a district in central Indiana in 1834, was a settler of this class. The sub-trustees called a meeting of the people of the district to consider the question of building a schoolhouse. Ben talked "agin it." The leader of the sub-trustees was a Kentuckian of the better class who had come to believe in public schools. Ben did not like him and had sworn to do everything that he could to embarrass and defeat his fellow Kentuckian. The meet-

ing was being held and the trustees had about given up all hopes of securing a majority in favor of building the school when "Old Ben" got up to speak. At the close of his speech he said defiantly: "I'm ferninst building a schoolhouse in this deestric and I'm ferninst anything that air trustee, Clint Sellers, wants done." Sellers sprang to his feet. "I want you to be against me," he cried; "I would rather build a schoolhouse and pay for it myself than have it built with your vote." "Yer mean yer don't want me to vote with yer," roared Ben. "I mean just that," replied Sellers, "and now the secretary will call the roll for the vote." "Yer can't cut me off that way," shouted Ben, "for 'by the eternal' if yer don't want my vote, yer *shall* have it." Ben seemed so wrought up that the secretary thought best not to call his name until all the rest had voted. There were twenty-nine voters present; twenty-eight names had been called and the vote was a tie when Ben's name was called in the midst of death-like silence. Slowly rising, he said boldly, "I've changed: I'm fer buildin' the schoolhouse." Years after in telling this incident a daughter of Ben's added, "That's the best thing pap ever did." But not many of his kind were like Ben Cravens, and many a boy and girl missed an education in the early days of Indiana because of the vote of one ignorant man in a district school meeting.

During all this time many faithful teachers were doing a noble work in both public and private schools and were inspiring whole communities with a profound desire for more knowledge. Thousands of boys were, like Abraham Lincoln, studying by the firelight and solving problems on the backs of great wooden fire shovels. Though many walked five or six miles each day, and sat from seven in the morning until five in the evening on rough, backless benches, they remained undaunted; and it is to them that we owe the great opportunities the boys and girls of today have to obtain a good education. Long days of association in the districts in the wilderness and the union of community sympathies in the county seminaries led the rising young men of the State to see the great need of unity in school affairs, and an opportunity to demand a better organization of the school system arose in the early forties.

The census of Indiana for 1840 showed one adult person in seven, about twenty thousand, could neither read nor write. This alarming condition awakened the friends of public educa-

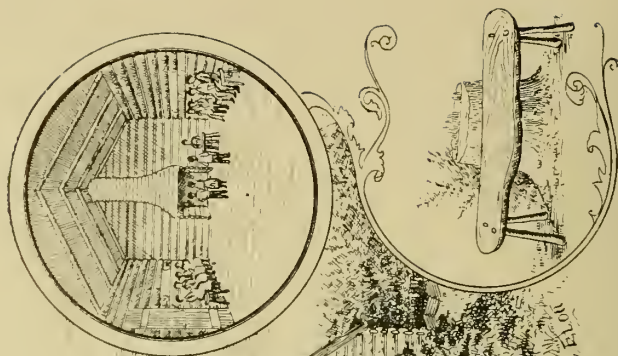
tion and the agitation for a better school system was begun. One of the first results of this agitation came in 1843 when a law was passed making the State Treasurer a superintendent of common schools, and instructing him to report to the General Assembly on the condition and amount of school funds, the condition of colleges, the condition of county seminaries, the condition of the common schools and the expenditure of school revenues; to suggest plans for the management of the school funds and the better organization of the common schools, and to make such other recommendations about school matters as he thought proper. On the appearance of the superintendent's first report an active agitation for better supervision and general taxation for the support of schools began. Many public meetings were held and the demands for a better school system became so urgent that in 1848 the General Assembly provided for an election at which the people of the entire State could vote on the questions of public taxation for the support of schools, an equal distribution of public funds in proportion to the school enumeration, and equal lengths of school terms in all of the districts in each township. At this election about sixty per cent. of the voters of the State voted for the propositions submitted, and forty per cent. voted against them. Notwithstanding this vote the General Assembly refused to pass a law providing for public taxation for school purposes, but passed a law recognizing the right of the people in any county to tax themselves for school purposes, if the majority of the voters of the county should vote for such taxation. The law of 1848 also made the township the unit for the distribution of school funds and made the length of the school term the same in all of the districts in a township. The law submitting the question of school taxation to the people in each county not proving satisfactory to the friends of education, they turned their attention toward securing desired concessions in the revision of the constitution by the constitutional convention which was to meet in Indianapolis on October 7, 1850. By their earnest labors they succeeded in placing in the new constitution an article which made ample provisions for the establishment of a general and uniform system of common schools. This constitution was submitted for adoption by the people on November 1, 1851. There were 109,319 votes for and 26,755 against it. The friends of education had triumphed; the sun of Indiana's great educational system had risen, never to set.

CHAPTER II.

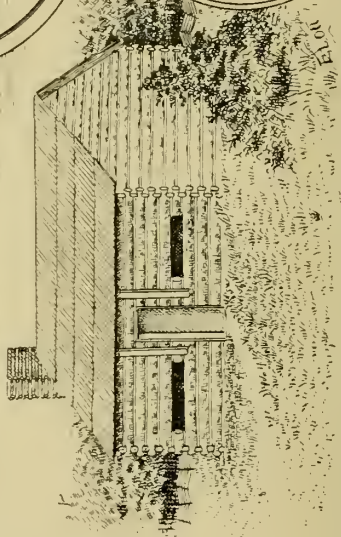
COUNTY HISTORY.

One winter morning early in 1840 Henry Robertson, then an active and intelligent young man of twenty-seven years, sprang into his saddle well equipped for a hundred-mile ride from his home in Parish Grove to Indiana's capital. His outfit for the journey was snugly packed in a pair of leather saddlebags, thrown across the back of his saddle, while safely stowed away in an inner pocket he carried an important petition to the Governor and General Assembly of the State, asking them to erect the territory therein described into a new county to be known as Benton. Indianapolis was reached in a few days and the petition presented to Governor David Wallace. "Young man," said the Governor, "you are entitled to success, and I will introduce you to some members of the Assembly." The petition was properly presented and a bill drawn up granting the request of the petitioners. This bill speedily passed both houses of the General Assembly and was signed by Governor Wallace on February 18, 1840. The final stroke of the State executive's pen completed the creation of Benton, the eighty-fifth county of Indiana, and a few days later Mr. Robertson returned, bringing with him the Governor's commission as organizing sheriff, which made him the first official of Benton county.

Col. Thomas Hart Benton was one of the most distinguished men of his time. He was born March 14, 1782, and died April 10, 1858. He was a poor man's son, born in North Carolina and left fatherless when but eight years old. Though the mother was left with several children and without means, she managed to send Thomas to a grammar school and later to a college. He was compelled to quit the latter and go with his mother into the then wild forests of Tennessee to secure a home



A PUNCHED SEAT



A CABIN SCHOOL IN 1849

and freedom from want. At his new home he worked at clearing the forests by day and, like the immortal Lincoln, studied by the firelight at night. He took up the study of law and in 1811 was admitted to the bar in Nashville. At the opening of the war of 1812 he entered the army and became an aid-de-camp to Gen. Andrew Jackson, receiving a commission as lieutenant colonel in the United States army. Resigning his commission at the close of the war, he moved to St. Louis, established the *Missouri Inquirer*, and was the first United States Senator elected from Missouri when that State entered the Union in 1821. He was opposed to the doctrine of State's rights and the extension of slavery. Because he was a strong advocate of only gold and silver as money he was called "Old Bullion." He fought the repeal of the Missouri Compromise and was opposed to the Kansas-Nebraska bill. In 1856 he supported James Buchanan for President against John C. Fremont, though the latter was the husband of Jessie Benton—the Colonel's favorite daughter.

Failing in his candidacy for a sixth term in the Senate, Colonel Benton was elected to the House of Representatives and served one term. He then retired to private life where he achieved a fame that will be as lasting as his influence on the affairs of the nation. At the age of seventy-two he became an author, completing seventeen large volumes of valuable historical works before his death four years later. His great intellect and wonderful energy were shown by his dictating the close of his last volume in a whisper just before he died.

During all of his life this wonderful man was noted for his total abstinence from the use of either liquor or tobacco in any form, and for his constant refusal to indulge in any form of gambling, giving as his reason that his mother had wished it so, and he had determined to comply with her wishes as long as he lived. His mother and his wife were Virginia women of fine families, the latter dying two years before his death. His children were four daughters, all of whom married, so his family surname died with him. Benton county was fortunate in receiving his great name, and his life should be an inspiration to every one seeking to achieve success in life and leave an honored name enrolled on the scroll of our county's history.

So far as known the Miami Indians were the first inhabitants of Benton county. Long years ago, in 1669, Father

Dablon, a French missionary, entered one of their villages in northern Indiana and visited the great chieftain of the tribe who told the Father that he had never before seen a white man. Father Dablon wrote of this chief that he was tall and of a remarkably fine appearance, "kind-hearted and gentlemanly in every way." Ten years later the great French explorer LaSalle appeared among the Miamis. He visited them again in May, 1681, and entered into a treaty with them in which they gave the French the right to explore and to live in what is now Benton county. In this treaty the Miami chiefs said they would give to the mighty chief across the sea (meaning the King of France) "the beaver and the lands of the Miamis, their bodies, their intellects and their hearts." For eighty-two years after this treaty French Kings claimed the land, and it seems probable that within that time some French traders and hunters visited the groves of Benton county. The territory now in the county was a part of New France until 1763, when, at the close of the French and Indian War, France ceded it to England and it became a part of the English Canadian possessions. On February 25, 1779, the English surrendered it to Colonel George Rogers Clark, a revolutionary officer employed and Commissioned by the Governor of Virginia, and it then became a part of Virginia. In 1784 Virginia ceded it to the United States Government. In 1787 all of what is now Indiana was embraced in the Northwest Territory. All of Benton county was embraced in the territory of Indiana as organized in 1800, and in the state as admitted to the Union in 1816.

Indian wars often caused entire tribes to change their location. As early as 1763 the Pottawatomies came into northern Indiana under their great chief Pontiac, and the northern part of Benton county became a part of their home and hunting grounds. These Indians fought with the English in the Revolutionary War and in the War of 1812. They ceded their claims in Indiana to the United States in 1815 and moved west of the Missonri river, but many years later some of them claimed lands that were purchased by Nelson Sumner in what is now York township. In 1867 fourteen hundred of the descendants of the red men who had dwelt in Benton county became citizens of the United States, and many of them have become wealthy and highly civilized.

The Kickapoos came into the eastern and southern parts

of the county about 1770. Many of them joined Colonel Clark and fought against the English in the Revolutionary War, but they allied themselves with the English in the War of 1812. The woods along the forks of the Pine were favorite hunting grounds of these Indians, and there is some evidence that one of their villages stood about one mile southwest of where the Oxford school now stands. Early settlers in this vicinity found pits that had been used by the Indians to store food, and many arrows and other implements used by them were picked up and carried away by curiosity hunters. If a village stood at the point indicated, it was probably destroyed by a detachment from Colonel Wilkinson's expedition against the Indians along the Wabash in 1791. Mr. Isaac Lewis states that in the thirties his father and oldest brother plowed up several pieces of English coin which he reasonably supposes were lost by troops that camped near the site of the village at the time of its destruction. Many Kickapoos were in the Battle of Tippecanoe, and there is a tradition that others of them were with Tecumseh on the way to join his brother when he learned that the latter had fought and lost the battle. An old Indian trail crossed the east fork of Pine about one-fourth of a mile south of the site of the Rodman school, and the legend is that Tecumseh and his men camped in Parish Grove the night the battle was fought and passed over the old trail the next morning. The Kickapoos began leaving their Pine Creek haunts as early as 1815, but some of them did not give up their lands until 1832, and the last of them lingered along the stream until 1836. The tribe divided as it moved westward, some members going to Mexico and others to the Indian Territory, where many of them now reside. Numerous interesting relics of the departed red men have been found in Benton county within the last few years. It is probable that the most notable of these is a perfect specimen of a stone tomahawk found in a gravel pit in Union township.

While perfecting the treaties which secured from the Kickapoos their last rights to the lands now in Benton county, the United States sent its forerunners of future homeseekers, the Government surveyors, into the territory. They came in May, 1831, and surveyed the lands in the county during that and the next two years. The surveying parties were all under the general direction of David Hillis, United States District

Surveyor. Each surveying party was accompanied by a covered wagon drawn by a team of oxen. The wagon contained a supply of flour or meal for bread, some salt, coffee, sugar, medicine; and often a stout oaken half-barrel containing whiskey to kill malaria and stimulate men who had to wade poisonous morasses and swamps during the day. Game was plentiful, so that a supply of meat was easily obtained, but the task of carrying the surveyor's chain through a wilderness of weeds and wild grass was far from a pleasant one. "I once saw one of these parties," said an old pioneer, "and it was the most forlorn lot I ever saw. It was in August and the oxen were being almost eaten alive by greenhead flies. The men were all worn out with wading swamps, weeds and grass, and were haggard and saffron-colored from malaria. They were in a bad humor and could see no reason why the Government should be wasting money surveying a wild 'lost land' that was too swampy to ever become any one's home." But they were mistaken. The Government placed the lands on sale early in the autumn of 1832, and within fifty years all of the "lost land" was ready to bear and "bloom like a garden of roses."

"Westward the star of empire takes its way." Years had passed since the Kickapoos had sung their last war song. For the last time they had joined in the great chase and many of them had departed toward the setting sun, when out of the East, like the wise men of old, came a traveler from afar to the shrine of his earthly hopes—a spot where he could build a home and feel that it was his own. He had been a wagoner among the hills of Maryland. From the interior for years he had hauled the products of farms and little country villages over mountain and stream to Baltimore. Fifteen years before he had married a sturdy mountain lass, and five children had come to their home. He had heard of the West, its wide expanse, its fertile plains, and its opportunities for homeseekers. One spring morning he hitched his sturdy team to his great wagon, loaded into the back of its capacious bed some food, his camping outfit and a few tools. He then placed his family comfortably under the great canvas wagon-cover and turned his team toward the West.

About a mile from where the Emerson bridge crosses the east fork of Pine Creek, the road turns directly south for a short distance and then turns squarely toward the east. Per-

haps a hundred yards north of this square turn Little Pine Creek crosses the road. Down the stream a short distance from the road, on the south side of the stream, is a beautiful open expanse in the woods—a little vista, carpeted with rich green grass—which appears to have been there for many years. It was on this beautiful woodland spot that Thomas Timmons, the Maryland wagoner, ended his long westward journey one day in the spring of 1831. Mr. Timmons found an ample supply of excellent water in the spring at the foot of the hill, and he at once proceeded to break up the open ground and plant vegetables and grain for future food. The primitive garden, the game killed in the woods and the fish caught in the larger stream nearby, supplied the family with food. Their neighbors were the Kickapoos remaining in nearby forests, and “the sounding aisles of the dim woods rang” with the gleeful shouts of children, red and white, as they chased the birds or hunted wild flowers together.

It was late in the summer before Mr. Timmons fully decided on the site of the home he was to build. The place chosen is about three-eighths of a mile east of what was his summer camping ground, and is probably the most elevated point on the banks of Little Pine. At the foot of this elevation was a fine spring of clear, pure water, and a short distance to the east the forest skirted the edge of a rich prairie which the pioneer knew would yield a generous response to the touch of his plow. The work of building the first permanent home in Benton county was begun in the early autumn of 1831 and completed during the winter following. The house was a two-room cabin, built of hewn logs with the chinks between them filled with small pieces of split wood covered with mortar made of clay. The roof was of rough clapboards split from logs with mallet and froe. The floor was of puncheons split from logs and hewn as smooth as possible. The fireplace and hearth were built of stone covered with clay mortar, and the chimney was built of small evenly-split sticks, filled in between and covered with this same mixture of sand and clay. The house was built fronting to the east. The chimney stood at the south end, and it and the front of the house have almost entirely disappeared in decay. The picture, “The first home in Benton county as it appeared in 1905,” shows the west side and south end of the house. The door shown is the one from which the path led to

the spring at the foot of the hill. Standing in this door one can look to the west and see the resting place of those whose feet so often trod that path, and whose hands patiently felled the oaks of the forest and built from them a home. The builders are gone, but many of the hewn oak logs are still in a fine state of preservation and show the careful strokes of the pioneer who was the first to establish in Benton county that greatest of all American institutions—an *independent home*.

Soon after Indiana was admitted to the Union Wabash county was made to include the territory now in Benton. In 1827 this territory became a part of Fountain county, but was soon afterwards added to Tippecanoe. In 1830 what is now the south tier of townships was added to Warren, the remainder being kept in Tippecanoe until February 1, 1834, when it became a part of White county. In January, 1835, all west of the line between ranges seven and eight became a part of Warren, but within the next three years all of the territory now in Benton county had become a part of Jasper.

"Hereafter all of that part of Jasper county, south of the line between townships 26 and 27 north, shall be and constitute an independent county, and shall be known and designated as the county of Benton," was the first mandate in the act creating Benton county, and, "The Board of Commissioners of said county shall meet at the house of Basil Justus, and shall, if necessary, hold two extra sessions for the purpose of transacting county business," was the next. The act further provided that "the Circuit court of said county shall meet at the house of Basil Justus in said county." The house which was thus chosen as the first county seat of Benton county was a comfortable cabin built by Mr. Justus in 1835, situated a little less than a half mile south and a little more than a half mile east of where the Oxford school building now stands. The location was well chosen. Within a circuit of four miles around the pioneer's cabin were perhaps a dozen other homes of first settlers. Six miles to the southwest was another pioneer settlement, ten miles northwest was the Parish Grove settlement, while ten miles to the northeast were the homes of Thomas Timmons and the other pioneers who had later settled along East Pine Creek.

Mr. Robertson's duties as organizing sheriff were so well performed that three county commissioners and a county au-

ditor were soon elected and held their first meeting under a large oak tree at the home of Mr. Justus on July 28, 1840. The commissioners were Thomas Lewis of the Oak Grove settlement, Amos White of the East Pine, and John Robertson of Parish Grove. Mr. Justus was chosen the first auditor and acted as clerk of the board of commissioners. Amos White was chosen president of the board, which at once proceeded to divide the county into three commissioner's districts. Beginning at the Warren county line, a line was drawn north across the county, through the center of range eight. This is the line that is now occupied by the gravel road crossing the county through the town of Fowler. All of the territory in the county west of this line was placed in the first commissioner's district. Five miles north of the Warren county line, a line was drawn from the center of range eight to the center of range six, which is twelve miles east of the center of range eight, and is the eastern boundary line of the county. All of that part of the county north of this east and west line, and east of the center of range eight, was placed in the second commissioner's district, and all south of this line, and east of range eight, was placed in the third commissioner's district. The next act of the commissioners was to declare that each commissioner's district should constitute a township, the first district to be called Parish Grove, the second Pine, and the third Oak Grove.

The early pioneers in the county did not seek large tracts of land, so but 9,520 acres had been entered previous to 1840. Of this amount 2,441 acres were in Parish Grove township, 3,650 in Pine, and 3,429 in Oak Grove. The total valuation of all of this land was \$47,468, and the total valuation of all improvements and personal property in the county at that time was \$23,147, making the total of all property in the county \$70,615. There were twenty-two men in Parish Grove township between the ages of twenty-one and fifty, thirty in Pine, and twenty-six in Oak Grove. The running expenses of the county the first year were \$592.61 and the taxes collected amounted to \$371.03, leaving a deficit of \$221.58, which it took three years to pay. The number of acres of land entered in the county increased to 9,913 acres in 1842, 13,541 acres in 1843, and 30,552 acres in 1844. During the next five years more land was abandoned in the county than was entered, leaving but 29,877 acres claimed in 1849. During these years Chicago was

the most available point for the inhabitants of Benton county as a market for grain or other produce. With the ox-teams of those days it took from two to three weeks to make a journey to and from that thriving village. These long trips, which required the wading of many sloughs and often the swimming of rivers, were very discouraging to new settlers. The timber lands had about all been taken and newcomers found it difficult to obtain material with which to build homes on the prairie. Schools had been opened in but three communities in the county and educational facilities were improving very slowly. Fortunately all of these discouragements began to rapidly disappear in 1849. About that time canal navigation was opened between Lafayette and the lakes, and that town became an important point of trade, easily reached by the settlers of Benton county. New saw-mills were erected on Pine Creek and building material became accessible to home-builders. In 1848 a law was passed providing for a levy of a State school tax in counties favoring such a levy. The people of Benton county favored this tax and at once commenced to provide schools wherever needed. As a result of these changes the number of acres of occupied lands rose from 29,877 in 1849 to 232,526 in 1853, and taxable property increased from \$249,151 in 1849 to \$1,172,832 in 1853. The only other decline in improvement of the land conditions in Benton county occurred during the Civil War. The story of Benton county's part in that great struggle is forcibly shown in the abandonment of 24,000 acres of land by its owners, and the sadder fact that there were twenty-seven less men between the ages of twenty-one and fifty in the county at the close of the war than in 1860.

The second step in the formation of the townships of the county was taken February 24, 1851, when the west half of Pine was added to Oak Grove, leaving the former occupying the territory now contained in Gilboa, Pine, and one-sixth of Bolivar. In March, 1855, a line was run from the west side of Pine to the Illinois line, dividing Parish Grove and that part of Oak Grove extending across the county into halves. Washington township was formed from the north half of Parish Grove and Prairie was formed from the north half of the part of Oak Grove that had extended across the county. In December, 1855, this division was annulled and Washington and Prairie each again became a part of the township from which

it had been formed. In September, 1858, a line, beginning at the south side of the county, was run four miles north on the center of range eight, then five miles west, then six miles north, then west to the State line, cutting off a large part of Parish Grove township and forming it into West Pine. In June, 1860, West Pine was changed so that from the point five miles west of the center of range eight, the line run two miles north, then three miles west, then five miles north, then west to the State line. At the same time the territory now included in York and Richland was taken from the north end of Parish Grove and formed into York township. In March, 1861, a north and south line (center of range seven) was made to divide Oak Grove in the center and the east part of that township, with a mile-wide strip taken from the south end of Pine, was formed into Bolivar. Oak Grove was then given its present form of six miles square, and Prairie township—six miles east and west and twelve miles north and south—was formed from the northern part of Oak Grove. In June, 1864, Union township was formed from the north half of Prairie. In March, 1865, West Pine township was abolished and reunited with Parish Grove. In December, 1866, Gilboa township was formed from the north half of Pine. In December, 1868, Grant township was formed from the south half of Parish Grove, and Richland from the eastern part of York. In June, 1872, all of what is now Center township that lies west of the center of range eight, excepting a strip two miles north and south and one mile east and west (in the southwest corner), was added to Prairie township, and in September, 1875, this strip was added to Prairie and the township's name changed to Center. In March, 1876, Hickory Grove township was formed from the western part of Grant. In September, 1876, the east half of section twenty-one, township twenty-four, in range eight, was taken from Oak Grove and placed in Bolivar, completing the township organizations of the county as they are at present.

Oak Grove, Parish Grove, Pine and West Pine townships derived their names from groves and streams. Washington was named for the "father of his country," and Prairie's name indicated its wild, treeless meadows. Bolivar was named in honor of Bolivar Finch, who had received the name of the great South American Liberator Simon Bolivar. York was named in honor of New York, the native State of John Fleming, who

was a leading pioneer in York, and was chosen trustee at the first township election. Union was so named "because there was but one man in it who was not willing to give up all for the preservation of the Union." Gilboa was named in honor of its picturesque mound, and Grant received the name of the great general who was elected President about a month before the township was formed. Richland's name refers to its fertile soil, Hickory Grove's to a grove of that name, and Center's name refers to its location in the county.

The first county school official of Benton county was David McConnell who was appointed Seminary Trustee by the county commissioners on September 7, 1840. It was the duty of this officer to take charge of all fines collected and invest them with a view of building a county seminary in which pupils from the township schools could pursue higher branches of study. The best evidence seems to make Isaac B. Wiggins and George Wiggins the founders of this fund, the latter donating three dollars and the former one cent as "fines for breaking penal laws." This fund grew slowly, the fines being quite small, usually about three dollars for betting on horse races, two for selling liquor without license, two for profane swearing, and from one cent to one dollar for fighting. The funds were collected by court officials, and by them paid to the county treasurer, whose duty it was to deliver them to the Seminary Trustee and make a report of the same to the county commissioners. No clerk of the court or county treasurer seems to have made any report previous to 1848, at which time both of these officials were indicted and arrested for "official negligence" and fined twenty dollars each. When the law of 1852 abolished this fund and transferred it to the common schools, but \$135 had been collected in the county. Mr. McConnell's successors in office were Samuel Robertson, James F. Parker and Thomas Lewis.

In the fall of 1840 Thomas Jennings was appointed as school commissioner, whose duty it was to assist the trustees of Congressional townships in the management and sale of school lands. Mr. Jennings made the first sale of school lands in Benton county on November 12, 1841. His successors were Thomas Griffin in 1843, William Smalley in 1846, and Hartley T. Howard in 1849, the office disappearing with that of Seminary Trustee. June 6, 1848, Mr. Smalley made a report showing \$346.40 as the total school funds on hands in

the county. Mr. Howard was county auditor at the same time he was school commissioner, and his report for June 3, 1850, shows the total common school fund at that time to have been \$743.03. The county auditor's report, June 7, 1852, shows a total of \$1,242.45 Congressional, Saline, Bank tax and Seminary funds on hands and loaned. An interesting feature of the loans in those days was the small amounts loaned, some as low as five dollars and from that up to one hundred.

As previously stated, the people of Benton county approved the law of 1848 which permitted the levying of a school tax on entire counties. On October 1, 1849, a total school tax levy of \$295.39 was made on the \$249,151 total taxables and the 185 polls then in the county. Of this amount \$215.48 was collected and distributed according to enumeration. This money was the first public money used in paying *all* of the teachers in the county, though some Congressional township school funds had been previously used in township twenty-four north, range eight west. In 1851 the sum of \$425.34 of the county school tax fund was distributed, and \$446.73 in 1852. The laws of 1852-3 provided for a uniform State tuition levy. The county distribution of this tax in 1855 was \$542, and \$584 in 1858. The total enumeration of the county in 1854 was 767, 902 in 1856, 997 in 1858, and 1,052 in 1860. Beginning with 1861 the total annual enumeration of persons between the ages of six and twenty-one has been as follows: 1861, 997; 1862, 868; 1863, 1,052; 1864, 1,154; 1865, 1,182; 1866, 1,272; 1867, 1,328; 1868, 1,355; 1869, 1,505; 1870, 1,694; 1871, 1,854; 1872, 2,075; 1873, 2,374; 1874, 2,670; 1875, 3,257; 1876, 3,412; 1877, 3,434; 1878, 3,443; 1879, 3,683; 1880, 3,725; 1881, 3,781; 1882, 3,774; 1883, 3,830; 1884, 3,750; 1885, 3,947; 1886, 4,039; 1887, 4,123; 1888, 4,196; 1889, 4,270; 1890, 4,171; 1891, 4,108; 1892, 4,185; 1893, 4,225; 1894, 4,300; 1895, 4,234; 1896, 4,048; 1897, 4,131; 1898, 4,211; 1899, 4,043; 1900, 4,010; 1901, 3,977; 1902, 3,909; 1903, 3,822; 1904, 3,720, and 1905, 3,639. It will be seen that the enumeration of the county reached its highest point eleven years ago, and that there has been a decrease of 661 persons of school age since that time. Beginning in 1861 the taxpayers of Benton county, during the next ten years, paid into the State common school fund the sum of \$29,569.74, and there was distributed in the county \$24,283.22, leaving \$5,286.52 that was distributed to other counties in the State. During the ten years beginning

with 1871 and ending with 1880, \$96,523.34 was paid into the State school fund and \$77,892.22 was distributed in the county, leaving \$18,631.12 that was distributed elsewhere. The next ten years, ending with 1890, \$115,981.49 was collected and \$101,884.08 distributed in the county, leaving \$47,125.67 that was distributed elsewhere. During the last five years \$95,977.50 has been collected and \$54,769.21 distributed in the county, \$41,208.29 going to other counties. These figures show that since 1860 the people of Benton county have paid into the State common school fund the sum of \$503,907.51, and that but \$377,558.50 of this amount has been returned and distributed to the schools of this county, leaving a grand total of \$126,349.01 that has gone to sustain schools in other parts of the State. This is over seventy-two per cent. of the present value of all the school property in Benton county and would pay the combined salaries of all teachers in the county for over two and one-fifth years. The year 1870 is the only one in the history of the county in which more of the State school fund was distributed than collected, the collections that year amounting to \$3,589.32 and the distribution to \$4,231.94. In 1857 the first schoolhouse building tax, amounting to \$2,693, was levied. The first township special school tax was levied in 1862, and the first local tuition tax in 1869.

On October 17, 1853, Henry L. Ellsworth purchased a section of school land in Benton county. Mr. Ellsworth became a large investor, owning at different times over sixty thousand acres of land in the county. He had come West from Connecticut and settled in Lafayette. His most frequent companion when riding over his Benton county land was a daughter with an interesting history. On March 3, 1843, Congress appropriated \$30,000 to enable Professor Morse to complete the invention of the electric telegraph and build a line from Washington to Baltimore. At that time many of the people of the nation looked upon Professor Morse as a visionary and the appropriation as a waste of public money. As a result of this feeling many Congressmen were censured, and some of them afterwards defeated, for voting the \$30,000 to him. He used all of the money but was unable to complete his work with the amount that had been given. Mr. Ellsworth was then United States Commissioner of Patents, and his daughter had been the first person to congratulate Professor Morse after the appropriation

had been made. Remembering this, the latter appealed to her father for aid. It was found that \$10,000 more was needed and Mr. Ellsworth supplied that amount. The work was completed and the inventor's gratitude to father and daughter led him to bestow upon the latter the great honor of framing the first dispatch sent over the line. Sitting by his side in the old Supreme Court-room of the Capitol at Washington at forty-five minutes after eight o'clock, Friday morning, May 24, 1844, Annie G. Ellsworth indited to Professor Samuel F. B. Morse the memorable words: "What hath God wrought!" which he immediately transmitted to his friend and assistant, Alfred Vail, at Baltimore, who repeated the words back to Professor Morse. Years later the inventor said: "No words could have been selected more expressive of the disposition of my own mind at that time, to ascribe all honor to Him to whom it truly belongs."

Mr. Ellsworth's investments in lands proved so profitable that he was enabled to leave his daughter a fortune, which she and her husband used in founding the well-known "Century" magazine of New York, but she ever remembered her interesting journeys to Benton county.

The awakening which began in 1849 brought into Benton county advocates of various educational theories. Among these was John O. Wattles, a highly educated, intelligent and wealthy gentleman from the vicinity of Cincinnati, later a resident of Tippecanoe county. Charles Fourier was born in France in 1772 and died in 1837. He was a wealthy merchant's son, highly educated, and traveled extensively. He made a special study of the conditions that produced poverty, crime, ignorance, idleness, disease, war, oppression and misery, and reached the conclusion that a proper association of all classes of people would destroy all of these evils and produce general riches, honesty, industry, health, peace and universal happiness. He believed that laws of harmony, like the natural laws that govern the revolution of the planets and the union of atoms in all physical bodies, should govern associations of men. Each of these associations he called a Phalanstery—firm and solid organization—to be composed of 400 families, all of whom should live in one immense building, in the center of a large and highly cultivated body of land, and furnished with work-shops, studios, and all of the appliances of industry and art. The

property of each association formed was to be held in shares and the whole product of the industrial and artistic groups was to be divided into twelve parts, of which five parts were due to labor, four to capital, and three to talent. After many Phalansteries were formed they were to be united in groups. Harmony was the keynote of Fourierism. In 1825 Robert Owen, a disciple of Fourier, founded an association on the Wabash river in Posey county, Indiana, and called it New Harmony. The chief difference between Fourier and Owens seems to have been that the latter assailed religious beliefs while the former directly assailed no form of worship. Mr. Owens was a humane man and endeavored to keep his followers free from vice, but turned the most of his energy into efforts to educate the members of his association and lead them to believe in the necessity of the reorganization of all society on the principles of socialism.

Robert Owens failed, but the discussion of his efforts awakened the interest of George William Curtis, Nathaniel Hawthorne, Charles Dana, Horace Greeley, and other men of a philosophic turn of mind. As a result of this interest the "Brook Farm Association of Education and Agriculture" was organized in 1841, and was established on a farm of two hundred acres at West Roxbury, Massachusetts, eight miles from Boston. As ignoring religious beliefs had been one of the causes of Mr. Owens's failure, the Brook Farm associates made religious liberty their dominant idea, claiming, reverently, that Christ had come into the world to reorganize society, and that any effort in that direction would be worthy and acceptable to Him. The result of the labor—physical and mental—of each member of the association was to go into a common fund which was to be used for the benefit of all. Brook Farm was on the verge of failure when, on the night of March 3, 1846, the "Phalanstery" burned, and was never rebuilt.

Believing the causes of the failure of the associations described could be remedied, John O. Wattles labored zealously for four years to found an institution of similar nature in either Benton or Warren county. Thomas Atkinson, Leroy Templeton and others prominently identified with the educational interests of Benton county became interested in Mr. Wattles's movement and, in 1854, assisted him in completing the organization and establishment of the "Grand Prairie Har-

monial Institute." Mr. Wattles purchased 350 acres of land in sections five and eight, township twenty-three, range nine west. This land is in Warren county, the north line of section five being a part of the south line of Benton. Three buildings were erected, including a residence for instructors and students, a workshop and a schoolroom. Horace Greely of New York, Thomas Trusdale of Brooklyn, Edgar Ryan, Charles High and James R. M. Bryant of Warren, and Leroy Templeton of Benton county were among the officers and managers of the association. The purpose in founding the institution is best stated in its constitution, a part of which reads as follows: "Because the Constitution of man is two-fold—Physical and Mental—his education should be made to correspond. To accomplish this, a Farm, a Garden and Work-shops are required to furnish the necessary labor, as well as a suitable College Building for the development of the Mental Powers. The Farm, the Garden, and the Work-shops are designed to produce sufficient labor to render them Self-supporting Institutions.

"The Institution shall have power to establish Medical, Normal, Agricultural and Mechanical departments, and confer degrees appropriate to such Institutions.

"The course of Instruction shall be such as is best calculated to develop all of the powers of Man, both of Body and Mind; and shall be in accordance with the knowledge furnished by the best symptoms of Physiology and Psychology extant, and shall be sufficiently liberal to admit of the progression which his nature demands.

"In Connection with the Farm, the Garden and the Work-shops, all the various conditions of the students may be provided for, and their natural inclinations, adaptations and predilections duly regarded. Physical labor, to the amount necessary for bodily health and vigor, will be required of each member of the Institution, and money, or equivalent, shall in no case be received as a substitute. The amount of labor per diem shall be regulated by the College Council, which shall in no case fall short of ten hours per week. [Students living near enough to labor at home were exempted from these labor regulations.]

"That the students may receive the greatest benefit from intellectual pursuits, studies bearing directly upon the business they are engaged in, shall be pursued in the College. Those who

follow Agriculture, shall study such works on Agriculture as are furnished in the teaching department, Reading Room and Library. Those pursuing Mechanical branches, [shall study] works on Architecture, Mechanical Arts, Inventions, &c. Those who labor in the Garden [shall] study works on Horticulture, Gardening, and Pomology; and all these various subjects shall be illustrated and enforced in lectures by the teachers, scientific apparatus and practical experience, that the studies may instruct the laborer, and the labor complete the mental conception of the student.

"It shall be the great design, in the course of instruction pursued, to develop each distinct mental faculty by a natural order of cultivation in the use of the appropriate means which the Author of that nature has furnished, and to prepare the students not only to fill with ability the various stations in the present order of society, as Teachers, Lecturers, Mechanics, Artists, Professors, &c., but also to qualify them for a higher and nobler order of SOCIAL LIFE to which the attributes of the mind of Man seem destined to lead him. The studies shall be mainly *Anthropological* [belonging to the nature of man], with their collaterals, Literary and Scientific.

"Persons wishing to enter the College, are required to bring certificates of good moral character, satisfactory to the Board of Managers.

"Five years shall be considered the shortest period of time necessary to complete a thorough college course."

Provisions were made for receiving donations—subscriptions, bequests and scholarships—to an amount not to exceed \$200,000. The stock was divided into shares of \$50 each, and no one was permitted to own more than seventy-five shares.

The Board of Managers chose Dr. Childs of Cincinnati as principal of the institution, and it opened with twelve students. Within a year it was visited by Horace Greely and Robert Dale Owen (the latter a son of the founder of New Harmony) and approved by them both. The attendance grew and an assistant was employed. Mr. Eldridge, the assistant, had been in the school but a short time when he fell in love with Cornelia Childs, the accomplished daughter of the principal. A year went by and the wedding came. Dr. Childs and Mr. Eldridge were both of Quaker antecedents and believed in the old Civil Law marriage ceremony in which the parties entered into a

marriage contract without the services of a minister. The wedding was largely attended and the marriage agreement was perfected in the presence of the assembled guests, who, after congratulating the happy bride and groom, sat down to a regal feast that was much enlivened by the witticisms of a number of distinguished visitors. The wedding guests had scarcely departed when a rumor that the school had been changed to a free-love institution began to spread throughout the country. There could have been no wedding, people said, because there was no minister present; and yet the principal's daughter and assistant were living together as man and wife. Patrons of the school became alarmed. They did not understand the nature of this to them strange marriage ceremony; they only knew that they did not want their sons to imbibe false ideas of home life. So one by one the students were withdrawn from the school until none remained, and the institution that had been given so much labor and thought was abandoned in the second year of its existence. Whether right or wrong in their attitude toward the school, the reverence with which the pioneers regarded the institution of marriage, and their respect for the sacredness of home ties, is greatly to their credit.

On the sixth of September, 1853, George Campbell, Thomas Torrence and Hartly T. Howard were appointed the first school examiners in Benton county. The law of 1853 provided for the annual appointment of three examiners by the county commissioners. The first examiners seem to have been all reappointed until 1858 when John M. Crosson succeeded Thomas Torrence, and Anson Hnrd succeeded either Mr. Howard or Mr. Campbell in 1859. In 1861 the law was changed to the appointment of one examiner to serve three years. On June 30, 1861, the county commissioners tendered the position to Dr. Theophilus Stembel, but he declined it, and Blackston Freeman was then chosen to fill the office. John Campbell succeeded Mr. Freeman in 1864, and he was succeeded by John Alexander Campbell in 1865. The latter served three full years and was succeeded by Sampson McMillan in 1868. Henry C. Neal was appointed in 1871 and served until the office was abolished in 1873.

The work of school examiners is best described in a letter written by one who served in the later fifties. He says: "While I was examiner there were two others in the county, but I probably did not know who they were. I ran on my own hook

and had no communication with my brothers on the board. I took applicants into my sitting-room, talked with them and sized them up, asked them questions in the three R's and other branches and licensed them or refused them. Frequently the teacher had taught the school and only came to me when the township treasurer refused to pay him his beggarly pittance until he had a license. I took a sheet of foolscap and wrote the license, every word." The examiners had no fixed time for holding examinations, asked such questions as suited them, sometimes none, and charged a fee for each license issued. They paid little or no attention to either teacher or school after a license had been issued, until after 1861, when the law was passed providing for but one examiner. After that schools were sometimes visited by the examiner, but no regular system of either visiting schools or licensing teachers was established until some years later.

Sixty years ago there were but two schoolhouses in Benton county and they had been built by donations from the pioneers. A third school was taught in a private house and all were sustained by subscriptions from the patrons. Then but 29,767 acres of land had been entered in the county. In 1846 the tax value placed on all of this land was \$101,404. The improvements were valued at \$16,337, and personal property at \$67,810. The total amount of tax assessed that year was \$1,409.14. Ten years later the number of schools had increased to fourteen, in which 501 pupils were enrolled and taught by nine male and five female teachers. The former received an average of \$32.20 a month and the latter \$17.43. The average length of the school year was fifty-five days. The total amount spent in the county for school purposes was \$1,610.06. That year (1856) \$1,050.96 State school tax was paid but \$652.80 of which was distributed in the county. There were 994 taxpayers in the county, 513 of whom paid taxes on property valued at \$500 or less. The land entered then amounted to 269,945 acres, valued at \$1,082,244, with improvements worth \$107,171, and personal property estimated at \$348,874. The total tax levied was \$32,107, including a State school tax of \$1,748. The number of schools in 1864 was twenty-seven, and forty-three in 1871. In the former year 1,078 pupils were enrolled with a daily average of 516; the latter year 1,568 were enrolled and the daily average was 1,078. In 1870, 52 days were taught in Pine, 60 in Richland,

70 in Grant and Union, 80 in Bolivar, Oak Grove and Gilboa, 116 in York, 120 in Prairie, and 130 in Parish Grove. The total of the taxables in the county was \$1,954,004 in 1864, and \$3,182,739 in 1870.

Frank C. Cassel was elected the first superintendent of the schools of Benton county on Monday, June 2, 1873. Mr. Cassel formed and tried to execute some definite plans for school organization, but his term was too short to complete the work. In June, 1875, he was succeeded by Benjamin F. Heaton. He served as both principal of the Fowler school and county superintendent during the first year after his election. On Saturdays Michael Duffy assisted him in holding teachers' examinations and grading their manuscripts, teachers then paying one dollar each examination fee. Mr. Heaton is remembered as a pleasant, courteous gentleman with fine educational qualifications for the position. In June, 1877, C. E. Witten succeeded Mr. Heaton, and the former was succeeded by W. B. Maddock in June, 1879.

Benjamin F. Johnson was elected county superintendent on the first Monday in June, 1881, and was re-elected in 1883, 1885, 1887 and 1889, serving ten years continuously. Mr. Johnson had been principal of the Oxford school since early in 1877, and had given much consideration to the needs of the schools of the county before his election. He felt that the greatest of these needs was a course of study which all teachers could use as a guide to their work in the schoolroom. He at once prepared such a course and submitted it to the county board of education at a meeting held on August 25, 1881. The course was unanimously approved by the board, 300 copies ordered printed for the use of teachers and officers, and the work of *uniformity* in the schools of Benton county was permanently established. The following is a synopsis of the course of study then adopted:

FIRST YEAR.

Reading—Word Method; Charts and First Reader.
Spelling—Short words by sound and by letter.
Writing—Slate and Blackboard work.
Numbers—Counting to 100; Simple Combinations.
Language—Oral instruction with reading lessons.

SECOND YEAR.

Reading—Review First Reader, and part of Second.

Spelling—All words of reading lessons.

Writing—Slate and Blackboard work.

Numbers—Simple exercise in combining numbers.

Language—In connection with reading lessons.

THIRD YEAR.

Reading—Second Reader completed.

Spelling—All words of reading lessons.

Writing—Copy Book No. 1, with pencil and pen.

Numbers—Multiplication Table and combinations in four fundamental rules.

Language—Oral instruction, use of words, etc.

FOURTH YEAR.

Reading—Third Reader to page 100.

Spelling—Oral and written from reader and speller.

Writing—Copy Book No. 2.

Arithmetic—Primary completed.

Geography—Directions; outlines; home geography.

Language—Oral instruction.

FIFTH YEAR.

Reading—Third Reader completed.

Spelling—Oral and written from reader and speller.

Writing—Copy Book No. 3.

Arithmetic—Intermediate to Decimals.

Geography—Introductory; through the United States.

Grammar—Elementary to Syntax.

SIXTH YEAR.

Reading—Fourth Reader to page 125.

Spelling—Oral and written, with definitions.

Writing—Copy Book No. 4.

Arithmetic—Intermediate completed.

Geography—Introductory completed.

Grammar—Elementary completed.

SEVENTH YEAR.

Reading—Fourth Reader completed.
Spelling—Oral and written definitions.
Writing—Copy Book No. 5.
Arithmetic—Complete, to Percentage.
Geography—School Geography through United States.
Grammar—Harvey's English to the verb.

EIGHTH YEAR.

Reading—Fifth Reader begun.
Spelling—As in lower grades.
Writing—Copy Book No. 6.
Arithmetic—Complete, to Interest.
Geography—School Geography completed.
Grammar—To syntax and review.
U. S. History—To Administrations.

NINTH YEAR.

Reading—Fifth Reader completed.
Spelling—As in lower grades.
Writing—Copy Book No. 7, and business forms
Arithmetic—Through the complete.
Grammar—From syntax through the book.
U. S. History—Through the book.

TENTH YEAR.

Algebra—Begun.
Physiology—Begun and completed.
English—Analysis.
Arithmetic—Reviewed.
U. S. History—Reviewed.
Geography—Reviewed.

In thinking of this course it should be borne in mind that a school year at that time varied from three to five and a half months, instead of from seven to nine months as it does now.

The first year's work with the course of study must have been satisfactory as the minutes of the next meeting of the county

board of education, held May 1, 1882, describe the session as one of "great enthusiasm over the success of the schools," and another step was taken by the adoption of uniform text books. At this meeting Mr. Johnson strongly advocated better preparation on the part of the teacher and the board instructed him to hold a county normal at Oxford the following summer, and another at Fowler in the summer of 1883, to give the teachers an opportunity for instruction in all lines of school work. To encourage teachers to attend these meetings a rule was adopted to "multiply the teacher's general average on his license by two and one-half, and consider other fitness for teaching when fixing his salary." In May, 1883, Mr. Johnson recommended the printing of a county manual and his recommendation was approved by the board. At the same meeting the "Home and School Visitor" was adopted for use in the schools and 1,300 copies ordered. In May, 1884, the question of planting trees on school grounds was discussed by the board. The school manual arranged for at the May meeting in 1883, appeared in the summer of 1884. It contained forty-eight pages devoted principally to the duties of teachers. It stated that: "A general average of 70 per cent., not falling below 60 in any of the first nine items, entitled the applicant to a six months' license; an average of 80, not falling below 75, a twelve months' license; an average of 90, not falling below 75, a twenty-four months' license, and an average of 95, not falling below 80 in the first eight items, nor below 90 in the ninth and tenth items, entitled the applicant to a thirty-six months' license."

As the years went by the qualifications of teachers were gradually raised, the course of study strengthened, and better text books selected. The school years were usually divided into a summer and winter term, the former beginning about the first of April. Vacations were sometimes held in the winter term to enable the larger boys to help with corn husking. The questions of more attention to writing, better spelling, and better township institutes were discussed then as now. Early in 1888 Mr. Johnson began the preparation of his second manual which was completed and published in the summer of 1889. It contained sixty pages and over half of it was occupied with the discussion of a course of study that had been adopted at a state meeting of county superintendents held June 26, 1888. Other interesting parts of this manual were articles on "Defects

in Teaching," "Requisites of Good Teaching," and "Morals and Manners." It stated that the total enrollment of pupils in the schools of the county for the school year 1888-9 was 3,425, and the average daily attendance, 2,262. The per cent. of attendance in the different townships and towns was as follows: Bolivar 66, Center 65, Gilboa 70, Grant 67, Hickory Grove 70, Oak Grove 60, Parish Grove 70, Pine 56, Richland 66, Union 60, York 67, Fowler 71, Oxford 77, Boswell 60 and Ambia 58.

Mr. Johnson gave much time and attention to the organization of high school work which began to take definite form in Oxford and Fowler in the early eighties. During his ten years' administration as superintendent he was fully alive to every interest of the schools of the county. His personal aid rescued many young teachers from failure. His suggestions were always practical and helpful and were most cheerfully given, and, as many who taught in the eighties say, "he did a great work for the public schools of Benton county."

Charles H. West succeeded Mr. Johnson in June, 1891. Besides looking after the work of general organization in the schools, Mr. West at once began to put forth his most earnest efforts in encouraging and assisting teachers to make better preparation for their work. He secured competent assistants and continued the summer county normals that had originated in Mr. Johnson's term. Several of these meetings were held in the six years of Mr. West's administration and they proved to be very helpful to the teachers that attended them. At the first meeting of the county board of education after Mr. West's election it was decided not to employ non-resident teachers holding less than a twelve months' license. At the next meeting provisions were made for the granting of rolls of honor, large and small. May 1, 1893, the board passed the rule requiring each teacher to purchase a copy of each text book used in his school. September 1, 1893, the board passed the rule that common school graduates must write and hand in at the graduating examination an original essay, or a review of some reading circle book, containing from 300 to 500 words, "and it must be accompanied by an affidavit saying that it is the pupil's own work, before being permitted to graduate."

Common school graduation begun under Mr. Johnson in 1882 and the "First Common School Diploma" granted is shown in the picture with that title. It has been impossible to

learn the names or number of graduates during Mr. Johnson's time. During Mr. West's six years' administration 551 pupils graduated from the common schools, an annual average of about 92. The last year he was in office 110 pupils were enrolled in the commissioned and thirty-five in the non-commissioned high schools in the county. Of these high school pupils, thirty-one of the former and eleven of the latter graduated. Eleven teachers were doing high school work. The total value of the school property in the townships at that time was \$75,275 and \$34,640 in the towns. The average daily wages of male teachers in the townships was \$2.25; females, \$2.01. Wages in towns: males, \$3.53; females, \$2.44. That year the teachers in the townships were paid a total of \$31,193.55, and those in the towns, \$11,130.95. The running expenses of the township schools, \$9,297.88; of the towns, \$6,249.54. The total per capita expenses of all pupils in the county was \$17.32; in the township schools, \$19.02, and in the towns, \$13.99. The total enrollment in the county was 3,365, and the per cent. of attendance in the different townships and towns was as follows: Bolivar 66, Center 69, Grant 65, Gilboa 62, Hickory Grove 60, Oak Grove 71, Parish Grove 64, Pine 64, Richland 71, Union 72, York 64, Ambia 69, Boswell 66, Earl Park 87, Fowler 81 and Oxford 83.

Mr. West did much earnest and successful work for the Young Peoples' Reading Circle and helped to create a love for good reading that has continued to grow in many communities. He encouraged teachers to send work to the World's Columbian Exposition at Chicago, and Bolivar, Oak Grove, Union, Parish Grove, York and Gilboa teachers sent some work of much merit. Mr. West was popular with teachers and pupils and the educational interests of Benton county moved steadily forward during his administration.

On June 7, 1897, L. A. McKnight, the present superintendent, was elected for a term of two years. June 5, 1899, he was unanimously re-elected for a term of four years, and on June 1, 1903, he was again unanimously re-elected for a term of four years, expiring June 10, 1907. Though fully appreciating the efforts of his predecessors to secure the best possible preparation on the part of the teacher, he felt that the time had come for a change in the manner of preparation. He called a meeting of the county board of education and strongly advo-

cated better wages for teachers, urging an advance that would enable them to attend regular normal schools or colleges during the summer vacation. The trustees began the advance at once and kept it up until they had reached a point almost as high as that established by the minimum wage law before that law was passed. In two years wages were advanced about 15 per cent., many teachers were attending the best of normal schools, and "the good work still goes on."

Though he felt it to be his duty to refuse to grant licenses to many young men and women that wanted to teach, the sympathies of the superintendent were always with those that seemed to be otherwise worthy, and he soon started the agitation for more and better high schools so that all young people might have a chance to secure a better education at home. This agitation met with a prompt response from the school officers in every part of the county, and to these officers and the high schools of the county great credit is due for the rapid advance in the qualifications of the teachers of Benton county. The first year of the writer's administration there were ninety failures at the different teachers' examinations. This number grew less each year until in 1904 there were but eighteen failures on examinations that were much more difficult than those held seven years before. Not long ago a careful investigation in the matter of qualifications of teachers developed the fact that the teachers of Benton county had in six years risen from below the average in Indiana to the seventh place among the ninety-two counties of the State. But the teachers of Benton county are still advancing and intend to advance until they reach the top.

Desiring to place the non-commissioned high schools of the county in a position to do more effectual work and secure higher recognition, the superintendent in 1898 suggested a uniform non-commissioned high school course to the county board of education. The board unanimously approved the suggestion and directed him to proceed with the work, but inserted a proviso that the course should be one that would meet with the approval of all of the non-commissioned high school teachers. Meetings of these teachers were held that year and the next, but no agreement could be reached. The failure to establish a three years' uniform course led the trustees of Parish Grove, York, Union and Gilboa to establish three years' town-

ship courses. Numerous changes in teachers having occurred and the benefits of uniformity being better understood, the matter was brought before the county board of education again in May, 1903. It was again unanimously approved by the board and the superintendent was instructed to prepare a course. Several consultations with high school teachers were held, a course was agreed upon, and was adopted by the board. A year's work with the course led the superintendent to the belief that some changes for the better could be made and the board authorized him to make such alterations as he thought best. The course is now as follows:

FIRST YEAR.

FIRST HALF.

*Algebra.
 *Composition and Rhetoric.
 *Ancient History.
 Physical Geography.
 Latin.

SECOND HALF.

*Algebra.
 *Composition and Rhetoric.
 *Ancient History.
 Botany or Agriculture
 Latin.

SECOND YEAR.

*Algebra.
 *Composition and Literature.
 *Medieval and Mod. History.
 Bookkeeping.
 Latin.

*Plane Geometry.
 *Composition and Literature.
 *Medieval and Mod. History.
 Elective.
 Latin.

THIRD YEAR.

Plane Geometry.
 *Literature—Masterpieces.
 American History.
 *Physics.
 Latin.

Review of Arithmetic.
 *Literature—Masterpieces.
 Civics.
 *Physics.
 Latin.

All subjects marked with an asterisk are required. Latin may be taken in the first year instead of physical geography and botany or agriculture, the second year instead of bookkeeping and an elective, and the third year instead of plane geometry and review of arithmetic, or instead of American

history and civics. The trustee or school board decides whether Latin shall take the place of the other studies that may be omitted or not. Four studies only are intended to be carried by the pupil at any one time, but circumstances may arise in which a pupil may be permitted to make up necessarily lost time by studying and reciting additional subjects. Pupils completing the course will be granted diplomas by the county board of education, countersigned by the principal (or superintendent) and trustee, or school board, of the school corporation in which the course is completed.

Common school pupils are required to complete the "Uniform Course of Study for the Elementary Schools of Indiana" as outlined by the State Superintendent of Public Instruction before entering high school. Slight changes are frequently made in this course, but the chief subjects of study are usually about as follows: Reading, Writing, and Spelling eight years; Language and Grammar five years; Arithmetic six years; Geography five years; History four years, and Physiology two years. Primary work in Nature Study, Language, History and Geography may be done without a text book in the hands of the pupils. The course provides for the study of Music, Pictures, Agriculture and Physical Culture, but does not require these subjects to be taught. At the completion of the elementary course the pupil receives a diploma which gives him the right to enter high school without examination.

It was felt that more could be done to encourage pupils in the common schools. Children are usually willing to work when led to see the purpose of their labor. The school is a place of preparation for the affairs of life, and boys and girls should be led to see how an education helps them and how it will continue to help them to be more useful and successful in all the affairs of life. Teachers were urged to keep these thoughts before their pupils. But pupils need more than the aid and encouragement of their teachers alone. To do their best they must have all the encouragement that parents can give them in their struggle for knowledge. The teacher may urge them on, but few indeed are the pupils that complete even the common school course without the encouragement of their parents. To awaken a more general interest among the parents, the superintendent favored holding common school commencements throughout the county each year. The trus-

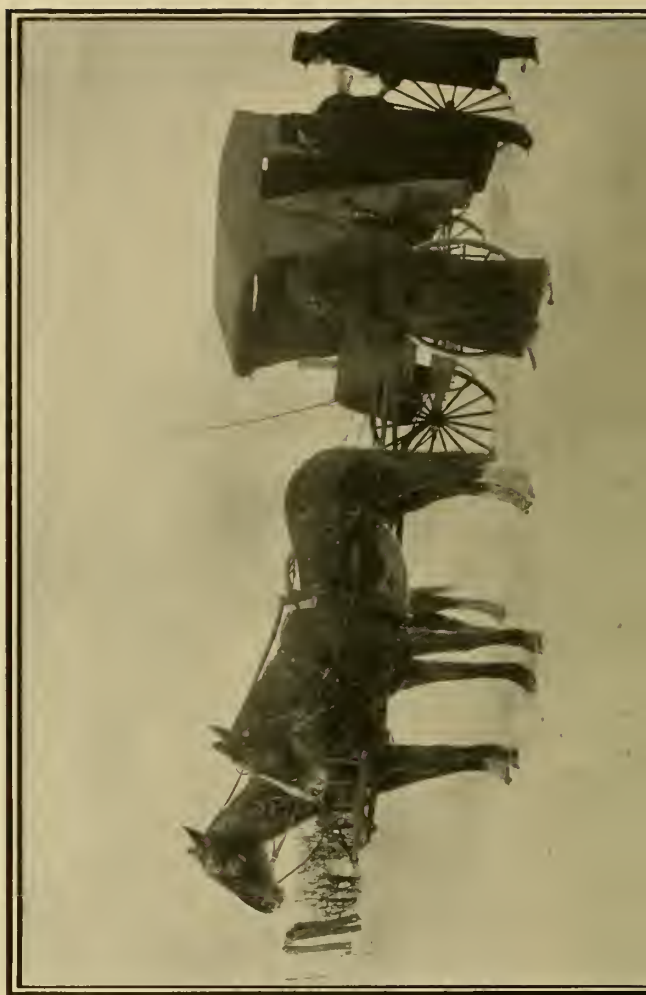
tees all entered into this work with much enthusiasm and these annual meetings have exerted a great influence on both common and high school interest and attendance. During the last four years (ending in 1897) preceding the establishment of annual common school commencements, the number of common school graduates was 369. During the four school years ending in 1905, 630 pupils graduated from the common schools, an increase of 70¾ per cent. over the four years ending in 1897. In 1897, with a total enumeration of 4,131, there were 97 graduates. In 1905, with a total enumeration of but 3,639, there were 188 graduates. About 50,000 people have attended the common school commencements held in the last eight years, and popular interest in them has steadily grown. "These meetings," said a wide-awake patron, "give us all a chance to encourage our young people. I have attended them for seven years, and it is wonderful how they inspire the young folks to seek a better education." *It is wonderful.*

During the school year ending in 1897, 145 students did high-school work in the schools of Benton county. During the last school year 345 high school students were enrolled in the high schools—an increase of 138 per cent. Where 100 boys and girls were seeking a high school education in 1897, 238 are now following in their footsteps. The high school attendance in the commissioned high schools has increased from 110 to 210, and that of the non-commissioned from 35 to 135. Ninety-two per cent. of the common school graduates for 1903 entered high school for the year 1903-4, 154 in all. *It is wonderful; so wonderful* that Superintendent Cotton has declared that this surpasses any record of progress from common to high schools ever made in the State. This is a great honor. Indiana is second to no State in the Union in educational progress. Her proud position is in the front rank, and she has placed the laurel wreath of victory upon the brows of the bright and ambitious common school graduates of Benton county. But this is not all. There are 164 high school graduates now to each 100 seven years ago, an increase of 64 per cent. Taking the last school year as a basis, 66 per cent. of the non-commissioned and 68 per cent. of the commissioned high school students that enter the schools in Benton county complete the course and receive diplomas. "How have you brought all this about?" has often been asked of the superintendent. He has done only his share of it.

"Harmony is heaven's highest law." Harmony has done it. Trustees, school boards, superintendents, principals teachers, pupils and patrons, all working together in harmony, have brought to Benton county her proud position in the educational affairs of the State.

In 1898 a county oratorical contest was held to bring the common school graduates together to encourage and inspire each other for future work. The meeting proved so successful that contests have been held every year since, and the inspiration received at and incentives awakened by them have led many graduates to resolve to seek a higher education. Over 800 graduates and 5,000 other persons have attended these annual educational events, and more than 275,000 pages of choice literature have been presented to the contestants. The graduates of each year are admitted to the contest held that year free of charge, and every contestant receives a prize.

At their annual association for 1903, on October 30, the teachers unanimously passed a resolution "that the teachers of Benton county, under the direction of the county superintendent, prepare and send to the Louisiana Industrial Exposition an exhibit of the work of all the schools in the county." The teachers appropriated fifty dollars of the association's funds and requested each township trustee and school board in the county to appropriate twenty dollars to defray the expenses of preparing the exhibit. The superintendent appointed M. F. Orear, Lewis Hoover, J. H. Barnes, O. S. Roberts, Oscar Noe, George Bngbee, G. A. Gaylord, Harold Woodburn, John T. Titsworth, E. H. Carter, Jacob Welsch, S. E. Kittle and Clarence Norquest as an executive committee to assist in carrying out the request of the association. Within three days the move was approved by every school official in the county, supplies ordered and the work begun. It was early decided to make photographs of actual school work the leading feature of the exhibit. The teachers began the study of their work, each without any knowledge of what any other one was intending to do. All reported to the superintendent who guided the work so no conflicts arose, enabling each teacher to prepare work on some lesson not used by another. On January 1, 1904, the teachers throughout the county were notified on what dates the photographer would be in each of the different towns and townships. His first trip was taken on January 5, and his work con-



tinued through about three weeks of very cold weather. His last day out, while the mercury was twelve degrees below zero, the one hundred seventieth photograph, "The Last Shot," was taken.

Mr. James McAdam of Fowler did the photographing and manifested a wonderful interest in the work from the time it was begun. After the pictures were all printed they were mounted in the order planned by the superintendent. In this work Mr. McAdam was ably assisted by Mrs. McAdam, and the task was so well performed that every picture was accepted by the executive committee. The general plan of the mounting was to show progress in all lines of work shown in the pictures. A series of twelve pictures, beginning with the Kolb school, built in 1857, and ending with the Fowler school, was arranged so as to show progress in township and town school architecture. Another series was mounted so as to show progress in the interior of country school buildings. The photographs of each kind of work done in the schools were mounted on the same plan. Taking history as an example, the pictures were mounted so as to show in the order of historical occurrence lessons on "The Discovery of America," "Landing of the Pilgrims," "The French and Indian War," "Burgoyne's Surrender," "Southern Campaigns of the Revolution," "The Union at the Close of the Revolution," "The Louisiana Purchase," "The War of 1812," "Causes of the Civil War," "The Battle of Gettysburg," "Sherman's March to the Sea" and "The Battle of Manila." Lessons in all other subjects were arranged in regular order, beginning with primary work and extending through the high school. Drawings selected by the executive committee were also mounted. The written work was arranged in proper order and bound. All of the work was forwarded to Superintendent Cotton and by him turned over to the managers of the Indiana Educational Exhibit early in February. A few days later the Indianapolis papers and the "Educator Journal" spoke of the exhibit sent from Benton county as one of the best that the State would send to St. Louis.

Indiana was awarded space for eighty-four display cabinets at the exposition. Though educational exhibits were sent from seventy-two counties and many cities of the State, the Benton county exhibit was considered of so much importance that it was given two display cabinets. While attending the National

Educational Association and visiting the Exposition at St. Louis the superintendent was almost overwhelmed with congratulations on this exhibit. He saw many things that proved that the Benton county exhibit was of more than ordinary merit. Many returned to look through it a second time. A large number of people took time to make a note of some lesson illustrated in the exhibit. One day a group of teachers wearing the National Association badges of several States was seen admiring the photographed lessons. "This is the best thing I have seen in this building," said one of them. "Yes, it is fine," said another, "but the teachers must have taken a lot of time to get such work ready to be photographed." "That may be," was the reply, "but they must be fine teachers or they would not have known how to get up such work at all." This tells the whole story. It was the *teachers* that made the exhibit such a great success. Indiana led the world, and the work of the teachers of Benton county led Indiana in winning a gold medal, the highest award, for her rural school exhibit. Since then many congratulations have been received which can not be given here, but an extract from one received from the manager of the exhibit will give the substance of many. He writes: "Your exhibit was regarded by visitors throughout the summer as one of the *very best* in the Exposition. It attracted a great deal of attention. It is a great credit to you and to your county."

Near the close of the Exposition the superintendent was informed that the exhibit would be returned to the county if the State was paid for the cabinets. The attention of the teachers, trustees and school boards of the county was called to the matter, and all favored securing the cabinets. They were secured, and the exhibit is now in the superintendent's office, where it is to remain as a historic memento—the work of the pupils and teachers of Benton county, which led in the educational exhibit at the greatest of all world's fairs.

In compliance with a request received from the Indiana State Fair Association, the St. Louis exhibit was sent to the 1905 State Fair where it was awarded a diploma for its excellence.

There has been a rapid growth of interest in the Young People's Reading Circle work. In 1897 there were less than 3,000 books in the township and town school libraries of the

county. The township school libraries now contain 10,270 books and the town school libraries 2,522, making a total of 12,792 books now in the school libraries of the county. The rapid growth of the school spirit in the county is shown by the interesting fact that about 6,000 of these books have been bought with money raised at school socials and other meetings attended by the patrons. But this is not all. Six organs, one piano and flags and pictures too numerous to mention have been purchased through the liberality of patrons and people.

Though school terms have been lengthened, the regularity of attendance has steadily increased in every school corporation in the county, excepting two townships. Though the truant law may have helped the regularity of attendance in some of the towns, it is an interesting fact that in the country the greatest improvement in attendance has been in communities where the services of the truant officer have never been needed. It is further noticeable that much of the increase in regularity of attendance is in the upper grades, among pupils not subject to the truant law. These facts clearly show that the principal cause of increased regularity of attendance has been brought about by the *growth of school spirit*, and not by the truant law.

In 1904 the County Board of Education adopted Ward's Rational Method of teaching primary reading. One year's trial proved this method to be a success and led to its re-adoption by the board of 1905. The latter board, to further encourage regularity of attendance, has adopted a resolution to present a gold medal to each pupil that is neither tardy nor absent more than $2\frac{1}{2}$ per cent. of each school term for three consecutive years. This per cent. means one day in every forty, and this rule is already increasing the regularity of attendance in the country schools, the superintendent having recently visited one school in which not a single pupil had been either tardy or absent during the term.

The school year of 1905-6 will be notable as the first one in which diplomas have been granted to non-commissioned high school graduates by the County Board of Education, this being the year in which the first students will complete the uniform non-commissioned high school course adopted in 1903. "You have reached an epoch that few counties in the State have reached," says a leading educator of the State, "and Benton

county certainly is to be congratulated for having such progressive members of the County Board of Education." It is certain that since the present superintendent has been in office the township trustees and members of the town school boards have not only been progressive, but harmonious in all of the county board meetings. Not a single resolution, rule or regulation has been passed that did not receive a unanimous vote. The members of the first board did a great work in establishing high school courses and raising their requirements of teachers. The second board strengthened these requirements and molded the different high school courses into uniformity. The present board is seeking to strengthen the work of common and high schools and increase the regularity of attendance in both. At all times the members of the Board of Education have given careful and conscientious consideration to the best interests of the schools of Benton county.

That the schools of Benton county have made material as well as intellectual progress in the last eight years is shown by the value of school property in the townships increasing from \$75,275 in 1897 to \$106,800 in 1905, and from \$34,640 to \$68,100 in the towns. In 1896-7 the teachers of the county were paid \$42,324.50, but the increase in the length of school terms and advances in wages raised this amount to \$55,170.53 in 1904-5. The average cost per capita of enrollment in the schools of Benton county for the last four years has been as follows: In Bolivar township, \$22.43; Center, \$27.31; Grant, \$25.91; Gilboa, \$19.71; Hickory Grove, \$22.58; Oak Grove, \$25.24; Parish Grove, \$26.73; Pine, \$19.52; Richland, \$24.53; Union, \$24.19, and York, \$25.35. In towns, Ambia, \$16.59; Boswell, \$18.01; Earl Park, \$18.20; Fowler, \$20.78, and Oxford, \$18.72. The length of terms should be considered when comparisons are made. High school tuition is included in the averages of the towns and townships that maintain high schools. The per cent. of attendance in the various townships and towns has increased to the following: Grant, 79; Oak Grove, 78; Gilboa, 76; York, 76; Pine, 75; Richland, 74; Bolivar, 73; Union, 72; Hickory Grove, 71; Parish Grove, 71; Center, 68; Boswell, 94; Earl Park, 91; Ambia, 91; Oxford, 93, and Fowler, 93.6.



THE FIRST SCHOOL HOUSE BUILT IN BENTON COUNTY—184. WILLIAM BALDWIN MCCONNELL, TEACHER 1844-1845

CHAPTER III.

TOWNSHIP HISTORIES.

CONGRESSIONAL TOWNSHIPS.

Congressional townships are the "squares of six miles each" described in the first chapter of this book. Every description of land refers to the position of the land described as being in some section *in* a township of a certain number and range of a certain number. The numbers of sections are repeated from one to thirty-six in every congressional township, but the numbers of townships and ranges are *never* repeated in the same localities. Ranges are simply rows of congressional townships running from south to north, bounded on the east and west by meridians which are six miles apart, and are called "range lines." Township lines six miles apart run from east to west, forming rows of townships running the same direction. The crossings of the range and township lines cut the land into "squares of six miles each, called congressional townships." Each range and township is numbered, and each *congressional* township is distinguished from every other by the *number* of its row of townships and the number of its row of ranges. These rows are numbered from well-established lines, easily located. The line from which ranges are measured is called the principal meridian line or the base range line. The base line from which the ranges in Benton county were surveyed is a line that begins at the mouth of the Little Blue river and runs directly north to the Michigan line. The east line of Benton county is the width of five and one-half ranges (thirty-three miles) *west* of this principal meridian (or base range) line. Three miles farther we find the sixth range line *west* of the base range line, so it is seen that a strip of land three miles

wide across the east end of the county is in range six *west*. Continuing, we find that the full width of ranges seven, eight and nine and a part of the width of range ten cross the county from south to north. The base line from which the townships in Benton county were measured is a line that starts from a point twenty miles above Louisville on the Ohio river and runs west to a point on the Wabash four miles above the mouth of the White river. Measuring strips of land six miles wide from that line, we find that the *twenty-third* line *north* of it is the south boundary line of the county, and is 138 miles north of the base township line. Continuing, we find that the full widths of townships twenty-four, twenty-five and twenty-six cross Benton county from east to west.

If an outline map of the county is drawn and the range and township lines are placed as indicated it will be seen that the civil townships of the county are situated in townships and ranges established by the government as follows: The east half of Bolivar, Pine and Gilboa is in range six west, and the west half in range seven. The east half of Oak Grove and Union and the east third of Center are in range seven, and the west half of Oak Grove and Union and west two-thirds of Center are in range eight. The east half of Richland and Grant is in range eight, and the west half of Richland and Grant and the east (about) three-fourths of Parish Grove are in range nine. The east (about) three-fifths of Hickory Grove and York are in range nine, and the west (about) two-fifths of Hickory Grove and York and (about) one-fourth of Parish Grove are in range ten. Bolivar, Oak Grove, Grant and Hickory Grove are all in township twenty-four; Pine, Center and Parish Grove in township twenty-five, and Gilboa, Union, Richland and York in township twenty-six.

Previous to 1852 congressional townships were organized as school townships, and were independent of the civil townships established by the county commissioners in all school matters. In Benton county township twenty-four in range eight was so organized in 1841, and townships twenty-four and twenty-six in range seven, and twenty-five and twenty-six in range six were so organized in 1849 and 1850.

In the descriptions that follow in this chapter the word "township" is meant to apply to the territory now within the township that is being discussed. In other words, the writer

has aimed to described the school affairs of each township now in existence just as if its present boundaries had been fixed before it was inhabited. It has been very difficult to do this, and the incompleteness of much of the information given is keenly felt, but it is also felt that each reader will prefer to know how much of the knowledge he may obtain from these brief sketches refers to his own locality.

OAK GROVE.

Organization.—Range eight organized as a school township in 1841 by electing William Smith, Joshua Howell and William Smith, Jr., trustees, and range seven in 1849 by electing Thomas Atkinson, John Ferguson and Michael Coffett. One-sixth in Pine and five-sixths in Oak Grove from 1840 to 1851, all a part of Oak Grove from 1851 to 1861, when the present boundaries were fixed. Organized as a civil township in 1852 by electing Basil Justus, Samuel Barkhurst and Francis Boynton trustees. Their successors have been as follows: 1854, Wesley Waldrip, John Hopper, Robert W. Thompson; 1855, Isaac Runner; 1856, George Champley, William Moore; 1857, John Hopper; 1858, George H. Finch; 1859, Anson Hurd; 1860, Daniel Campbell; 1861, William S. Freeman; 1862, John T. Williams; 1866, D. R. Lucas until June 10, 1867, when he resigned and Henry Parker was appointed; 1868, James Vawter until June 16, 1869, when W. M. Jones was appointed; 1870, John T. Williams; 1872, John Crosson; 1878, Robert Wood; 1882, John Crosson; 1886, Jacob Albaugh; 1894, Andrew Titsworth; 1900, W. H. McConnell, and January 1, 1905, D. S. Roberts.

Advisory Boards: 1899, John Crosson, D. A. Messner, Jr., D. H. McConnell; 1900, Wilbur Johnson, D. A. Messner, Jr., John Crosson; 1902, Wilbur Johnson, Arthur Phares, James H. Bell; 1905, James Howarth and D. J. Fuller, appointed.

Teachers 1905-6: Grace Carnahan, Leota Colvert, Louetta Maguire, Sylvia VanHorne, Nellie Yoakum, Barbara Blessing, Olive Chapman, Edna Westfall.

Sacred as an original parchment on which are penned words of Holy Writ is an old record of the town meetings of Boston in which was written "on the thirteenth of the second month, 1635," the historic declaration: "At a general meeting upon



A LESSON IN PATRIOTISM—OAK GROVE

public notice it was generally agreed upon that our brother, Philemon Parmost, shall be entreated to become schoolmaster for the teaching and nourtering of the children among us." On the 23d of April following this declaration the first public school in America was opened. Two hundred and one years had passed, when, in an old log cabin which stood where the "silent city of the dead" just south of Oxford is now located, Samuel McConnell opened the first school taught in what is now Benton county. In the winter of 1836-7 he taught a three months' school, receiving as his pay two dollars for each pupil that attended during the term.

Among the boys and girls who industriously conned their lessons, played "ant'ny over" and "blackman," and washed each other's faces with the snow that fell during that winter of long ago, were some who have lived to see the wonderful educational interest that has developed from its start in that classic cabin. Rachel N. Justis (now Mrs. James F. Parker), Isaac W. Lewis and David J., Jasper N., John F. and W. B. McConnell were pupils of that pioneer school. Jackson Buckles and William Coon were among Samuel McConnell's successors in the old log cabin.

A beautiful drive-way is the road leading south from the town of Oxford. A mile south of town the road divides. A little less than half a mile down the fork of the road leading to the southwest is the Stembel home. Directly north of this home about one-fourth of a mile and a little to the east, some two hundred feet from a small stream, is the place where in the autumn of 1844, eight years after Samuel McConnell opened the first school, the friends of education gathered together and erected the first schoolhouse built in Benton county. The frame of this building was sawed at the mill of Basil Justus a few miles northeast of Rainsville; the poplar siding and finishing lumber were hauled from a sawmill thirty miles away on Coal Creek in Fountain county, and the shingles were cut by a shingle-mill near where the building was erected. Willing hands and the donations of liberal men soon completed the building, and early in the winter of 1844-5 a school was opened by William Baldwin McConnell, who had attended the first school in the old log cabin. This energetic young man of nineteen taught a term of three months for two dollars for each pupil attending during the term. He did not board "around" as was the cus-

tom, but remained at the home of his father Judge Davis McConnell. Twenty-five pupils came from the homes within two miles around, making the teacher's salary less than seventeen dollars a month. Wood was donated and the building was heated with an old square box stove. The first schoolhouse grew old, was sold to make a place for a better one, and is now



W. H. McCONNELL
TRUSTEE OAK GROVE 1900-1905

used for a tool house on the John Miller farm, a little over five miles south of Fowler.

Sixty years had gone by when the writer asked the first teacher in the first schoolhouse to sit in front of the old building which in his youth he had dedicated to learning and tell something of his teachings in the long ago. "I taught the be-

gimmers their A. B. C.'s out of an old blue-backed Elementary Spelling Book," he said, "and the advanced scholars took reading, writing, spelling, arithmetic and geography. In those days we had no classes or grades. No two scholars had the same kind of books. Several kinds of arithmetics were used and every scholar took his slate and book and ciphered by himself, and was allowed to advance as fast as his ability would let him. The same was true in reading, and various kinds of books were used in learning to read, as: 'A History of Washington,' 'Western Adventures,' 'Life of Francis Marion,' and other books of the kind; and one of my scholars with good intentions brought an old law book from which he learned to read.

"I believed in meeting my scholars in a gentlemanly and courteous manner and was very careful not to show favoritism, no matter what the ability of a scholar might be. In those early days all scholars were looked upon as helpers, one to another, and fellowship and companionship were looked upon as something of valor and worth. It was my custom to be at my post early each morning and have my schoolroom well heated, and the scholars took their seats and commenced their studies as they arrived at school. When there was disobedience or wrong-doing it was looked into by the teacher and the wrong made right by the application of the rod—usually hickory—and this settlement was final. The scholars that were in my first school that are still living are David J., Jasper N., and John F. McConnell; Isaac W. Lewis, Rachel N. Parker and Hannah Adsit."

In the summer of 1841 the voters of township twenty-four, range eight, petitioned for an election at which they could choose three trustees to organize that congressional township for school purposes. The election was held on September 3, 1841, and on that day were chosen the first township school officers in Benton county. The law gave the township school trustees the authority to divide their congressional township into school districts. The first division of this kind was made on February 1, 1845, and the first school district laid off in the county was the west half of range eight, township twenty-four, now in Grant township. On April 14, 1849, this township was again divided, this time into the five districts shown in the picture, which is taken from a map of the districts, as certified

by the writing below the drawing. The districts numbered four and five on this map contained what is now the west half of Oak Grove township. When this division was made there was but one family living in district four, and no children of school age. Thomas McConnell, James McDade, Samuel McConnell, William McConnell, David Ogburn, Milton Walen,

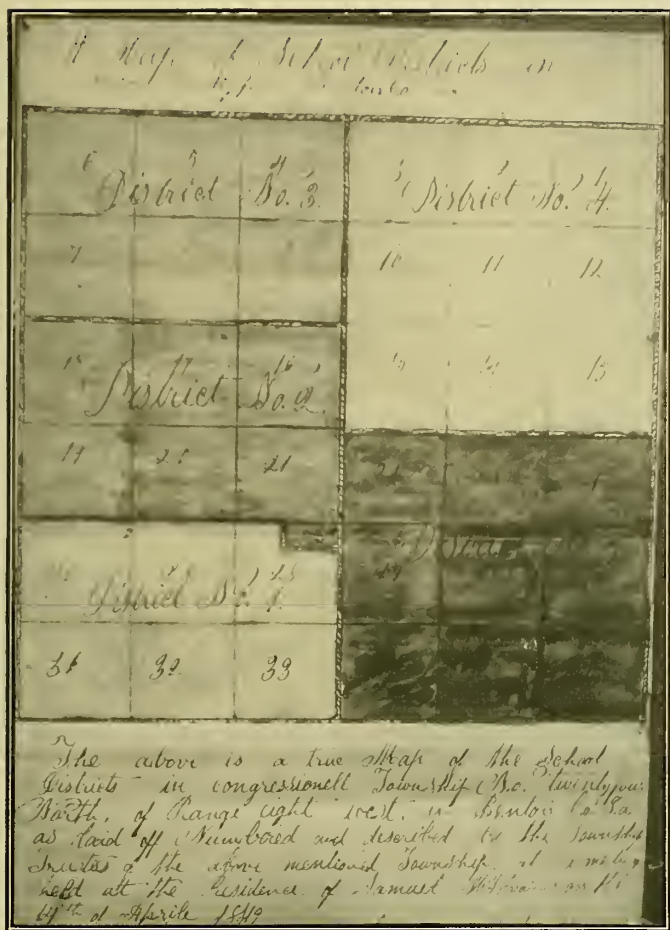


D. S. ROBERTS
TRUSTEE OAK GROVE 1905-190—

Joshua Dean, William Wakeman, Hiram Stove, Francis Boynton and Benjamin F. Coffenberry lived in district five and were the fathers of twenty-five children of school age. No school-house was built in this district before 1852, but one was built soon afterwards. Previous to that time the children of the district attended school at the Martin home (see Grant) or

went to the house built in Oak Grove in 1844. In September, 1849, range seven was organized as a school township and the part of that range now in Oak Grove was divided into districts one and two. District one was three by four miles, containing the north two-thirds of the west half of range seven, and district two contained the six sections south of one. Oxford was laid out in district one in which, in 1850, lived H. T. Howard, John Ferguson, James McClure, Stephen Buckley, I. H. Holton, Samuel Callahan, Aaron Wood, William Higgins, Charles Wakeman, W. T. Rowe, James Crosson, Basil Justus, J. F. Parker, David Cell, James Howarth, E. McConnell and Isaac Templeton, parents or guardians of the fifty-five school children then in the district. In district two then lived Thomas Atkinson, Thomas Owen, Robert Foster, William Norton, William Cochran, Henry Bowers and Thomas Lewis, who had thirty-one children of school age within their homes.

Congressional school township organizations were abolished in 1852 and Oak Grove was all included in one school organization. The school section was sold in 1854, 240 acres bringing \$6 an acre, eighty acres \$7, 160 acres \$9, and 160 acres \$10, making a total of \$5,040 for the entire section. Two new school-houses were built this year, one in district one and the other in district five. Four teachers were employed, three males at an average of \$26 a month, and one female at \$12.75 a month. Spelling, reading, writing, geography, arithmetic, grammar, history, algebra, natural philosophy, astronomy and physiology were all taught this year. In the winter of 1854-5 sixty-five days of public school were taught in district one, and thirty days in each of the other districts. A library tax was levied in 1853 and during the next year 645 books were placed in the township libraries. The Kolb and Gwin schools were built in 1857. The latter stood one mile south of the site of Atkinson and was burned a few years later. The Kolb school is still standing and a picture of it attracted much attention at the St. Louis Fair. In 1857-8 male teachers received \$37.50 and females \$16.63 a month. Oak Grove was established in its present form in 1861 with real estate valued at \$160,304, improvements \$65,988, and personal property \$91,754. L. H. Bonnell, J. F. McConnell, Stephen Cahow, Thomas Torrence, Stephen Adsit, J. D. Odle, Jasper Templeton, William Marvin, Artie Wilmot and William Bartlett taught in the early sixties.



MAP OF SCHOOL DISTRICTS—1849

The latter taught in the Kolb school and in this school W. Lee Bartlett of Ambia received his entire school education. Mr. Bartlett held a spelling school at which some boys became so boisterous that he said they would be whipped if they conducted themselves so badly at the next spelling. They came again and started trouble when "Uncle" John Miller, then living in the district, arose and said: "Mr. Bartlett, I want to help you give these boys what you promised them the other night." It is needless to say the boys at once became anxious to behave themselves. Edgar Hibbs, Isaac S. Wade, S. H. Payne, Mrs. A. J. Carnahan and Alonzo D. Sleeper taught in 1866-7. The latter taught the Runner school, enrolling sixty-seven pupils. The patrons subscribed two months' salary and continued his school until the last of May, 1867. Z. M. Thomas, D. R. Sewell, Emma Wattles, S. J. Richardson, Elizabeth Bazil and J. W. McConnell taught in 1868-9. The first local township tuition tax was levied by John Crosson in 1873. The amount collected the first year was \$341.35, a per capita of about \$1.27 for each of the 269 children enumerated that year. Mattie Talmage taught the Runner school in 1881-2, and had the honor of graduating Ada Whinery, the first common school graduate in Oak Grove, and one of the first four graduates in the county.

There are 890 books in the school libraries of the township, many of them purchased with funds raised at school socials. Two new schoolhouses have recently been built in the township, one of them, a fine brick at Atkinson, has just been completed by Mr. Roberts, who is taking a deep interest in the schools of his township. In late years many of the graduates of Oak Grove have entered the Oxford high school and graduated from that institution, and some of them have entered college. A fine school spirit prevails and the motto of all who live in the township where the history of Education in Benton County was born seems to be: "Oak Grove forever."

PINE.

Organization—Range six organized as a school township in September, 1849, with John Sheetz, Isaac H. Wright and William R. Johnson trustees. All a part of Pine from 1840 until December, 1866, when present boundaries were completed. Organized as a civil township in 1853 by electing William Haw-

kins, Elijah Dawson and Robert Hawkins trustees. Their successors have been as follows: 1854, James Emerson; 1856, Benjamin Hawkins, Robert Hawkins; 1858, Isaac Bowyer; 1859, James Emerson; 1860, Isaac Bowyer; 1863, James T. Clement; 1867, Jonathan Lamborn; 1868, John Morris; 1872, J. M. Rodman; 1874, Jacob Strickler; 1876, Carver Stanfield; 1880, Warren B. Sheetz; 1884, W. S. Turvey; 1888, John Timmons; 1894, John R. Hawkins, resigned March, 1899, George N. Norwood appointed; 1900, George N. Norwood, resigned in January, 1903, I. N. Atkinson appointed; January 1, 1905, I. Newton Atkinson.

Advisory Boards—1899, Thomas Durlinger, William Booth, I. N. Atkinson; 1900, David Eastburn, E. W. Bower, I. N. Atkinson; 1902, T. C. Eastburn, George Sanson, E. W. Bower.

Teachers 1905-6—Jacob Welsch, Maude A. Perry, Harley Robertson, Jennie Larson, Mary Pagett, Mary H. Hagely, Roscoe Coats, Florence Snyder, Ethel Smalley.

"The groves were God's first temples," and so were they the sites of at least the first three public temples of learning in Benton county. It is believed that a school was taught in an abandoned cabin in Pine township as early as 1843, possibly earlier. A short distance east of Aydelott the road turns south. Following this road to the first one turning east and then going a short distance in that direction, the traveler may see off to the left a little knoll once covered with a grove in which Elias Smith, Matthew Terwilliger, Henry Oungst, James Miller, James Denton, Amos White, John Sheetz and Thomas and Joshua Timmons gathered one morning in the autumn of 1845 and began the erection of the first schoolhouse built in Pine township. After completing their work these learning-loving pioneers employed Hartly T. Howard to teach the first school in the new log schoolhouse. A Mr. Hill and Jacob and James Morehouse were other teachers of this school, and James W. Hawkins of Oxford, Mrs. Lizzie McGinnis of Otterbein, Mrs. Nancy Hawkins of West Lafayette, and Mr. Frederick Sheetz of Fowler were pupils of the first school taught in this cabin. Mr. Howard was a teacher in many of the early schools in the county; Mr. Hill is remembered "for the gads he used," and the Morehouses as kindly-dispositioned teachers.

The last teacher in the cabin was John Chancellor. As Lemuel B. Stevenson was passing the school on Christmas



THE CONNERTON SCHOOL

morning, 1858 or 1859, the teacher called to him for help. The pupils, about forty in number, had all arrived early and barred young Chaucellor out by fastening the door and windows. He had secured a horse blauket, a board, and a long pole, and wanted Mr. Stevenson to help him to climb to the roof of the cabin. As soon as he got on the roof he laid the board on top of the chimney and spread the blanket over it. The effect was magical. The windows flew open and the smoke-strangled pupils rushed to them for fresh air. The teacher came down and was let in at a window. Once inside, he was quickly seized, securely bound, and then carried to a small stream nearby, where the ice was soon cut and preparations made to "duck" him. Then he yielded, promising to treat, and was unbound. But the joke proved to be on the pupils. The teacher had purchased a treat of candy and nuts several days before, but afterwards overheard the pupils talking about what they intended to do to compel him to treat them. Entering into the spirit of the times, he decided to let them carry out their plans and then surprise them. After he had told them all this, and they were eating the sweetmeats he had provided, a wit remarked that he guessed "this school hez et a heap uv smoke fer nothin'."

In 1849 range six was organized for school purposes and a resident wrote: "There are fifty-nine persons in the district between the ages of five and twenty-one entitled to school privileges. There is no schoolhouse in the district, but as heretofore and until a house is built, we will send to a schoolhouse built by the neighborhood." The house was the cabin of 1845. Three years later George Myers, Lawrence Sheetz, John Osborne, William Farly, Henry Oungst, James P. Miller, William R. Johnson, John Sheetz, Isaac H. Wright, Charlotte Terwillinger, William Strain, Robert Hawkins, Margaret Wells, Ann Smith, Daniel Mills, Thomas Tally, Elizabeth Brittenham, Margaret Wells, John Hawkins, Stansberry and John Osborne, and Thomas Timmons were living in the district and the enumeration had increased to sixty-four, but no schoolhouse had been built. Though in 1850 Carey A. Eastburn, and soon afterwards others, settled in the west part of the township, the burdens of early pioneer life were too heavy to permit the erection of another building, and the old cabin remained the home of the only school in Pine until about 1860. Interest on the common school fund of the State, and State school tax, provided the

salary of a teacher for a three months' term in the winter at \$1.37½ per day. Of the thirty-two boys and forty-two girls then in the township, nearly all attended this school.

In 1859 or 1860 a new frame house was built about three-fourths of a mile south of the cabin, which was then abandoned. Near the same time another house, known as the Benjamin



I. N. ATKINSON
TRUSTEE PINE 1903-190—

Hawkins school, was built a mile east and about half a mile north of the David Eastburn home. A third building, known as the Sickler school, was erected in 1860, not far from the present residence of John R. Hawkins. The teachers in these three schools were, in 1860-1, Mary Jones, J. Taylor and E. A. Hann; and in 1861-2, Lewis Vota, Sane Freeman and John

Swan; in 1862-3, Louise Magee, Sane Freeman and H. Tullis. In 1864-5 a three months' school was taught in each district, the teachers receiving \$1.64 daily wages.

When Pine was given its present form the real estate was valued at \$131,762, improvements \$18,336, and personal property \$64,157. The enumeration was 146, increasing to 187 in 1871. In 1871-2 the school term was fifty-two days, the total enrollment 133, and the average daily attendance in the five schools then taught 100 $\frac{1}{4}$. The average daily wages paid the teachers was \$1.52, and the total value of school property was \$2,400. The five teachers were Upton Matthews, Maria Aldrich, Clara Engler, G. W. Reager and Dr. J. M. Rodman. The doctor became trustee in 1872 and hired for his teachers E. H. Young, D. W. Osborne, Henry Cox, John U. Matthews and Maggie Young. He moved the Robert Hawkins school to the site of the Rodman school, and levied the first local tuition tax paid in Pine township, amounting to \$222. Previous to this time a schoolhouse had been built half a mile north of where the Connerton school now stands, and another near the creek about a mile south of Aydelott. Since then the Emerson school has taken the place of the latter, and the Aydelott school has become the successor of the house that took the place of the old cabin. The Travis school was built about 1870. The Emerson and Runner schools were built by Carver Stanfield in 1877, and the Bowers school was established by Mr. Norwood in 1902.

The school lands in Pine were sold on April 19, 1875. One eighty brought \$8 an acre; one \$10; two \$12; three \$14, and one \$16, making a total of \$8,000 received for the whole section. In 1882 W. B. Sheetz placed in the schools of Pine the first slate blackboards used in Benton county. Avis Rodman (Miller) and Austin Travis won the honor of being the first graduates in Pine, in 1883. The latter afterwards taught in the township for many years. Principally because of the continued shortness of its school terms, Pine township did not have a class large enough to hold a separate commencement until the close of the school year of 1903-4. The first commencement class in Pine, as shown in the illustration, and the class of 1905, made such an impression on the patrons of Pine that Mr. Atkinson, who had increased the length of the school year from six to seven months, has been encouraged to increase the term to eight months, and give the boys and girls of Pine common

school opportunities equal to those of any township in the county.

There are 645 books in the school libraries of Pine, about all of which have been purchased with money raised by school socials. Though an excellent school spirit now exists in Pine, it is still rising, and the time is probably not far distant when a graded school will be built in the township. What a wonderful evidence of progress it would be if some of the pioneers that attended school in the old cabin should live to hear the morning bell call their grandchildren to high school work in the Pine township graded school.

PARISH GROVE.

Organization—All a part of Parish Grove township from 1840 to March, 1855, when the north half became a part of Washington until December, 1855, when it was again placed in Parish Grove. Present boundaries completed in 1875. Organized as a civil township in 1844 by electing Samuel Jolly and John Ross trustees. Their successors have been as follows: 1853, Thomas Martin, William Cochran, Joshua Howell; 1855, Samuel McIlvain, George Liptrap; 1856, John Stokes; 1858, Parnham Boswell, E. C. Summer, Henry Robertson; 1862, Daniel Garwood; 1863, D. McArthur Williams; 1864, Henry Robertson; 1865, James Kirtley; 1868, William H. Boswell; 1878, William Bennett; 1882, Frank Knapp; 1884, James Dunn; 1888, John Dunn; 1890, Thomas McGuire; 1894, John Grogan; 1900, John T. Woodlock; January 1, 1905, Frank W. Gretencord.

Advisory Boards—1899, James A. Lowman, Charles Menefee, E. M. Warner; 1900 and 1902, Frank W. Gretencord, John Ewalt, Michael McIntyre; 1905, John T. Woodlock.

Teachers 1905-6—John Barce, principal high school; Daisy Anderson, Libbie McKanna, Charles H. Smith, Katherine Blackwell, Daisy Corrior, Cora Gwin, Anna McIntyre, Anna Donahue, Bridget Hanrahan.

It is said that Thomas Bell entered land in Parish Grove as early as 1829. The grove was a favorite camping ground of white men and Indians who traveled from the far East to the West, or from the West to the East. It was named in honor of an intelligent Kickapoo half-blood whose father was a French

trader named Parish. The mother was a Kickapoo and the son dwelt among the trees in the grove for many years and lost his life by falling from a tree. He was buried on the hillside just west of the grove, but all traces of his grave have disappeared.

Into this beautiful grove of ash, oak, sugar, walnut, elm



JOHN T. WOODLOCK
TRUSTEE PARISH GROVE 1900-1905

and linden trees came Robert Alexander and his family in 1839. He built a cabin with three rooms, and in one of these rooms an eccentric Scotchman named Burns taught the first school in Parish Grove. This teacher seems best remembered by the name "Geenoostic." Some one else was pronouncing at a small spelling school when the word gnostic was reached and no one

could spell it correctly. In anger he seized the book, looked at the word, and shouted: "The word is *not* gnostic (nostick), but is gee-noostick. Now spell it."

The first court held in what is now Benton county was held in Parish Grove, with Judge Naylor of Lafayette in the chair and Henry Robertson as sheriff. The courtroom was a neatly constructed house about twenty feet square, built of hewn linden logs and covered with clapboards. The door was on the west side, a window in the east, and a large fireplace in the south. In the fireplace two "nigger-heads" side by side at each end served as a rest for the forestick. The chimney was built of sticks well covered with hardened clay. In this cabin was born the history of Benton county's jurisprudence, and in it was taught the first public school in Parish Grove township. The teacher was John T. Williams and the time was in the spring of 1852. The length of the term was three months, and the teacher received twenty-five dollars a month and "boarded around" with his pupils. Mr. Williams was educated in Springfield, Ohio, and was a kindly, polished gentleman who easily governed his school without coercion. He taught several terms, then became a merchant in Oxford where he died in 1871. The old log temple of justice and learning was taken down late in the sixties and moved to a little grove on Sugar Creek, about two and a half miles southwest of Earl Park, where it or a portion of it may be seen today.

The first public school building erected in Parish Grove stood near a spring, about two hundred yards northwest of the center of the grove, and was built in 1854 on land now owned by Charles Menefee. It was a good frame building, 24 x 24 feet, and was furnished with good seats and desks. It was built by Samuel McIlvain and winter came on before it was completed. William McIlvain and Marion McConnell plastered it, and borrowed two sugar-making kettles of Parnham Boswell in which to keep up fires to save the plastering from freezing. D. McArthur Williams kept vigil with Mr. McConnell through the long chill nights. Both of these gentlemen still recall those cool but jolly vigils.

In the fall of 1858 D. McArthur Williams applied to Henry Robertson, Parnham Boswell and E. C. Sumner, then the board of trustees, for the winter term of school. The clerk of the board not being present at the meeting, Mr. Williams was asked to perform that officer's duties. Glancing at the applicant's

writing. Mr. Sumner exclaimed: "Why, he can write as good as a counterfeiter." "Ed," asked Mr. Boswell of Mr. Sumner, "did you ever go to school?" "Yes, one day," was the reply, "but the teacher wasn't at home." "Well," answered Mr. Boswell, "you are ahead of me one day." The three trustees of Parish Grove township received eighteen dollars for their united services during that year.



FRANK W. GETCHENCORD
TRUSTEE PARISH GROVE 1905-190—

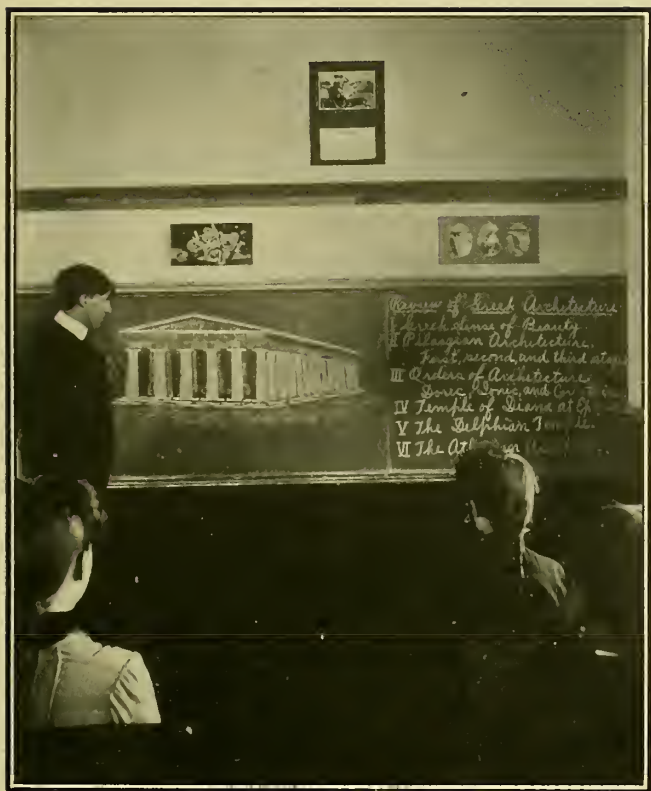
After Mr. Williams had secured the school he visited the home of a most courteous gentleman, the Rev. George Campbell, who was then county school examiner, to secure a teacher's license. He was informed that Mr. Campbell was absent on a preaching tour and would not be home for several weeks. Mr. Williams returned and informed the trustees who told him to

"go ahead with the school." He went at other times, but did not get to see the examiner until after his school was out. "Hello, young man!" was his greeting to Mr. Williams; "haven't you run quite a risk in teaching without license?" The teacher admitted that he had. Just then a knock was heard at the door, it was opened and a farmer entered. He said he had sold a load of corn to Basil Justus; that he had measured his wagon-bed and wanted Mr. Campbell to tell him how many bushels were in the load. "Young man, can you do that?" asked the examiner of Mr. Williams. The latter replied in the affirmative, was given the problem and soon had an answer which proved to be correct. "Bound Texas," was the next command. The boundary given did not suit the examiner and he "locked horns" with the applicant for license until they agreed to disagree. "Now read a paragraph from this book, and then pick out some parts of speech," said Mr. Campbell. This having been done, the examiner said, jokingly: "The only objection I have to you is that you have beaten me out of a dollar, for the license you get today will be good for this year as well as last." At that time an average of fifty per cent secured a year's license.

The enumeration of 1850 showed but sixteen persons of school age. Soon afterwards the Alexanders moved away and but eight were left. This number increased to sixteen again in 1852, and rose to thirty-two in 1853. The arrival and departure of settlers were so equally balanced that in 1860 the enumeration was again thirty-two, and D. McA. Williams, Lansing Kails, Noble Pritchett, Mrs. Payne, David Garwood, Parnham Boswell and John F. Boswell were the heads of the families to which the eighteen boys and fourteen girls belonged. The enumeration dropped to fifteen in 1861, and was twenty in 1866, thirty-five in 1869, and fifty-three in 1872.

The school land situated in Parish Grove was sold on October 17, 1853. Three-fourths of section sixteen in range nine sold for \$2.30 an acre, and one-fourth for \$2.10; 160 acres in section thirteen, range ten, sold for \$2.35 an acre, and the other 160 for \$1.62, making \$2,075.20 for the one and one-half sections.

The school located in 1852 continued to be the only school in the township until about 1870. Lucretia H. Williams, now living in California, taught in the winter of 1865-6, receiving fifty dollars for the term. A second school was established



HIGH SCHOOL, LESSON—PARISH GROVE—1904

near the Lowman home in 1870. M. H. Walker and Sarah E. Thomas taught in 1872-3, and Austin Hanawalt and H. L. Waincott taught in 1873-4. The present boundaries of the township were fixed in 1872 and 1875. The Lowman school was moved to its present site in 1884. The Finley school was established in 1871, the Fleming school in 1872, the Center township line joint school in 1878, the McGuire school in 1880, the Knapp school in 1882, and the Bennett and Hawkins schools in 1889. The Grove schoolhouse was rebuilt in 1868 and again in 1884.

The superintendent's suggestion that three-year high school courses be established wherever practicable met with a prompt response from Trustee Grogan of Parish Grove. Knowing that many of their ambitious young people desired to secure a high school education, the patrons approved Mr. Grogan's decision to at once establish a high school with a three year's course. Carl McAslin was the first high school teacher, and the first term's work was done in the McGuire school in 1897-8. The next year a second story was built on the Knapp school and D. E. Harrington was placed in charge of the high school. At the end of his second year's work, on May 7, 1900, Mr. Harrington had the honor of presenting high school diplomas to Mayme McGuire and Bertha Buckley, the first graduates of the Parish Grove high school. The presentation was made at Prairie Green Church in the presence of a large and enthusiastic audience. Mr. Woodlock re-employed Mr. Harrington for 1900-1, and gave the high school much attention and encouragement. Oscar Noe was principal in 1901-2-3, Harold Woodburn in 1903-4, and John Barce in 1904-5. The school has a good reference library and about \$150 worth of apparatus. Mr. Gretencord has made some valuable additions to the library, and is endeavoring to supply the needs of the high school and all others in the township. Though this school has not been largely attended, its students have always done good work, and a large per cent of them have received diplomas. The high school spirit is improving, and it is believed that the attendance will increase in the near future. There are 445 books in the school libraries of the township. The general school spirit is good, and all educational meetings are well attended. In addition to a commendable interest in their public schools, the citizens of Parish Grove give liberally toward the support of a well-conducted parochial school at Dunnington.

Organization—Range seven organized as a school township in 1849 with Thomas Atkinson, John Ferguson and Michael Coffett trustees. One-sixth in Pine and five-sixth in Oak Grove from 1840 until the present boundaries were fixed in 1861. Under the trustees of Oak Grove and Pine until the Bolivar succession which has been as follows: 1861, Cyrus Porter; 1862, Philip P. Griffin; 1863, Marcus Blessing; 1867, Joseph Kinsey; 1868, James Lloyd; 1869, James Emerson; 1874, John W. Ryan; 1880, A. M. Smith; 1882, E. W. Timmons; 1884, F. M. Maddox; 1888, B. F. Lee; 1894, George Voliva; 1900, John Glynn; January 1, 1905, Samuel M. Smith.

Advisory Boards.—1899, John C. Bartindale, Stacy C. Scott, Patrick J. Kennedy; 1900, John Moore, John McKinnis, Stacy C. Scott; 1902, John Moore, Edward Baker, Hugh M. Scott.

Teachers 1905-6.—W. M. March, Alfred Parker, Frances Timmons, Mamie Coats, Gladys Yarbough, Gertrude Davidson, principal; Beatrice White, assistant.

Early settlers of Bolivar located along the east side of Pine Creek in 1832. Among the first to build their pioneer cabins along this stream were Milton Jennings, Thomas Nolin, Aaron Finch, James Holmes, James Thornton and John Emerson. Jonathan Baugh became the director of the school district organized in 1849. In the spring of 1848 Nancy Gastor taught a private school in a house that stood on the south side of section thirty-four, township twenty-four, range seven west. In the winter of 1848-9 a log schoolhouse was built on the east side of Pine Creek about one-half mile southwest of where Pleasant Grove Church now stands. This house had a puncheon floor and clapboard roof, and was heated with logs burned in a great wide fireplace. Pieces of logs were cut out to leave openings for windows which were made of glass with edges set in the logs. The first teacher in this cabin was Jacob Morehouse. He received thirty-six dollars and his board for a three months' term. "Uncle" George Jennings is the only pupil of that school now living in Benton county. In the winter of 1849-50 Samuel Reeve taught in the cabin. He enrolled twenty-eight pupils, twenty of whom were between ten and twenty-two years of age. There were twenty boys and eight girls, children of Michael and John Coffett, Vincent Crabb, Jurman Alderson, Jane Nolin, Isaiah and Wil-

liam Young, James Thomas and Jonathan Baugh. The daily average was eighteen, and only reading, writing and spelling were taught.

The next school seems to have been established in the southeastern part of Bolivar in 1853. In an interesting letter to the writer, Mr. F. M. Maddox of Bolivar says:



JOHN GLYNN
TRUSTEE BOLIVAR 1900-1905

"As I remember, a school was taught by James Killin in the winter of 1853-4. The schoolhouse was situated in the southwest corner of section thirty-three, township twenty-four, range six west. The money used in building the house was donated by the patrons and it was built on the farm of Wilson Moore. It was called 'Mosquito College' and was

used for a school building until 1857. Richard Murphy is the only surviving pupil of that school I know of that now lives in Benton county. James Killin was about thirty-seven years of age. He had a common school education, was a great reader, a deep thinker and had an excellent memory. He was a stone mason by trade, but studied and practiced medicine after teaching his school." F. M. Maddox taught the next two winters with about twenty-five pupils enrolled. Reading, writing, arithmetic, grammar, orthography and geography were taught by him. Each term was three months, and the teacher received thirty-five dollars a month. Among the pupils of those schools still living are John Moore, John Peterson, Richard Murphy, Newton McKinney, Mrs. Phenis Johnson Buck of Otterbein, Mrs. Jennie McKinney Templeton of Indianapolis, Mrs. Sarah Moore Barnes of St. Louis, and William Hodges of Washington, D. C. Mr. Maddox was born and raised in Pond Grove, Indiana, and had only a common school education. Perhaps his strongest characteristic was to be and do right. He possessed more than an ordinary amount of energy and ambition, and his motto for himself and pupils was "Be sure you are right and then go ahead."

Mr. Maddox continues: "In the fall of 1857 a schoolhouse was built by the trustee of Oak Grove township on the southwest quarter of the southwest quarter of section twenty-eight, township twenty-four, range six, on land owned by F. M. Maddox. It was on what was then the main road from Oxford to Lafayette.* It stood on the open prairie and was known as the 'Red Window-Shutter Schoolhouse,' and took the place of 'Mosquito College.' The first two terms in this house were taught by Job Haigh in the winters of 1857-8 and 1858-9. The house remained in that place for about ten years and has since been removed from place to place to suit the convenience of the community. It now stands a half mile from its first location and is called the 'Smith school.'"

In 1852 a frame house was built on the southeast corner of the northeast quarter of section twenty-seven, township twenty-four, range seven west. This house took the place of the cabin school and was partially paid for by the patrons and the young men of the community. "Uncle" Thomas Ladd of Fowler, then a pioneer boy, donated the only dollar he had to aid in the erec-

tion of this building. Owing to some one's lack of care in securing a proper title to the land on which the house was built, it became private property four years later. It was succeeded by another house built a half mile farther east in 1856, and abandoned in 1898. Some of the early teachers in this school were Hannah Voorhees, David Sewell, James Longwell and Robert



S. M. SMITH
TRUSTEE BOLIVAR 1905-190--

Purdy. P. H. Ward of Otterhein was a pupil of this school in the fifties.

James Emerson, George H. Finch and others settled in the northern part of the township in the early fifties and the "Finch" school was probably established about 1858 or 1859. Commissioner Stacy C. Scott was a pupil in this school in

1859-60, and learned his letters from the New York Tribune. The teacher was Louise Caty (Lank), and the principal patrons were the Cooks, Finches and Scotts. Joseph Cook was a later teacher in this house which now stands on the land of George G. Allen and is used as a woodhouse. P. W. Sparrow, Lucretia Williams, J. A. Carr, D. W. Fisher, William Stanfield and Robert B. Lank taught in Bolivar in 1863-4; Phoebe Cochran, Samuel H. Payne, D. L. Fisher, Thomas B. Foster, Joseph T. Cook, Samuel C. Denton and Maggie Young in 1864-5, and E. A. Hann, Sampson McMillan, M. P. Rowe and J. P. Hickman in 1865-6. George Woodhams taught in 1861-2.

In 1849 the number of persons between the ages of five and twenty-one in range seven in Bolivar was forty-one, and forty-five in 1850. Isaac Templeton, Philip Williams, Jerry Austil, David F. Sewell, Vincent Crabb, John Lank and James Charlesworth came into Bolivar about this time. The total enumeration in 1855 was fifty-one in range seven and forty-four in range six.

Bolivar contained lands valued at \$164,731, improvements \$29,636, and personal property \$194,367 when its present boundaries were fixed. The enumeration was 191 in 1862, 258 in 1865, 276 in 1868, and 305 in 1870. Five schools were taught in 1864 with an enumeration of 254, enrollment 234, and daily average 101. There were then one log and four frame school-houses in the township, valued at \$1,200. A new house built that year cost \$499. The school term was seventy-eight days. Male teachers averaged \$1.80 and females seventy-seven cents per day. The total value of school apparatus was \$15. In 1871 six schools were taught with an enumeration of 294, an enrollment of 271, and a daily average of 227. The salary of males was \$1.98 and females \$1.78 per day. The value of all school property was \$4,100, and there were 205 books in the township library.

One quarter of the school section was sold on April 10, 1854, for \$8 an acre; one eighty sold twelve days later for \$6 an acre; a second quarter was sold September 19, 1854, for \$10 an acre; another eighty sold June 21, 1855, for \$10 an acre; a third eighty sold August 13, 1864, and the last eighty September 7, 1864, for \$10 an acre, making a total of \$5,760 for the entire section.

B. F. Lee established a grade school in Templeton about

1890 and the people of that village have always taken an active interest in school work. The school libraries of Bolivar contain 1,120 books. The graduates of the township schools have many of them attended high school at either Oxford or Otterbein. The school spirit is good throughout the township.

YORK.

Organization.—All included in the civil township of Parish Grove from 1840 to March, 1855, when it became a part of Washington until December, 1855. York then again became a part of Parish Grove until 1860, and was part of York until its present boundaries were completed in 1868. Under the trustees of Parish Grove until the York succession which has been as follows: 1860, Isaac Hall (appointed); 1861, John Fleming; 1866, Daniel Kirkpatrick; 1867, Anthony Dehner; 1868, James Coulter, resigned, James Keyte appointed December 19, 1868; 1869, Isaac Lloyd; 1870, James Ross; 1872, Socrates McClurg; 1878, John Ross; 1882, James Ross; 1884, Sidney J. Gillett; 1888, Joseph Perkins; 1890, William Keefe; 1894, Joseph Perkins; 1900, Thomas Fitzgerald; January 1, 1905, James Illingworth.

Advisory Boards: 1899, William Shonkwiler, William Keefe, Truman Kirkpatrick; 1900, W. M. Kinney, W. P. McEwan, R. C. Yates; 1901, James Illingworth; 1902, William Barr, Jr., W. P. McEwan, Thomas Donahue.

Teachers 1905-6: Emory Hoover, Lillian Carr, principals high school; Laura McKama, Leona Wright, assistants; Anna Matkin, Mabel Myers, John Illingworth.

Though the Potawattomies had gone before the first settlers appeared in York, the Treaty of Tippecanoe, framed in 1815, stipulated that the United States should give to certain chiefs of the tribe a section of land each, to be situated somewhere in the territory they ceded to the government. In October, 1832, President Andrew Jackson directed that section thirty-one in township twenty-six, range nine west, should be transferred to Chief Topenebe. A short time before this Hannaniah Hewitt had located on the southwest quarter of this section, on the banks of Sugar creek. November 17, 1832, Topenebe sold his land, but Mr. Hewitt's entry created a dispute over the title which continued for thirty years and was carried through both the

Indiana and United States Supreme Courts. Quite recently the county recorder has received a letter from Wahtahtoo (White Water), a probable descendant of Topenebe, asking who owns the land now and of whom it was obtained. This place became the home of Edward C. Sumner in 1849 and about that time the settlement in York began to improve. In



THOMAS FITZGERALD
TRUSTEE YORK 1900-1905

1860 Mr. Sumner, John Irwin, I. N. Clark, A. D. Packard, Isaac Hall, Benjamin Rodley, Theodore Swinton, Aaron Burchell, Abram H. Durkee, Joseph Blessing, G. W. Haggard, Patrick Ervin, William Graves, John T. Hough and Thomas Gilbert petitioned the county commissioners to establish the township of York.

In June, 1860, Isaac Hall received from Parish Grove \$77.30 special school and \$27.29 tuition funds as York's proportion of the former township's school money. The year previous a schoolhouse had been built on the Fleming land, now occupied as a cemetery, and Angelina Palmtree had taught one term of school in it. She enrolled ten pupils and received a salary of twenty dollars a month and board. Mr. Hall employed Margaret Zumalt who began her first term in June, 1860, and taught fifty days, receiving the \$27.29 tuition funds as part of her salary. The patrons of this school were John Fleming, Aaron Burchell, William Clark, John Erving, John Hons, William Graves and Thomas Gilbert. Six males and nine females were enrolled in the school with a daily average of twelve. All studied spelling, seven used readers, two recited in geography, two practiced writing, and one studied arithmetic. Miss Zumalt was succeeded by George McGuire in the winter of 1861-2. Other teachers in district one have been Sarah A. Peacock, Welthy Kirkpatrick, Socrates McClurg, Elizabeth Drum, Nettie Hargraves and Lucy Fitzgerald. The latter taught many years in York and is one of the best remembered teachers of twenty years ago.

In the spring of 1861 another schoolhouse was completed, which stood on the southeast corner of what is now the Jacob Shonkwiler farm. Drusilla McCoy and Mary Strickler appear to have been the first teachers in this school. Among their successors in the district numbered two have been Isaac Amik, Andrew W. Darrough, Mary Darrough, Samuel B. Houser and Mattie Moore. The third house, probably the "Ridge," was built in 1867 and L. R. Shackleford taught in it in the winter of 1867-8. Other early teachers in number three were Jennie Hargrave, Hannah Wedgbury, Mary E. Whyte and Olivia Ford. The Raub school was built in 1872. William Sedgley was the first teacher in number four. His successors, in the order named, were Nettie Hargrave, George D. Manson, Tempie Brokaw, Frank E. Speck, Hattie Wilcoxon, Alice Janes and Truman Kirkpatrick. The next school was built in 1875 and the others later.

The school lands in York township were section sixteen in range nine, and the west half of section thirteen in range ten. All of the former was sold to William Johnson on October 17, 1853, for \$1,611 $\frac{1}{4}$ an acre, and all of the latter was sold on the

same date to Henry L. Ellsworth, for \$2.66 $\frac{1}{4}$ an acre, making totals of \$1,032 and \$852 for the two pieces.

The enumeration of York was 18 in 1861, 55 in 1865, 93 in 1869, and 164 in 1871. In 1870-1 139 pupils were enrolled in the three schools taught in York and the average attendance was seventy-seven. The term was 116 days. The male



JAMES ILLINGWORTH
TRUSTEE YORK 1905-190—

teachers received \$1.63 and the female \$1.50 per day. The value of school property was \$1,500, apparatus \$150, and number of books in library fifty. In 1863-4 the two schools in York and the one in Richland as it now is, enumerated and enrolled thirty-four pupils, with a daily average of twenty-seven. The number of days taught was seventy-five

and the average daily wages of the teachers ninety cents. The value of the lands in York when its present boundaries were fixed was \$139,306, improvements \$25,442, and personal property \$164,748.

The first commencement in York was held in the hall at Raub on the evening of May 8, 1885. Oma Gillett (Shonkwiler), Maggie Shonkwiler (Weldon), Minnie Wilson (Barr), Olive Weldon (Carson), Dora Perkins (Booty), and Jane Perkins had completed the common school course of study and received their diplomas that evening. Oma Gillett read a "History of the Class" and the other members read essays on other topics. P. J. Kuntz of Sheldon was the teacher in charge and Trustee Gillett presented the diplomas. Olive Weldon taught for two years and Jane Perkins graduated as a trained nurse in 1903. She is now doing deaconess work in connection with a church in Omaha, Nebraska.

A graded school was organized in Raub in 1881-2, with Truman Kirkpatrick and Maude Houser as teachers. In 1883 B. F. Heaton introduced high school work, but the first regular course was established in 1890, and was as follows: First year, first half: Algebra, Zoology, Physical Geography and Book-keeping; second half: Algebra, General History, Botany and Book-keeping. Second year, first half: Algebra, Rhetoric, General History and Latin; second half: Geometry, Civil Government, Physics and Latin. Third year, first half: Geometry, Physics, Latin and English Literature; second half: Latin, Psychology, English Literature and review of Arithmetic and Grammar. Though thirty-three pupils began this course within the next six years, but three, Cora Hunter, Mabel Weldon and Loretta Portteus, completed it, and no diploma was given any of them. Alexander Caldwell was principal of the school during these six years and taught a normal class in the summer of 1891. Ella Perkins, Cora Hunter, Anna Nace, Oliver Nace, Bertha Bayliss, Stella Shonkwiler, Anna C. Brier and Jane Perkins were members of this class, which seems to have had much to do with originating the fine educational spirit that has since produced so many teachers in York.

W. J. Whinery succeeded Mr. Caldwell in 1897-8-9, and George A. Gaylord from 1899 to 1905. In 1897 Joseph Perkins was one of the strongest advocates of the uniform non-commissioned high school course. Failing to secure this, with the



EVENING AT THE YORK GRADED SCHOOL—RAUB

assistance of Mr. Gaylord and the superintendent, he reorganized the former high school course in 1899. The first class completed this course in the spring of 1901, and the members of this class, Edward Keefe, Blythe Fleming, Lucy Portteus, Winnie Cobleigh, Jessie Wright and Sarah Keefe, received their diplomas at the first high school commencement held in York.

A two-story schoolhouse built in Raub in 1881 was burned on the night of January 3, 1896. The advanced students were moved into the town hall and the primary pupils, taught by Jessie Perkins (Strickler), were moved to a house north of town. In the summer of 1896 Mr. Perkins built in Raub the York township graded school shown in the picture. In 1904 Thomas Fitzgerald built an addition to this house and employed a third teacher. Mr. Perkins started a library, which, under the management of Mr. Gaylord and Mr. Fitzgerald, grew to be one among the best in the county. James Illingworth employed Emory Hoover as principal for 1905-6, but while this sketch was being written this worthy young man was overtaken by an accidental death so sad and so shocking that it cast a lasting shadow of sorrow over the entire community. Mr. Hoover has been succeeded by Lillian Carr.

Mr. Illingworth has recently placed a fine physical apparatus in the high school, which raises the total value of the appliances for teaching to fully \$400. The school libraries of the township now contain 1,220 books, more than half of which have been purchased with donations at socials. Taking the last three years as a basis, eighty per cent. of the students that enter the York high school attend until they graduate; and taking the last four years as a basis, fifty-six per cent. of the pupils that enter the common schools attend until they have completed the common school course. This excellent condition of school affairs is largely attributable to the enthusiastic school spirit existing in the township. The patrons in York not only encourage the pupils, but assist the teachers, and it is probable that the first patron's township institute day ever held in Indiana was held in York township. York now leads the county in its per cent. of high school graduates, and leads every town and township in the county except Boswell in the per cent. of its common school graduates. Mr. Illingworth hopes to keep York in her present proud position.

Organization: East half was a part of school township twenty-four, range eight west, described in history of Oak Grove. All in the civil township of Parish Grove from 1840 to 1858, when a part was placed in West Pine until replaced in Parish Grove in 1865, where it remained until formed into Grant in December, 1868. Boundaries completed in 1876. Under the trustees of Parish Grove, West Pine and Parish Grove, and Parish Grove until the Grant succession which has been as follows: 1868, James Kirtley; 1872, A. R. Gilger; 1878, John T. Lawson; 1882, William H. McKnight; 1886, George W. Cones; 1890, George Liptrap; 1894, J. C. Simpkins, resigned in 1899, W. D. Simpkins appointed; 1900, W. D. Simpkins; January 1, 1905, John W. Cooper.

Advisory Boards: 1899, Michael Scanlon, B. F. Dimmick, Clark Hubbard; 1900, Robert Edmonds, Henry W. Cook, B. F. Dimmick.

Teachers 1905-6: Grace Greenwood, Maggie Silvers, Ray Conner, Zora Coffenberry, Ethel Freemaun, Harriet Earl, Esie Kirkpatrick, Elva Lamb, Clara Peterson.

The active imaginations of the red men of the forest sometimes led them to believe that the sounds made by rustling leaves and rippling waters were the voices of spirits speaking to them from forest and stream. Interesting indeed would be the story of the pioneer schools of Benton county if told by voices speaking from the winding branches of the picturesque Pine, or the groves along their banks. In the evening of an October day in 1837 a man of about thirty was standing on the bank of the west fork of Pine about one and a half miles from where it crosses the south line of the county. Away toward the west he saw the dim outlines of the Grand Prairie, seemingly as boundless as the ocean itself. Around him to the south and east and north were forests of hickory, oak and maple, crowned with the regal beauty of the glorious tints of autumn. Dropping his eyes he saw at his feet a very essential thing in the life of a pioneer—a stream of living water. Fascinated with the beauty of the scene around him, he resolved to secure it as his future home. His name was Thomas Martin and on October 21, 1837, he purchased his chosen site from the United States government. The land he received is described

as the northwest quarter of the southeast quarter of section twenty-nine in township twenty-four north, and range eight west.

July 31, 1841, Thomas Martin, Joseph Ward, William Smith, Thomas Smith, James Smith, William McConnell, Samuel McConnell, Perigon Garland and William Garland petitioned the county school commissioner to sell the school section



W. D. SIMKINS
TRUSTEE GRANT 1899-1905

(16) in township twenty-four, range eight. The petition was granted and the west half of the section was sold to Abner Evans on November 12, 1841, for \$400, one-fourth cash and the balance in ten years, with interest at seven per cent. The day following the sale Thomas Martin applied for the loan of the \$100 received and became the first borrower from the Congress-

sional school fund in Benton county. Mr. Martin was a man of more than ordinary intelligence, was well educated for his time, and was the support of a wife and three children. He used the money borrowed to improve his home and in it, in the fall of 1842, he opened the first school taught in what is now Grant township, and the second school opened in Benton county. He taught spelling, reading, writing and arithmetic from such books as could be had in the community. He was a man of genial and kindly nature and possessed none of the stern characteristics so common to pioneer teachers. Lewis Jones of Boswell was a pupil in the school of 1842 and says that Mr. Martin was always trying to help his pupils and did not know what it was to be cross. Speaking of the pioneer schools, Mr. Jones says that the great events of those days were the spelling matches. He declares that one of the saddest moments of his life was when he, the pride of his teacher and schoolmates and the only one left standing against a rival school, went down on the word "cachexy."

The first school district in Benton county was created on February 1, 1845, and was composed of the east half of the Grant of today. Forty-nine children between the ages of five and twenty-one were then living in the district. The patrons were Joshua Howell, Isaiah Perigo, John Rose, Mary McIlvain, John McConnell, Hezekiah Rogers, James Smith, Thomas Smith, Perigon Garland, William Smith, John Whitaker, Josiah Smith, Joseph Ward, William Board, Abraham Howery, Joseph Smith, Jacob Cassel and Thomas Martin. On April 14, 1849, this district was divided into three districts, having a total enumeration of eighty-six.

A little more than a half mile south of Chase is the old Isaiah Perigo homestead. Here in the summer of 1848 was built a log smoke-house. At the request of his neighbors Mr. Perigo permitted the building to be used for a schoolhouse the winter following, Luther D. Hawley having charge of the school. Some of Mr. Hawley's pupils were Jonathan Howell, Allen and William Gillespie, George Perigo and John M. Stanley. Mr. Stanley says that this house was seated with rough puncheon seats without backs. The pupils had to sit upright facing the center of the room. Many of them could not touch the floor with their feet and sometimes grew tired beyond endurance. The only desk in the room was a shelf placed on

two slanting pegs in the wall. But one person could use the desk at a time, and the pupils were coming and going all of the time, glad to get a chance to use the rough board shelf.

On June 7, 1849, the east half of the school section in Grant was sold to William T. Rowe for \$400. One acre of that land would now sell for what one hundred acres brought then, and



JOHN W. COOPER
TRUSTEE GRANT 1905-190—

six per cent. interest on the present value of one acre would annually amount to the price then paid for six acres. In the summer of 1849 two schoolhouses were built, one near the Perigo and the other near the Martin home. It is not known who taught the Martin school in 1849-50, but the teacher's report (which he forgot to sign) says the schoolhouse was "new

and comfortable." The enrollment was forty-five and the average daily attendance fifteen. Spelling, reading, writing and arithmetic were taught, and "McGuffey's Readers," "The Way of Holiness," "Signers of the Declaration of Independence," and "Pike's Arithmetic" were among the text-books used in the school. The term was sixty-five days and the teacher's salary was fifty dollars for the term. At the Perigo school Mr. Hawley's enrollment was thirty-five, his daily average twenty-two, term three months, and salary eighteen dollars a month. Hulda Holcher taught the school in district one (Martin) in the summer of 1850 and William Hubbard in the winter of 1851-2. Mr. Hubbard recalls Susan Roberts, Hannah Kelley, William Smith, H. C. Cassel and Henry McDaniel as some of his pupils who are still living. Who taught this school in 1852-3 is not known to the writer, but a scrap of paper, yellow with age, has come into his possession which says: "This District with what now constitutes District No. 6 had a 65 days publick school taught by a Male teacher. The branches taught were Spelling, Reading, Writing & Arithmetic. Books used—Elementary and Cobs Spelling books, McGuffies 1st. 2nd 3rd and 4th Readers, Smiths and Davies Arithmetics, Signers of Dec. of Independence, Murders & daring outrages committed in the Country, English Reader, an Introduction, Life of Andrew Jackson, U. S. Speaker, American preceptor, Porters Rhetorical Reader Premium hist. U. S. Universal hist. U. S. &c.&c." The report is given as it is written, without any corrections of any kind. Two kinds of spellers and two kinds of arithmetics were used. As reading was the only other subject taught in which a text could be used, it will be noticed that fourteen different kinds of books, besides those included in the and-so-forths, were used in teaching reading. The program of the daily work of this teacher and his school would be a valuable educational relic.

In 1852 a school was opened in a private house in district three. Five pupils were enrolled with A. W. Boltinghouse as teacher. In 1852 district one was divided, all west of Pine Creek remaining in that district. All east of the creek was placed in a district numbered six and a schoolhouse was built on the corner east of the old Cassel (now Dewey) homestead. The schoolhouse built in 1849 was moved to a point just west of the old Charles McDaniel home where it stood until recently torn down.



MORNING RECESS IN GRANT

In 1852 the school affairs of the west half of range eight passed to the control of the trustees of Parish Grove township. Soon afterward the districts were renumbered, Cassel's becoming district one, Perigo's two, McDaniel's three, and a strip two miles wide, off the northern part of the township as it now is, became district four. In 1858 West Pine was created, leaving district four in Parish Grove. Asa H. Vanover was the first trustee of West Pine. His successors were John T. Stokes in 1859 and James M. Harris in 1861. In 1860 Henry Robertson, then trustee of Parish Grove, built a schoolhouse in district four (north of Chase), and Jesse Curl taught the first term in it. His patrons were John Henderson, William Lindsey, John Gillespie, Frederick Besser and Joseph Hixon. Another school (probably the Dimmick) was built in 1861, and John J. Ripple, William Marvin, Charles Ford, Elizabeth Scott and C. M. Scott taught in the various schools in 1861-2. B. Freeman, Mary Town, Samuel Cheney, J. G. McNeil, Stephen Adsit, Henrietta Freeman, Spencer Shanklin and H. Edwards were among the teachers of Grant in 1862-3-4.

Grant township received its name in December, 1868, and then included all of what is now Grant and Hickory Grove. By this time eight school districts had been formed in what now constitutes Grant. James Kirtley became the first trustee of the new township and employed Earl Sherwood, J. G. McNeil, C. J. Parker, James H. Neal, Albert Kolb, Maggie Young, Samuel Dinwiddie and James W. Hash as his first teachers, paying them a total of \$935.98 for their services. Mr. Kirtley was a strong advocate of free schools and is entitled to the honor of levying the first local tuition tax paid in Benton county. The first levy was made in 1869 and was five cents on each one hundred dollars valuation of property. The total tax valuation in Grant at that time was \$466,846. There were many delinquents, so the receipts from the first levy amounted to but \$195.86. The next year the levy was raised and the local tuition receipts advanced to \$501 in 1871. William Hash, B. F. Heaton, Charles Menefee, J. M. Cassel and Charles Moore taught in 1871-2, and Marion Menefee, J. H. Freeman, George Vail and Alice Hash taught in 1875-6. In 1883 Charles Johnson, Perry Kirtley and Flora Wattles had the honor of becoming the first common school graduates in Grant. Clara McNeil,

Lilly D. Wattles, Annie Whinery, Ratia O'Dowd, Charles Johnson and Luther Perigo were among the teachers in the eighties.

There are 860 books in the school libraries of Grant. Nearly all of the common school graduates enter the Boswell high school, where many of them remain to complete the four years' course. The school spirit is so good in Grant that the township took first place in regularity of attendance in 1904-5, and Mr. Cooper hopes to maintain this interest and generally improve the schools.

CENTER.

Organization: Two-thirds in Pine and one-third in Parish Grove from 1840 to 1851, when the part that had been in Pine was placed in Oak Grove. In Parish Grove and Oak Grove from 1851 until March, 1855, when the north half became parts of Prairie and Washington until December, 1855, at which time Prairie was again placed in Oak Grove and Parish Grove where it remained until March, 1861, when the east two-thirds was again placed in Prairie, where it continued until 1872-5, when the present boundaries were fixed and the west third taken from Parish Grove. Under the civil trustees of Pine and Parish Grove, and Oak Grove and Parish Grove, until the Prairie succession, which was as follows: 1861, William Wisher; 1863, John E. Fenton; 1864, George Armstrong; 1865, Thomas Childs; 1866, John E. Fenton; 1867, Thomas Childs; 1869, Nathan Hibbs; 1870, William Hughs, who served until the west third was joined to Prairie and the name changed to Center, since which time the Center succession has been as follows: 1876, William Hughes; 1878, John W. Switzer; 1882, O. C. Brockway; 1886, Henry Taylor; 1890, Warren B. Sheetz; 1894, B. F. Johnson; 1900, O. H. McMaster, resigned, R. P. Chenoweth appointed in January, 1903; January 1, 1905, Allen W. Hagenbuch.

Advisory Boards: 1899, James A. McKnight, Robert P. Chenoweth, Ole Olson.

Teachers 1905-6: Louise Studer, Emma Johnson, Mary Hoss, Mabel Yost, Ralph Nelson, Benjamin Bugbee—Ada Van Scoyoc, O. D. Lamb, principal; Ethel Anderson, assistant.

The first settlers of Center seemed to have arrived in 1838. The logs with which their cabins were built were hauled from the nearest groves. The settlement grew so slowly that no

school was opened until the spring of 1852. Then Anna Birdsall taught school in one room of her father's home, enrolling ten pupils and charging \$1.50 per month for each child attending. The house in which she taught stood on what is now known as the Marlow place, a half mile east and a little north of Swanington. The next year a school was taught in an old



R. P. CHENOWETH
TRUSTEE CENTER 1903-1905

cabin that stood on the Carr farm about a half a mile north of the Birdsall home. Eliza McClure was the teacher and a part of the term was paid for with public money. In 1854 a public school was opened in an old cabin that stood a few yards south of the site of George Pfleeger's home near Swanington. This school was taught by Elizabeth Young, who re-

ceived a salary of twenty dollars a month. In 1856 William Wisher, John Carlyle, George Champly, Hancy Hamilton and others built a schoolhouse about forty rods south of the old cabin. This was called the Wisher school. The desks were slanting shelves fastened to the wall. The seats were backless and placed around the house in front of the shelves. When a shelf was used the pupils had to sit with their faces toward the wall. When through using this rustic desk, the pupils would turn with a quick motion that threw their feet over the long bench, and sit upright facing the center of the room.

Mary Logan was the first teacher in this building and numbered among her pupils members of the Wisher, Rommel, Crosson, Calkins, Beazel, Young, Lamborn, Miller and Wentworth families. The great events of that year were the spelling matches between the pupils of the Oxford and Wisher schools. These interesting occasions were then looked forward to with much the same spirit as now inspires our young athletes and orators, and the boy or girl that stood up the longest at a spelling match was the hero or heroine of the occasion. "The principal modes of punishment in this school," says one of the pupils, "was flogging the boys, and keeping the girls in, or making them sit with the ugliest boy in the school. History has not recorded the names of any of the "ugliest boys," but it is known that those were happy days for some of them who later won the damsels that had been "punished" by sitting by their sides.

The first teacher in the Wisher school after the formation of Prairie township was Mary M. Calkins. She was succeeded in 1862-3 by Henrietta Barnes who received a salary of twenty dollars a month. The number of persons of school age was thirty-one in 1855, forty-one in 1861, seventy-seven in 1862, and sixty-seven in 1864. Blackston Freeman taught in 1863-4. He taught eighty-six days, with a daily average of thirty-four, at \$1.07 per day.

Previous to 1852 no district or township school tax of any kind could be levied without a vote of the people. The early settler was a man of independent thought and action. He wrought the forest into a habitation for his family and for its members he wrested a living from the untried soil. His code of law often was that his family and his property belonged to him and that nothing should be done for or with either with-

out his consent. As his father had not submitted to school taxation without giving his consent, why should *he* do so? This spirit was early abroad in some communities in Benton county and yielded slowly, often only after a fierce struggle. The county commissioners passed on all tax levies made by township trustees, but in many instances levies for *school purposes* were annulled on petition of the taxpayers.



ALLEN W. HAGENBUCH
TRUSTEE CENTER 1905-190—

When William Wisher became the first trustee of Prairie township, in 1861, he received from the trustee of Oak Grove \$38.67 as Prairie's share of "the schoolhouse building funds." This and the schoolhouse he and his neighbors had built composed the school property of a township, then six miles wide and twelve miles long, containing 45,175 acres of

occupied land and total taxables amounting to \$197,118. This being true, it is little wonder that the commissioners two years later promptly approved a levy of twenty cents on the one hundred dollars made by Mr. Wisher for "schoolhouse building purposes." The levy and approval aroused great indignation in the vicinity of the school, and, on July 25, 1863, a public meeting was held in the one schoolhouse in the township to consider ways and means for defeating the levy. A long petition had been prepared and was unanimously adopted at the meeting. Among many things set forth in it were that this was "A tax believed to be without a parallel in Benton county"; that "Considering, as your petitioners respectfully wish you to consider, the unparalleled burdens, National, State, county, and township under which we labor, imperatively calls for a diminution rather than an augmentation of taxation; and which, if not in a short time diminished, will render it impossible to meet such excessive demands upon our capital and constant toil, and provide for the continual wants of our suffering families. It is entirely useless for us to enumerate a family's wants, and their attendant costs, for you are fully aware of such." When one realizes that the total amount of this levy amounted to but \$394.20, not more than half of what one country schoolhouse now costs, he may become lost in wonder at such a struggle to defeat the levy. But again, when he realizes that for forty years no school tax could be levied without a special vote of a district, township or county, and when it is remembered that this was in the midst of the Civil War—a time of conflict of opinions on many questions—little surprise should be felt at such action, and no condemnation should be visited upon the actors. The levy was annulled and withdrawn from the records.

Elizabeth Young, S. H. Payne, George Yancey, Henry Edwards, Lizzie Birge, John S. Beazel, Mollie T. Wentworth, Rosa Orsbourne, Lewis H. Harney and E. H. Young followed in regular order as teachers in the Wisher school. In the spring of 1867 Henry Rommel taught a school in a log cabin that stood on the northeast corner of the northeast quarter of section twenty-seven, range eight west, receiving \$100 for three months' work. No other term was taught in this cabin. In the fall of 1871 another school was opened in the summer kitchen of Joseph J. Lewis, about three-fourths of a mile west of the site of the East



A GEOGRAPHY EXCURSION—CENTER—1904

Center school. The first part of the term was taught by Jennie Lane of Lafayette, but it was completed by Elizabeth Young. She also taught the first term in the East Center school which was built in 1872. Laura Lewis, Henrietta, Jessie and William Graham, and Mary A. Pearson (Chenoweth) were pupils in the summer kitchen school. Matthew H. Walker taught the second term at East Center. The third schoolhouse built was in Fowler, and two other buildings were erected before Prairie became Center township. The country teachers in 1875-6 were Adelaide Smith, F. J. Brown, Samuel Heisler and T. M. Underwood. The enumeration was seventy-five in 1866 and 109 in 1871. In 1870-1 but one school was taught; the enrollment was seventy-nine, daily average forty-two, days taught 120, teacher's daily wages \$1.87½, total value of school property in township \$360, and forty-six volumes in the library.

On October 17, 1853, the southeast quarter of school section sixteen, township twenty-five, range seven west, was sold for \$3.75, and the west half for \$8 an acre. April 21, 1857, the remaining quarter of this section was sold for \$5 an acre, making \$3.960 for the entire section. October 6, 1854, the southwest quarter of school section sixteen, township twenty-five, range seven west, was sold for \$5 an acre, and on January 13, 1855, the remainder of the section was sold for \$5 an acre, making \$3.200 for the entire section.

Warren B. Sheetz established a graded school at Swanington in 1894, employing Carl McCaslin and Lulu Johnson as the teachers in 1894-5. The people in the vicinity have always taken pride in this school and have done much to uphold it. They are now asking Trustee Hagenbuch to build them a new building and organize a high school. There are 1,210 books in the school libraries of the township. Many of Center's common school graduates have completed the course of the Fowler commissioned high school, and quite a number of them have taken a college course. Mr. Hagenbuch has been both a high school and college student, and is especially anxious that his teachers and schools should be of the best.

UNION.

Organization: All of Union in range seven was a part of school township twenty-six, range seven, organized in 1850 with

John Borick, John Johnson and Charles Dawson trustees. All in Pine from 1840 to 1851; in Oak Grove from 1851 to March, 1855, and in Prairie until December, 1855, when it was again placed in Oak Grove until the re-formation of Prairie in March, 1861. Present boundaries fixed and township named in June, 1864. Under trustees of the civil townships of Pine, Oak Grove,



GREENBERRY SAYERS
TRUSTEE UNION 1900-1905

and Prairie until 1864, with the Union succession as follows: 1864, John W. Nutt; 1865, Ephraim Sayers; 1867, John W. Nutt; 1868, Henry Timmons; 1872, A. W. Williams; 1874, Jay Bottenberg; 1878, L. D. Timmons; 1880, Morris N. Pelton; 1882, George H. Smith; 1886, W. S. Rowe; 1890, Lyman Barce; 1894, John Patterson, resigned in 1899, Winfield S. Rowe ap-

pointed; 1900, Greenberry Sayers; January 1, 1905, David J. Finnessy.

Advisory Boards: 1899, Amos Hagenbuch, Thomas Gray, James D. Woodburn; 1900, D. A. Waller, Amos Hagenbuch, James D. Woodburn; 1901, Bryce Ferguson—W. C. Oneal, Fred N. Michels; 1902, Mark Crandall, F. C. Nutt, W. C. Oneal.

Teachers 1905-6: George A. Gaylord, principal high school; J. E. Garvin, assistant principal; Lizzie Gray, Anna Hogan, H. A. Kretzmeier, Elmer Clark, Katie Hogan, Maude Anderson, Pearl Sayers, Lonise Michel, Mabelle Bruce.

The first schoolhouse in Union was built by Epps Johnson in the summer of 1863. It stood two miles east and one mile south of where the handsome graded school shown in the picture now stands, and cost \$444. The first school in this house was taught by John W. Swan in the winter of 1863-4. Mr. Swan enrolled eleven pupils and received thirty-five dollars a month. Emma Freeman taught forty-three days for forty-three dollars in the summer of 1864. Mr. Swan taught again in the winter of 1864-5, and Mrs. B. F. Davidson and William Nutt were pupils that term. Jacob Lucas furnished the fuel for \$27.75. Maggie Young taught in this school in the winter of 1865-6, and Lydia Dwiggin, Samuel H. Payne and Henry Rommel were her successors from 1866 to 1870. Later the location of this school was changed and the building sold to James Watt and moved onto his farm, where it now stands.

In 1865 the people in the northwestern part of the township asked Trustee Sayers to build a schoolhouse in that corner of Union. Mr. Sayers rode on horseback to Oxford and placed the matter before the county commissioners, who directed him to prepare an estimate of the cost of a building large enough to accommodate the pupils likely to be in the community for several years to come, and submit this estimate to them for consideration. He did as requested. His estimate was approved, and he erected the house in the summer of 1866. This building was twelve feet wide and fourteen feet long. The total cost of the material in it was \$140.04. William F. Swan did the carpenter work and lathed and plastered the house for \$37. The seats, desks and stove cost \$27.10, making a total cost of \$204.14 for the building and furniture complete. Small as the cost seems, the expense incurred in establishing this school became the leading issue at the next township election.

The campaign was a warm one. The voters were all present at the election and when the ballots were counted it was found that Mr. Sayers had been defeated for re-election, because he had built such a *large schoolhouse for only eighteen or twenty children*.

The first school in the building was taught by Eliza Dwig-



DAVID J. FINNESSY
TRUSTEE UNION 1903-190—

gins, who enrolled eighteen pupils. Her early successors were John W. Swan, Sarah Jane Bugbee and Aramuta Cowgill. Miss Bugbee speaks of the building as "a little coop of a house in which one had scarcely room enough to turn around." The Center school was established about 1870, the Monty and Meader schools in 1872, the Lochiel school in 1875. The other

houses were built later, the last being the one two miles east of Lochiel, built by George H. Smith who was elected trustee in 1882. O. B. Jones, H. L. Woodburn, Leroy Hillis, W. H. Isham, W. L. Johnson, Rhoda Sayers, Clara Ladd, Peter Pot-house and W. F. Morgan taught for Mr. Smith in 1884-5.

Many interesting incidents referring to discipline in the early schools of Union have been related to the writer. In one school a small lady teacher had been driven almost to desperation by a large young man of twenty who had become displeased with her and told her that he proposed to do as he pleased, not as she wished. In the evening a patron came for his children in a large sled. Through the window the teacher saw him coming, and noticed that he carried a large "black-snake" whip. As soon as he entered the schoolhouse she ran out to the sled and got the whip. When she returned to the schoolroom she informed the young man that the question as to whether he or she was to control the school must be decided at once. She then whipped him until he begged her to quit, and promised to do better. He kept his promise, and her pupils yet speak of her as one of "the loveliest teachers that ever taught in Union."

When Union was organized it contained real estate valued at \$109,795, improvements \$1,425, and \$5,216 worth of personal property. The enumeration in 1865 was 19, 33 in 1866, 58 in 1869, and 101 in 1871. In 1870-1 the two schools taught enrolled eighty-two pupils, with an average attendance of seventy-four during the seventy days taught. Each teacher received \$2 per day, the total value of school property was \$735, and there were fifty books in the township library. The school section situated in Union was sold on April 10, 1854, 480 acres bringing \$3 an acre, and 160 acres bringing \$3.24, making a total of \$1,958.40 for the section.

James Woodburn was the first teacher in the Meader school. In this school on March 5, 1882, the first common school diplomas issued in Benton county were presented to Mary H. Pelton, Frank Meader and Herman Pelton by their teacher, Sarah Jane Bugbee. Ever filled with the spirit of the born teacher, Miss Bugbee was very proud of her pupils, and invited every one in the community to be present at the graduating exercises. The pupils exhibited their work in arithmetic, grammar, spelling and drawing by means of quick work on the blackboard,



MORNING AT THE UNION GRADED SCHOOL.

and a program of recitations and essays in which the graduates took a part was given. The diplomas were presented at the close of the exercises, and the well-pleased people went to their homes little dreaming that the interest awakened that day was to grow so rapidly. Twenty years from that spring more than six thousand people attended the common school graduating exercises in Benton county.

The first high school work in Union was introduced by William Johnson in the fall of 1892. Mr. Johnson died in the winter and the term of 1892-3 was completed by Benjamin F. Scudder. In 1893 a two-story building was erected and a two years' high school course organized. Mr. Scudder remained at the head of the school until the spring of 1895, when he presented to Nellie Gray, Mary Humphreys and Oliver Nutt the first township high school diplomas in Benton county. The two years' course was continued until the erection of Union's beautiful graded school building. This building was erected by W. S. Rowe in 1900, and is now known as one of the best township school buildings in Indiana. Some substantial improvements were added by Mr. Sayers. The total cost of the building, grounds and barns was about \$12,000. Oscar Noe was employed as principal of the Union high school in 1897 and had charge of the school in the new building until the spring of 1902. He was succeeded by John T. Titsworth in 1902-3-4, and George Bugbee in 1904-5. A three years' high school course was organized in 1900, which gave way to the county course adopted in 1903. The school now has a good library and a fair amount of apparatus. The school libraries of the township contain 1,180 books. Almost all of the common school graduates of the township have been taking at least a three years' high school course, and many of them have attended a commissioned high school in either Fowler or Goodland. The people have always manifested a commendable interest in their schools and are striving to keep them as good as the best. Mr. Gaylord and his high school pupils have recently given a play for the benefit of the high school library, and Mr. Finnessy is looking carefully after the interests of this and the other schools in Union.

Organization: All included in the civil township of Pine from 1840 to December, 1866, when the boundaries of Gilboa were completed. Range six organized as a school township in January, 1850, with George Wiggins, James O. Denton and Rinaldo Sutton trustees. Range seven, see Union. Under trustees of Pine until the Gilboa succession, which has been as follows: 1866, James Witham; 1867, John Garretson; 1872, John McMurtry; 1880, Henry C. Bugbee; 1884, W. I. McCullough; 1888, E. A. Hunt; 1894, W. H. Cheadle; 1900, John V. Bartoo; January 1, 1905, James H. Gilbert.

Advisory Boards: 1899, John W. O'Connor, William Rodehafer, Elias Julian; 1900, G. Grimble, W. Feltis—J. W. O'Connor, Elias Julian; 1902, G. Grimble, D. N. Shand, E. Julian.

Teachers 1905-6: E. H. Carter, principal high school; Warren McConnell, assistant principal; Nelle Shand, Jesse Roth, Arthur W. Lucas, George Hoover, Huey Lambert, Vernie Cox, Frances Shand, Nettie Lambert.

Seven miles directly north of the 1831 summer camping-ground of the first settler in Benton county stands Mount Gilboa. It was so named by Simon Brown, a minister of the gospel and its former owner, while he was standing on its summit. This eminence commands a magnificent view of the surrounding country, and, as one stands where the christener stood, it is not only easy to recall the biblical mount of old, but seems easy to imagine that in days long gone by Miamies and Pottawotomies watched the chase from this height or sent up the signal smoke of war from its summit. Two miles east of this elevation is a grove in which James O. and William Denton settled some time previous to 1840, possibly as early as 1832. The first home of William Denton was a one-room cabin, built about one-fourth of a mile east of where the Grove school now stands. He prospered, his family grew, and a larger house was built in the forties. Other settlers had come into the community when, in 1850, Stephen Cheadle opened a school in the abandoned cabin. His patrons were William, James O. and Joseph Denton, Samuel B. Trenter and George D. Wiggins, who were the fathers of four boys and ten girls between five and twenty-one years old at that time. These all lived in range six. In range seven there were but three boys and

four girls of school age, the children of Francis Dawson, John Southard and Ezekiel Dawson. Within the next two years Minet Ridney, John Dawson, Joseph Culthain, Theodore Davis, Daniel Thompson and Mary Stevid moved into range seven and the number of children of school age was increased to ten. Meantime L. D. Timmons, John Mussen, J. Southard and James



JOHN V. BARTOO
TRUSTEE GILBOA 1900-1905

and William Elmore had settled in range six, and it was decided to build a schoolhouse. A new frame was built about three-eighths of a mile east and one-eighth north of the present grove school, and a six weeks' public school was taught in the winter of 1853-4. There were eleven boys and thirteen girls enrolled and the teacher received \$1.37½ per day.

In 1860 another house was built about one mile east and a little south of where the McCullough school now stands. This was known as the Miller school. It was taught in 1860-1 by Joseph Hollingsworth, by D. Reed in 1861-2, by G. A. Haskell in 1862-3, and by Carver Stanfield in 1863-4. The latter taught for three months at \$30 per month. His enrollment was sixty-five and his pupils were seated four in each seat. Mrs. B. F. Davidson, Orlando Johnson and Philip Fisher were pupils in that school. The latter says the "teacher did not whip any, but shook up the pupils pretty lively sometimes." Mr. Stanfield was educated in a log schoolhouse in Tippecanoe county and attended Asbury University (now DePauw) one term. He thinks the college course then about the same as a high school course is now. When he applied for his license he reached the examiner's home about noon and was told to "put up his horse and come to dinner." Dinner over, he was told that his license would cost him one dollar. He paid it and was given one year's license. "A good day's work," says Mr. Stanfield, "a fine dinner, my horse fed and my license, all for one dollar, and no questions asked." E. A. Hann appears to have taught in Denton's grove in 1860-1, and Anna Magee in 1862-3-4.

Gilboa's portion of Pine was land valued at \$116,164, improvements \$10,200, and \$41,044 personal property. The amount of special school receipts for the first year was \$167.56, tuition \$304.57. The two schools in the township were taught the first year (1867-8) by P. D. Corkins and J. S. Gilpin, each receiving \$101.50 salary. About 1865 a school called "Anti-och" was built a mile and one-fourth west of Denton's Grove. From 1867 to 1871 three new houses were built. The enumeration in 1868 was 157, increasing to 126 males and 108 females in 1871. In 1871-2 five teachers were employed for \$1.50 per day each; 168 pupils were enrolled in the five schools, with an average daily attendance of 101. The total value of all school property was \$1,650, and there were fifty library books in the township. The five teachers were Daniel W. Osborne, J. W. Forney, Louise Parris, Jennie Brown and Upton Matthews. Gilboa settled so rapidly that by the close of 1875 ten schools had been opened and the enumeration was 303. The ten teachers in 1875-6 were William Corkins, Hattie C. Smith, Daniel Fraser, W. I. McCullough, P. D. Corkins, P. S. Corkins, Rosa Brown, Clara Brown, Clara Engler and Ima Brown. Mr.

Fraser began teaching in 1874 and speaks of a year in which he taught the McCullough school as being "the happiest in his life." "That year," he says, "I began teaching as soon as I got to school in the morning and quit when I got tired in the afternoon, sometimes at three, and sometimes at four or five o'clock. I knew very little about arithmetic, but was counted a great



JAMES H. GILBERT
TRUSTEE GILBOA 1905-190 -

success in mathematics because I was able to get Will Hollingsworth and the Sheedy boys to solve the hard problems that I could not get myself. When some little fellow got restless and made too much noise, I had one of the big boys raise the nearest window and drop him out to get some fresh air. I thought it a great shame to keep little children cooped up too

long." In 1883 Miranda Wilcox won the honor of becoming the first graduate in Gilboa township.

The school section in Gilboa was sold on October 3, 1874. One quarter sold for \$16 an acre, another \$19, and the remaining half \$20 an acre, making a total of \$12,000 for the section. The interest on this amount is prorated to all children of school age residing in range six, in both Benton and White counties.

Trustee Cheadle early became imbued with the high school spirit that began to arise in 1897 and soon endeavored to establish a high school in Gilboa. The effort failed until 1900. Soon after the common school commencement that year about sixty-five per cent. of the patrons in the township petitioned the trustee and advisory board to establish a high school. During the fall and early winter the Gilboa High School shown in the illustration was built at an original cost of about \$4,000. Edgar L. Penn was the first principal, assisted by Mabel Woodburn (Bugbee), since deceased. November 16, 1900, Mr. Bartoo became trustee and a high school course was established. George Bugbee was principal in 1901-2-3, and E. H. Carter in 1903-4. At the close of the latter year Mr. Bartoo held the first high school commencement in Gilboa, E. H. Carter presenting the diplomas to Huey and Nettie Lambert and Ada and Ethel Hollingsworth, members of the first graduating class. All of this class taught in Gilboa in 1904-5. The picture is from a flash-light photograph taken at Gilboa's first high school commencement. The people of Gilboa are quite proud of their high school and over twenty students enroll in it each year. The house and grounds have been improved and are now valued at \$5,500. George Felder was principal in 1904-5, with Grace T. Crandall assistant. Mr. Gilbert re-employed E. H. Carter for 1904-5, and both are making an earnest effort to keep the Gilboa high school up to the standard of the best. The school has a good reference library and about \$300 worth of apparatus. The school libraries in Gilboa contain 1,260 books, at least 1,200 of which have been purchased by means of the liberality of the people attending school socials. An excellent school spirit exists throughout the township.



GILBOA GRADED SCHOOL.

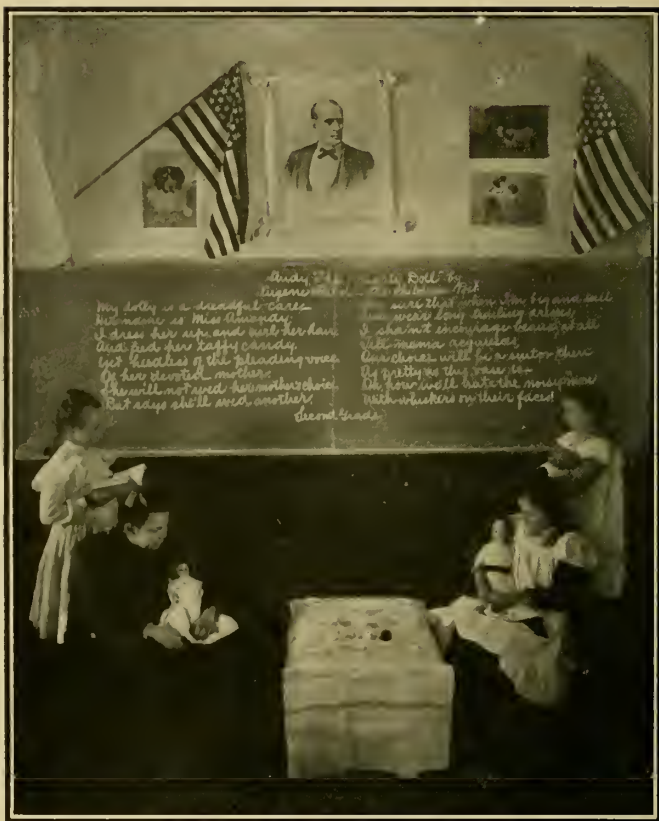
Organization: All included in Parish Grove township from 1840 to March, 1855, when it was placed in Washington. All in Washington until December, 1855, when it was again placed in Parish Grove until it became a part of York in 1860. Present boundaries completed in 1868. Under the trustees of Parish Grove, succeeded by the trustees of York until the Richland succession, which has been as follows: 1868, James Coulter; 1869, Michael Sigal; 1870, Anthony Dehner; 1872, Robert Kelley; 1874, Edward M. Stout; 1876, Anthony Dehner; 1880, Gustavus W. Jewell; 1884, George Tinsman; 1888, John Flynn; 1894, Bernard Funk; 1900, William C. Compton; January 1, 1905, P. C. Benner.

Advisory Boards: 1899, Richard Carton, Bernard Holscher, Charles Nattinger; 1900, Thomas Schleutenheoffer, Leo Yochem, William Bohanan; 1902, Thomas Schleutenheoffer, William Bohanan, J. F. Avery.

Teachers 1905-6: Crate Nichols, Etta Richardson, Lizzie Flaherty, Mae Anstett, Grace Winship, Bessie Carton.

Isaac Hall settled on the southeast quarter of section eleven, township twenty-six, range nine, now in Richland, in 1857. In October, 1860, as trustee of York, he received \$14.40 of tuition funds which could be used in range nine. Soon afterwards he hired Margaret Zumalt to teach a fourteen days' term of public school in his residence and paid her the \$14.40 for her services. Mr. Hall and A. D. Packard were the only patrons of the school and but three pupils, two sons of the former and a daughter of the latter, were enrolled. The books used in the school were McGuffey's Speller and Readers, Smith's Arithmetic, Morse's Geography, and the New Testament.

Anthony Dehner settled in Richland in 1861. On June 18, 1862, he was visited by John Fleming, trustee of York, who arranged with him for a term of school to be taught in his "best room," agreeing to pay him nine dollars for the use of the room. Lucretia Helen Williams, now living in California, taught this school, enrolling six pupils and receiving a salary of \$20 a month. Mary Parker taught in the same room the three years following. In 1867 Mr. Dehner, while trustee of York, built the Washburn and the Dehner schoolhouses. The first teacher in the latter was Mary Northrup. The Dehner



A PRIMARY READING LESSON—RICH, AND

(now the Hall) school was soon moved a mile east to where it now stands and the Schleutenheoffer school was established. Carrie Dehner taught this school in 1870-1. Another school (probably the Hardebeck) was now built and James H. Keyte, David Goltry and F. A. Guinoup were other teachers in Richland about this time.



W. C. COMPTON
TRUSTEE RICHLAND 1900-1905

The enumeration in Richland was 5 in 1860, 7 in 1861, 16 in 1865 and 137 in 1869. The latter year the real estate was valued at \$197,037, improvements \$17,384, and personal property \$214,421. In 1871 the enumeration was 110 males and 76 females, the enrollment in the four schools taught was 105, the daily average was 80, and the length of the term was 60 days.

Two male and two female teachers were employed, the latter receiving \$1.50 and the former \$2.00 per day. The total value of school property was \$2,005, \$5 of this being invested in school apparatus.

Lizzie James, Joseph Reisel, Mattie Parker and J. D. Woodburn taught in Richland in 1871-2; Joseph Dehner, George W. West, Libbie Dodge, David Keyte and Emma Broadie in 1872-3;



P. C. BENNER
TRUSTEE RICHLAND 1905-190—

John H. Mathis, Allen Case, Nannie D. Jones (Raub), Henry Boers, Tempie Brokaw, Emma Shear and C. L. Davis in 1873-4, and E. Bontin, Joseph S. Vanatta, Maggie M. Parker, Mellie Taylor (Vanatta), Sarah A. Henry (Dinwiddie), Jacob Yaste and Robert L. Cox are among the well-remembered teachers in the eighties.

On October 17, 1853, one-half of the school section in Richland was sold to William R. Johnson for \$2.05 and the other half to Henry L. Ellsworth for \$2.13¹/₂ an acre, making a total of \$1,339.20.

The school libraries in Richland contain 690 books. Mr. Benner is doing much to improve the township school property. Interest in the work of the schools is growing, and there are now but a few common school graduates in the township that are not attending high school in either Earl Park, Fowler or Goodland. It has been very difficult to obtain much reliable information about the early schools of this township. The man who did so much for them in an early day is gone, and there seems to be no one left who can give much information on matters so well known to that sterling pioneer of Richland, Anthony Dehner.

HICKORY GROVE.

Organization: All in Parish Grove township from 1840 to 1858, when Hickory Grove became a part of West Pine, but was replaced in Parish Grove in 1865, and remained there until it became a part of Grant in 1868. The present boundaries were completed in 1876. Under the trustees of Parish Grove, West Pine and Grant until the Hickory Grove succession, which has been as follows: 1876, James W. Siddens; 1880, Thomas J. Lewis; 1882, Dennis W. Baragree; 1886, John W. McCormick; 1890, George Menefee; 1894, S. Reed Allen; 1900, George Henry Geary; January 1, 1905, Theodore Altepeter.

Advisory Boards: 1899, Philip Kult, H. L. French, Henry Foster; 1902, H. L. French, Jacob Kirsch, L. N. Laughlin, Emory Foster.

Teachers 1905-6: W. N. Brown, principal; Silvia Peterson, Mamie Glenn, Margaret Begley.

The first schoolhouse in Hickory Grove was built by James Kirtley in 1868. It stood one-half mile east and three miles north of the site of Ambia, and was known as the Robb school. No reliable information as to who taught any of the earlier terms in this house has been obtained. The school must have been very small, as there were but seven persons between six and twenty-one years of age in range ten, township twenty-four, in 1868. This number increased to ten in 1869 and to nineteen

in 1871. The Robb school was abandoned some years ago and the house was sold. It is now owned by Theodore Altepeter and stands near his home.

In 1873 A. R. Gilger furnished an abandoned room in Talbot for a school room, and Kate Siddens taught a school in it in the winter of 1873-4. The next year the second schoolhouse in



G. H. GEARY
TRUSTEE HICKORY GROVE 1900-1905

Hickory Grove was erected in Talbot. C. E. Whitten taught the Talbot school in 1874-5-6. The next school was built in Ambia in 1874, and the Kirsch school was established in 1878. Clara McNeil, Anna Guest, Kate Siddens and Mary Powell taught the four schools in Hickory Grove in the winter of 1876-7, and Mary Powell, G. B. James and Austin Bowman

Hanawalt taught in the winter of 1877-8. Charles Allen Moore, Belle Kolb and Luther Perigo taught in the township a little later.

George James taught the Talbot school in 1880-1-2-3, and graduated seven of the thirteen common school graduates who received diplomas in Benton county in 1883. The members of this banner class were Charles McNeil, Elmer Laughlin, Harry Barker, Arthur Cheney, Eva Siddens (Donovan), S. E. Morey and Lillie Alexander. The class gave a program of exer-



THEODORE ALTEPCTER
TRUSTEE HICKORY GROVE 1905-190—

cises during the afternoon and received their diplomas at the close. Mrs. Donovan remembers that her theme was "Modern Inventions."

A two-room building was built at Talbot and a graded school organized by Dennis W. Baragree in 1884. Price T. Evans was the first principal, and his successors have been A. L. Clark, Elmer Laughlin, Frank Miller, Arthur B. Cheney, Maude Nesbit, Chester B. Whicker and Jonas Greenwood.



TALBOT SCHOOL, —HICKORY GROVE

In 1897 Hickory Grove township joined with the town of Ambia in the erection of a substantial six-room graded high school building which is a great credit to both town and township. By this union the township trustee became a member of the Ambia School board and pays the township's pro rata of the tuition and running expenses of the joint school. In 1903 G. H. Geary replaced the frame building at Talbot with a handsome two-story brick which cost about \$6,200. There are two rooms in the lower story, nicely furnished for school work. The upper story is all in one room and will be used as a public hall until needed for school purposes. The school libraries in Hickory Grove contain 520 books. Though the attendance of the schools outside of Talbot and Ambia is quite small, the people of the township take an active interest in education. The common school graduates attend high school at Ambia or Boswell. The number of graduates has not been as large as elsewhere, but Mr. Altepeter is taking a great interest in school work and hopes an increased number will complete the common school course.

TOWNSHIP AND TOWN ENUMERATIONS.

	1869	1874	1879	1884	1889	1894	1899	1904	1905
Parish Grove.....	293	62	145	187	282	258	219	239	237
Pine	155	186	210	179	211	203	167	168	168
Oak Grove.....	386	269	254	247	208	215	228	201	181
Gilboa	157	290	328	284	293	230	265	231	249
York	134	185	328	264	277	207	170	170	168
Prairie-Center .	75	278	222	191	270	298	368	307	311
Bolivar	276	281	416	339	356	362	296	319	327
Union	32	199	217	317	361	365	352	270	271
Richland		298	393	363	367	229	197	198	184
Grant		388	377	218	238	200	216	184	199
Hickory Grove. .			224	189	249	213	267	177	162
Oxford		234	254	283	303	350	286	288	258
Fowler			315	426	489	560	465	427	400
Boswell				153	209	262	253	219	219
Ambia				110	157	167	119	129	122
Earl Park.....						181	175	193	183

This table shows the enumeration in the territory of each township as it was constituted in each of the nine years for which the enumeration is given.

CHAPTER IV.

TOWN HISTORIES.

OXFORD.

Organization: The town site was located on the third Monday in June, 1843, and first incorporated in the fall of 1869. The town was a part of the school organization of township twenty-four north, range seven west, from the 1st of September, 1849, until the spring of 1852, when it became a part of Oak Grove school corporation, and so remained until June, 1873, in which month a separate school organization was formed by electing Jonathan Kolb, A. W. Wells and D. H. Russell members of the Oxford School Board. Their successors have been as follows: 1874, James T. Patterson; 1875, A. W. Wells; 1876, Jonathan Kolb; 1877, Thomas E. Brake; 1878, Cyrus Foltz; 1879, Jonathan Kolb; 1880, Jasper N. McConnell; 1881, A. D. Huffman; 1882, Jasper N. McConnell; 1883, Wm. J. McConnell; 1884, Jonathan Kolb; 1885, Jacob S. Albaugh; 1886, Henry Janes; 1887, M. L. Campbell; 1888, Edwin L. Leibhardt, Jonathan Kolb; 1889, Joel C. Wilmoth; 1890, C. A. Scott; 1891, C. G. Phares; 1892, T. A. Baldwin, V. M. Benedict; 1893, William Lawson; 1894, C. G. Phares; 1895, W. D. Burdett; 1896, J. F. Sleeper; 1897, William Lawson; 1898, C. G. Phares; 1899, Allen Maguire; 1900, Frank Menefee; 1901, J. W. Jackson; 1902, Curtis Atkinson; 1903, Thomas Irwin; 1904, J. W. McConnell, W. J. Ladd; 1905, O. M. Flack.

Teachers 1905-6: R. M. Grindle, superintendent; Mary H. Roberts, principal High School; C. W. Jack, assistant principal; Lillian Howarth, Frances E. Deeds, Florence Waldrip, Mary Lindley, Lulu McConnell.

Three years after Henry Robertson's historic ride the Gen-

eral Assembly and the Governor of Indiana again turned their attention toward Benton county. This time the mandate was that William Coon, George Wolfer, William Sill and Samuel Milroy must select a site for a county seat. They met on the third Monday in June, 1843, and decided to locate the county



HANNAH M. WRIGHT (WILMOTH)
PRINCIPAL, OXFORD ACADEMY 1871-1875

capital on a part of the south half of the southeast quarter of section eighteen and a part of the north half of the northwest quarter of section nineteen, in township twenty-four north and range seven west. The site selected contained less than fifteen acres and was then a wilderness without habitation of any

kind. In October, 1843, lots 60 by 120 feet were placed on sale, but were bought so slowly that in October, 1844, the total value of all lots sold was but \$178.

At first this little forest city was called Milroy. Who christened it Oxford, the name of England's ancient and most honored seat of learning, is not known, but in educational spirit the name has not proven to be undeserved. Within three years Francis Boynton cleared a small space in the low forest and erected a court house—the first building in the town. The second story of this building contained several rooms and into these rooms moved Hartley T. Howard, a pioneer teacher, who, with his family, became the first resident of the town. He was then county auditor. Later the first wedding in the town was the marriage of Mr. Howard's daughter Mattie to Barton Wood, and the child that came into the home of this happy couple a year after their marriage was the first born in Oxford.

Isaac Lewis, who is now the oldest continuous resident of Benton county, assisted Mr. Boynton in the erection of the court house and was much interested in the town's growth, which was quite slow. On October 1, 1848, the total taxable value placed on the lots and improvements in the town was \$276. About this time Henry L. Ellsworth built a hotel and Aaron Wood a dwelling house, raising the value of the town's property to \$569 on October 1, 1849. Soon after this a boom began and real estate and improvement values increased to \$7,389 in 1849 and to \$18,935 in 1854. That the people of Oxford and vicinity early resolved to have the best school then possible is shown by the fact that the residents of district one (in which Oxford was situated) voted a district school tax upon themselves in the spring of 1852. This is the only instance of the kind that ever occurred in Benton county, and there were very few instances of the kind in the early history of the State. The owners of real estate in Oxford at that time were Jacob Benedict, John Burns, James M. Beebee, Carnahan and Earl, Henry L. Ellsworth, John, Joseph and J. W. Ferguson, Hartley T. Howard, James Howarth, James N. Holton, J. W. Jackson, Basil Justus, Frederick Koons, Anthony Lanken, David McConnell, James McClure, James F. Parker and Alger Smith. James N. Holton was district trustee and he appraised all of the property in the district at \$47,886. About one-third of this amount was in Oxford. The total

amount of the school levy was \$237. Henry L. Ellsworth, Carnahan and Earl, David McConnell and Hartley T. Howard then owned over half of the property in town.

The visits of the talented sisters, Alice and Phoebe Cary, were interesting events in the early educational life of Oxford. Through Horace Greeley they became interested in the Grand Prairie Harmonial Institute, and a married sister, Mrs. Alexander Swift, lived in Oxford. These two interests led the poetic sisters to make several visits to Benton county in the early fifties. Both were born in a house their grandfather built in 1803. It stood in an oak forest about nine miles from Cincinnati. The death of their mother when Alice was fifteen and Phoebe but eleven, the death of a favorite brother and some other misfortunes led the two sisters to leave the scenes of their unhappiness and go to New York city in 1849. During their visits in Oxford many recollections of their childhood days were awakened and some of their finest poems were written. There is good evidence that the near-by forest of oak inspired Alice Cary to write that beautiful tribute of a sister's love, "Pictures of Memory," in which she tells of her forest wanderings with her little brother, of his weariness in the woodland, of making for him "a bed of yellow leaves," and thus tells of his death:

"And when the arrows of sunset lodged in the tree-tops bright
He fell, in his saint-like beauty, asleep by the gates of light.
Therefore, of all the pictures that hang on Memory's wall,
The one of the dim old forest seemeth the best of all."

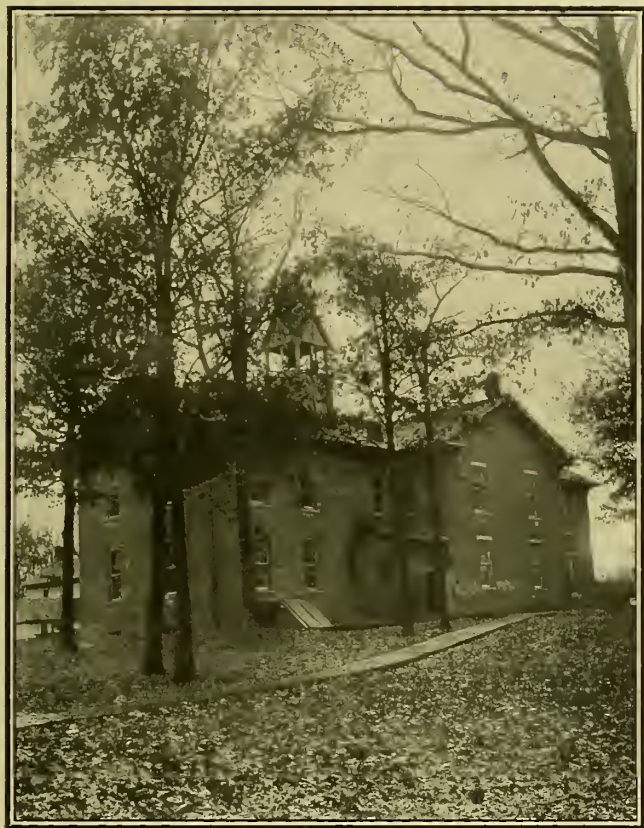
The humble homes of the early settlers of Oxford and vicinity awakened memories that moved Phoebe Cary to write "Our Homestead," an inspiring poetic description of pioneer home life. The great sorrows in the life of this poetess were the early deaths of her mother and a favorite brother. From a window in her sister's home she often looked out upon a burial ground which brought to her thoughts of the place where "side by side the two were sleeping." Beyond this sacred ground she saw a forest like she had known in her childhood days, and she loved to watch the crystal clouds that came up from behind the forest and floated away toward the east and—eternity. These scenes and thoughts filled her soul with an inspiration that gave to the world the sublime sacred hymn, "One Sweetly Solemn

Thought." The house in which this noble woman of twenty-eight years composed this beautiful hymn is still standing, but the humble desk from which this divine song went forth as a message of consolation to a Christian world has long since disappeared.

In the summer of 1850 Eliza McClure taught the first school in the town of Oxford as then laid out. The house in which she taught stood near the Volney Benedict corner, but there seems to be a difference of opinion as to whether the building was a cabin or not. Isaac Templeton was school trustee of district one in 1850-1, and a report written by him states that in the winter of 1850-1 "P. Shaw taught common branches in a log cabin schoolhouse for four months at \$25 a month." The report further states that there was no library in the school, and that \$13.50 was paid for a stove. Both of these items indicate that the building in which Mr. Shaw taught had lately come into use as a schoolhouse. A traveler who visited Oxford in 1852 states that he "was shown the schoolhouse, which was built of logs, and was not more than a square or two from the court house." The writer feels certain that a log schoolhouse was used from 1850 to 1854, and is inclined to the belief that it stood near the Volney Benedict corner.

In 1854 Francis Boynton built a frame schoolhouse on the lot next east of the one on which the old Presbyterian Church was erected. Among the teachers in this house previous to the civil war were George Campbell, James Wilson, Miss Burns, Harry Nourse, John A. Campbell, Calvin Snyder, Thomas Torrence and Jasper Templeton. The latter afterwards was chosen captain of a company of volunteers and was killed in the battle of Murfreesboro. Later teachers were L. H. Bonnell, John Chancellor, Moses D. Wright, D. R. Lucas, Lizzie Parker, H. J. Bushong, Jane Birge, Thomas L. Merrick and Ida Hopper. The last two taught together during the last term of school held in the frame building, in the spring of 1872.

In 1865 some of the progressive citizens of Oxford and vicinity began to agitate the question of building an academy in the town, having in view the idea of establishing later a still higher institution of learning. The agitation soon took the substantial form of a subscription list of funds to be used in building an academy, and Robert M. Atkinson, Theophilus Stembel, Isaac W. Lewis, Samuel Phares, J. W. Barnes, Jon-



OXFORD SCHOOL,

athan Kolb and a number of others gave liberally for the erection of the new institution. On March 15, 1866, the subscribers held a meeting and perfected an organization by electing Theophilus Stembel, Isaac Lewis, Robert M. Atkinson, Jasper N. McConnell, Sammel Phares and Leroy Templeton directors. The latter was elected president, D. R. Lucas secretary and J. J. Rawlings treasurer. The purpose of the organization was declared to be "to establish a seat of learning to be known as and styled the Oxford Academy." It was decided to issue 500 shares of stock, to be sold at \$20 a share. W. J. Templeton furnished the site for the building, which was the same as that occupied by the old academy and its additions, now the Oxford school. On May 17, 1866, the contract for the erection of the academy was let to Isaac Lewis for \$6,480. The building was not completed until in the next summer. On September 13, 1867, the academy opened with an attendance of seventy pupils, and Dr. Lynn, pastor of the Oxford Presbyterian Church, as its first principal. The following year the Rev. Mr. Lynn was succeeded by Dr. A. W. Wells, and his successor was H. C. Neil, pastor of the Oxford Methodist Church. After four years' trial the academy was conceded to be a failure as a financial investment, and the building was rented to Hannah M. Wright for one year for the small sum of \$100.

Hannah M. Wright (Wilmoth) opened her first term in the Oxford Academy on April 3, 1871. Her early experience especially fitted her for the work she did in Oxford, and her work there soon began to bear fruit in many schools in other parts of the county. When a child she possessed a strong desire for a good education, but an invalid mother kept her out of school for eight years. She pursued her studies the best she could beside the mother's bed until death relieved the lingering sufferer. Miss Wright was left in charge of the home but was still determined to secure an education. Her father discouraged her efforts, but she assured him that she intended to complete her school work if she had to study until she was forty years old. She continued to study and care for her father's home until she was offered a district school. This she accepted and taught three months for fifty dollars. She then entered the Collegiate Institute of Hightown, New Jersey, for two years' work, using the money she had saved to pay her tuition and buy books and *working for her board*. At the end of the two years

she came to Benton county to visit a sister and was offered the Aydelott school. She taught it for two years and then returned to New Jersey to complete her college course. She graduated the year she was twenty-eight and returned to Benton county. She was re-employed in Pine township at fifty-five dollars a month, then a very high salary for a lady teacher in a country school; taught one year and then rented the Academy building at Oxford. She now had three years' acquaintance with Benton county people, and she had brought with her from the East the best educational ideas that had been developed by two centuries of teachers.

Miss Wright began her work in the Oxford Academy with sixty students, and Hattie Morgan and Eliza Anderson of New Jersey as her assistants. She prepared a course of study, but unfortunately all copies of it have disappeared. A letter from her states that her common school course was much as it is now, and her higher course included the study of Algebra, Geometry, Geology, Chemistry, Surveying, Rhetoric, Literature and Latin.

The fall term in 1871 opened with an enrollment of 188 students but soon increased to 225. The tuition charges were from three to ten dollars for each pupil, for a three months' term. The opening of the public schools caused the withdrawal of many students from the academy, but did not much lessen its running expenses. At the end of the spring term in 1872 Miss Wright balanced her books and found that besides her year's labor she had lost \$225 of the money saved from her salary in Pine township. Though discouraged she did not give up but organized her forces for another year. This time she added Miss Sarah J. Bugbee to her corps of teachers and employed Mrs. A. R. Owens as a music teacher. In the summer of 1872 John Crosson, then trustee of Oak Grove, decided to close the Oxford public school and transfer the pupils to the Academy for the winter term of 1872-3. He paid Miss Wright \$75 and each of the other teachers (excepting the music teacher) \$40 a month for three months, and paid the running expenses of the school for that length of time. The entrance of the public school pupils into Miss Wright's well-organized institution brought the question of the classification and graduation of public school pupils to a climax in Oxford, and the successful meeting of that issue in the Oxford school virtually

settled it for all of Benton county. Many of the larger pupils, some of them young men and women grown, positively refused to recite in the classes to which she assigned them. They said they had always studied what they pleased and proposed to continue to do so. Many of the larger boys positively refused to either study or recite grammar. She reasoned, expostulated and persuaded, but many remained obdurate. She then assumed a firmer attitude and declared that her course of study must be followed, and announced that pupils must recite in *all* classes to which she assigned them or she would not permit them to recite at all. Young men pleaded that the study of grammar was a waste of time and she ought not to ask them to make such a sacrifice. She replied that they did not know that it would be a waste of time, but to satisfy them that she did not want them to make a sacrifice she would give her note for \$25 to any or all pupils that wanted it, payable on the condition that after a certain time the holder was to come to her and declare that the time he had spent in the study of grammar had been wasted. Some of the most determined took her note, but none was ever presented for payment. The evident sincerity of the offer, however, won the battle, and all of the pupils took the work that she had assigned them. Many of these pupils afterwards became teachers who carried Miss Wright's ideas into their own work and laid the foundation for better organization in the country schools. The early teachers of the county had done a noble work. With patience, courage and energy each one had worked with the forty or fifty pupils he had enrolled in his school, though each pupil brought only such a book as he chose whether it happened to be the New Testament, a Life of Washington, Murders and Daring Deeds, or a law-book that had descended from former generations. Notwithstanding such inconveniences, in some way, somehow, those teachers imbued their pupils with a wholesome thirst for genuine knowledge, and sent them forth into life with a sterling self-respect that made them the very best of citizens. None could have done the work better than those teachers did it, but, with the coming of the lady from New Jersey, the first great educational transition in Benton county had begun, and the new teachers that caught their inspiration from her bid "hail and farewell to the old."

In the summer of 1873 Oxford was organized as a separate

school corporation, and the school board immediately entered into an arrangement with Miss Wright (she to furnish the building and teachers) to take charge of the pupils in Oxford for the school year of 1873-4. The conditions of the contract resulted in her receiving \$710 from the board for the year's work. In the fall of 1874 the school board employed Hannah M. Wright, Sarah J. Bugbee, E. H. Hazlett and Thomas A. Baldwin to teach the Oxford school. As the town owned no schoolhouse, the Academy was rented for \$250 a year, and the fall of 1874 witnessed the launching of the Oxford public school under full control of the school board.

A character that it has taken a lifetime to establish may be lost by a moment's weakness. In the fall of 1875 G. W. Barr was placed at the head of the Oxford school. Mr. Barr seems to have been a scholarly and genial gentleman, but almost wholly lacking in ability as either an organizer or disciplinarian. Mrs. Kate W. Yager, Sarah J. Bugbee and Ida Greenlee were employed as his assistants. But in spite of their excellent work the school was not a strong one. Mr. Barr was re-employed the next year and remained in charge until all discipline seemed to have disappeared and he was asked to resign. "Meantime," said a member of the school board, "we were looking for a lion tamer." A traveling preacher gave the school board the name of B. F. Johnson of Wells county, with the statement that he was a good organizer. Mr. Johnson was employed by the board and entered the Oxford school on March 14, 1877. About all traces of Mrs. Wilmoth's organization and discipline had disappeared from the school and Mr. Johnson found it necessary to "begin at the beginning." Ideas he had received from the superintendent of the Bluffton schools, an Eastern gentleman, were very helpful to him, and having every effort backed by the strong indorsement of the school board he was able to bring order out of chaos. The large boys again took up the cry "I want to study what I please," and the old battle in the school had to be fought over again. Mr. Johnson constantly advocated the doctrine of a "square deal" for all and finally won. He conducted normals for teachers during the summers he was there, and sent out about forty teachers to continue the work of organization and gradation in the schools of the county.

During the later seventies many of the stockholders in the

Academy began to feel that the proper thing to do was to donate the building for the use of the town school. Some debts that had been incurred for the benefit of the institution remained unpaid and it was decided to secure a loan on the building. The association was incorporated, and on January 22, 1880, Robert M. Atkinson and Jasper N. McConnell, as president and secretary of the board of trustees of the Academy, borrowed \$2,000 of the Oxford school board, giving a note payable one year from date. The note was not paid when due. Suit was brought, and the Academy was sold to the Oxford school board in May, 1882. Two additions have since been built by the town.

E. D. Bosworth succeeded Mr. Johnson in 1881, and Ella Dwiggins, Mattie Bell (Carr) and Ella Albaugh taught under him in 1882-3. In the fall of 1883 the Oxford school board adopted the first high school course used in the school. It was as follows:

FIRST YEAR.	SECOND YEAR.
Algebra.	Geometry.
Physical Geography.	Rhetoric.
Latin or Gen. Hist.	Natural Philosophy.
Book-keeping.	Latin or Literature.
	U. S. Constitution.

William F. Sharp succeeded Mr. Bosworth in 1884, and Mrs. H. M. Wilmoth, Josie Lewis and Ella Dwiggins taught with him in 1884-5. Frank Cassel succeeded Mr. Sharp in 1885 and on his recommendation another year was added to the high school course. After this addition the course was as follows:

FIRST YEAR.	
FIRST HALF.	SECOND HALF.
Arithmetic.	Algebra.
Grammar.	Physical Geography.
Physiology.	Civil Government.
Latin Lessons.	Latin Lessons.
SECOND YEAR.	
Algebra.	Geometry.
Rhetoric.	Rhetoric.
Latin Lessons.	Latin, Caesar.
U. S. History, Rev.	Physics.

THIRD YEAR.

FIRST HALF.

Geometry.
English Literature.
General History.
Latin.

SECOND HALF.

Geometry.
English Literature.
General History.
Latin.
Rev. Com. Branches.

Alexander T. Reed succeeded Mr. Cassel in 1886, which was an eventful year with the Oxford school. That year the State Board of Education granted to Mr. Reed the first commission issued to a high school in Benton county, and that year Dora Abernathy (Johnson) became the first high school graduate in the county, receiving the diploma shown in the illustration. The commencement at which Mrs. Johnson was so honored was held jointly with the first common school commencement in Oxford. Catherine Dodson (Crigler), Coral Wattles (McConnell), Stella Whinery (Lacky), Anna Murphy (Blalock), Coral Branson (Benedict), Franie Mills (Freeman) and Emma Pagett (Snyder) were the members of the common school graduating class. The commencement was held in the Odd Fellows Hall, and Miss Abernathy's theme was "Elements of Character."

Mr. Reed was succeeded by Thomas L. Harris in 1888-9, and M. F. Orear from 1889 to 1905. Mr. Orear resigned his position early in 1905 and the term was completed with E. Guy Sutton as superintendent. The principals and assistant principals in the school since 1892 have been Nora E. Hunter, Lura E. Grimes, Elizabeth Hewson, Mary Meek, E. Guy Sutton, Mary H. Roberts, Selma A. Stempel and Susie Menefee. Some of the grade teachers in the school for a number of years were Fred. Chancellor and Mrs. Fred. Chancellor, Mrs. Edith Lawson (White), Florence Harrison and Maggie Pagett. Lulu McConnell ranks next to Mrs. Seward of Earl Park in the number of years she has taught primary grades in the same school. An interesting experience came to the teachers in the Oxford school in February, 1901. In endeavoring to secure an extension of the town's corporate limits the old charter was surrendered. This threw the town school under the management of W. H. McConnell, then trustee of Oak Grove township, and the teachers all became attendants of the township insti-

tute. The school fell into excellent hands and its work was in no way interfered with.

A number of changes have been made in the high school course since 1886 and it is now as follows:

FIRST YEAR.

FIRST HALF.	SECOND HALF.
Algebra.	Algebra.
English.	English.
Latin.	Latin.
Botany.	Botany.

SECOND YEAR.

Algebra.	Plane Geometry.
English.	English.
Latin, Caesar.	Latin, Caesar.
History of Greece.	History of Rome.

THIRD YEAR.

Geometry.	Geometry.
English.	English.
Latin, Cicero.	Latin, Cicero.
English History.	English History.

FOURTH YEAR.

Physics.	Physics.
English.	English.
Latin, Virgil.	Latin, Virgil.
Civ. Gov., Ind. Hist.	U. S. History.

M. F. Orear has the distinguished honor of having filled the same high school position longer than any other teacher that has ever taught in Benton county. Though Mr. Orear's careful and conscientious devotion to his duties as a teacher had much to do with his long tenure in the position of superintendent of the Oxford schools, the fine school spirit existing in the town exercised a strong influence in his behalf. There may be towns in which the work of a well-qualified, conscientious teacher, having in view the moral as well as intellectual welfare of his pupils, will remain unappreciated; but Oxford is not a town of that kind. The high ideas of moral integrity

possessed by the pioneers of the town still live, and any teacher that will inscribe energy, integrity and faithfulness to performance of duty on his banner will not be unappreciated in Oxford. The writer felt the prevalence of this spirit when attending his first commencement in the town, and it was this feeling that led him to declare that Oxford was the Athens of Benton county. It is this spirit that has sent more than thirty per cent. of the high school graduates to college and encourages the pupils and teachers of the school to do their best.



M. F. OREAR,
Oxford.

The library of the school contains 560 volumes and there is an organ and \$100 worth of apparatus in the high school. The members of the school board pursue an earnest, conservative policy, permitting nothing but the best interests of the school to influence them in any way. They heartily co-operate with pupils, teachers and patrons in their determination to see that the high standard of the Oxford school shall never be lowered.

FOWLER.

Organization: The town was first platted on October 26, 1872, and was then composed of 583 lots. Incorporated in June, 1875, and in August organized as a separate school corporation by electing Hiram Butterfield, Judson C. Lobdell and S. C. Maxwell as school trustees. No public money was paid into the hands of the school board until

in 1876. Since that year members of the school board have been elected as follows: 1877, M. A. Ingram; 1878, William Jones; 1879, J. M. Dickson; 1880, J. C. Lobdell, Leroy Templeton; 1881, William Jones; 1882, J. S. Mavity; 1883, D. J. Eastburn; 1884, William Jones; 1885, A. J. Purdy; 1886, J. W. Payne; 1887, T. L. Merrick; 1888, W. H. Dague; 1889, J. W. Payne; 1890, D. J. Eastburn; 1891, W. H. Dague; 1892, O. C. Brockway; 1893, James M. Richey; 1894, W. H. Dague; 1895, W. W. Evans, L. A. McKnight; 1896, Harry Rank; 1897, George H. Gray; 1898, Chas. S. Craw; 1899, W. H. Williams, C. G. Mauzy; 1900, George H. Gray; 1901, J. F. Barnard; 1902, Chas. G. Mauzy; 1903, J. P. Carr, J. M. Rodman; 1904, E. G. Hall; 1905, J. M. Rodman, George J. Lobdell.

Teachers 1905-6: Lewis Hoover, superintendent; Ira P. Rinker, principal; Ruth Rush, assistant principal; L. C. Finney, second assistant principal; J. S. Bergen, music; S. E. Kittle, Stella Dupies, Lucy Berry, Mary Carton, Mamie Callaway, Sarah Jones, Mabel Hillabold.

The first house in Fowler was built by Scott Shipman in the spring of 1871. It was a dwelling and stood where the Dupies room now stands. Henry D. Clark built the first business house in the town in June, 1871. The Summit House (now the Fowler) was built in July, and later in the season dwelling houses were erected by James S. Anderson, John Mitchell and J. C. Simpson.

The first schoolhouse in the town of Fowler was built under the supervision of William Hughes, trustee of Prairie township, in the summer of 1872. Charles VanAuker hauled the stone with which the foundation was laid. George Nichols was the chief architect and builder. It was a two-story building, one story being used as a town hall for a few years. The first teacher was M. A. Shaw, a quiet, kindly young man much esteemed by his pupils. Mrs. Ella Mitchell Portteus and Auditor Lemuel Shipman are the only pupils of this school known to the writer. David Keyte was the teacher in the winter of 1873-4. Mr. Keyte was not so genial with his pupils as Mr. Shaw had been, and became quite unpopular with both pupils and patrons. Learning of this he determined to execute a piece of pedagogical strategy. He informed his pupils that he was anxious for their parents to see how fast they were all learning and asked each of them to commit a nice piece to recite. The



FOWLER SCHOOL,

children did as he requested. He then sent a special invitation to each mother whose child was attending school. All came and were much pleased with the children's recitations. Mr. Keyte delivered an address to the visitors, complimented them on their interest in the school, and then surprised mothers and pupils by giving them a nice treat of nuts, cakes and candy. The visitors all went home praising the teacher, and all of the children, excepting those of Mr. Lee, a justice of the peace, were told to obey Mr. Keyte. Mr. Lee, though an officer of the law, decided that he would whip Mr. Keyte. One morning soon after the treat he entered the schoolroom and informed the teacher of his intention to "lick him." Mr. Keyte squared himself for action and was using the bellicose justice as a football on the floor when some of the pupils begged him to desist. He did so and Mr. Lee departed, a sorer if not a wiser man.

Two teachers were employed in the school in the winter of 1874-5, W. B. Maddock as principal and Miss Sarah Mellish, now Mrs. A. C. Bugbee, as primary teacher. In 1875-6 three teachers were employed and the primary school was taught in the brick building on the northeast corner of Fifth and Madison streets. B. F. Heaton, then county superintendent, was the principal. Miss Mellish continued as primary teacher and Michael Duffy filled the intermediate position.

An interesting incident showing the interest that Moses M. Fowler felt in the educational welfare of the town that had received his name is narrated in a letter received from Mrs. Hannah M. Wilmoth. She says: "In the spring of 1875 Mr. Moses Fowler wrote me asking if I could not take charge of the school at Fowler. He said that he would pay me \$100 a month out of his own pocket and would give me all of the tuition collected from students attending school from outside of the town, and would furnish free transportation on the railroad to all students that wanted to travel to and from the school by railway. He offered to build a students' boarding-house to cost \$5,000 and donate it free of charge for the use of myself and students as long as I remained in the school. He closed by saying that there was nothing that money could buy that he would not provide to aid in making the school a success." Mrs. Wilmoth, then Miss Wright, had resigned her position in Oxford, and Mr. Fowler had heard of the resignation before making her the offer she describes. She naively

adds: "The offer came too late. I had accepted another." She was then engaged to be married to Mr. Wilmoth.

In 1876 the Fowler school board paid Center township \$800 for the school building and organized the first town school, with Mrs. Kate Yager as its principal. Mrs. Yager now lives in Los Angeles, California, and is best remembered by her hosts of friends as "Aunt Katie" Johnson. Adelaide Smith and Sarah Mellish taught with Mrs. Yager in 1876-7, and Lettie Straight was employed as an assistant during the winter months. The fourth regular teacher was employed in 1877-8, and the teachers that year were Mrs. Yager, Sarah J. Bugbee, Lettie Straight and Lora Steely. Ida Simpson was assistant. Mrs. Yager was succeeded by A. D. Snively in 1879. The teachers under him in 1879-80 were Philip D. Corkins, Lora Daggett, Ida Simpson and Sarah Mellish; and Hattie Straight, Ida Simpson, Mabel Brown and Lydia Dwiggins in 1880-1, the fifth teacher being added that year. Mr. Snively was a highly educated man with college ideas which did not prove practical in a small town school. He was succeeded by L. D. Buzzell, whose grade teachers in 1881-2 were Kate W. Yager, Mabel Brown, Hattie Straight and Lydia Dwiggins. Nettie Hargraves took the place of Mabel Brown in 1882-3, and Belle Freeman succeeded Mrs. Yager in 1883-4.

Mr. Buzzell was both practical and popular. To him belongs the honor of establishing the first regular high school course of study used in the public schools of Benton county. The course was a three years' one, each year being divided into three terms, and was as follows:

FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Composition.	Physiology.	Phys. Geog.
Book-keeping.	Phys. Geog.	Algebra.
Physiology.	Algebra.	Physiology.
Arith. Rev.	Sent. Anal.	Reviews.

SECOND YEAR.

Physics.	Algebra.	Algebra.
Algebra.	Gen. Hist.	Drawing.
Gen. Hist.	Rhetoric.	Civil Gov.
Rhetoric.	Physics.	Reviews.

THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Chemistry.	Geometry.	Geometry.
Eng. Lit.	English Lit.	Botany.
Zoology.	Chemistry.	Psychology.
Pre. Fac.	Psychology.	Themes.

Clara Brockway, Francis Hixon, Sarah Harris, Cora Head, Clara Ladd, Flora Love and Abram Yager had done sufficient high school work to be placed in the second year of this course, and Fred. A. Brown, Clarence Brockway, Laura Brockway, Eva Grant, William Harris, Ella Jones, George Kendall, Emma Meader, Myron Morgan, Mary Simpson, Alice VanNatta, Margaret VanNatta and Laura Yager composed the first freshman class.

The first public school publication issued by the Fowler school board (and, so far as the writer has been able to discover, the first one issued in the county) was a catalogue prepared by A. D. Snively in 1880. In 1881 the board published a complete common and high school course and a set of rules and regulations for governing the school. This was the work of Mr. Buzzell, and much that he said is worth repeating if space could be given to it. "Good behavior is a legitimate end of the school and must be taught in every school worthy of the name." "In order that scholarship and behavior shall be realized, the pupil must be present when school begins in the morning and when it closes, for him, in the evening," and "Any pupil who comes to school without having given or received proper attention to cleanliness of person or dress, shall be sent home to be properly prepared for the schoolroom," are a few extracts that show prominent points in Mr. Buzzell's ideas. His little book informs us that during the winter and spring terms (three months each) high school tuition was \$2.50, grammar school \$2.00 and primary school \$1.50 per term for each pupil. It also states that "A good literary society—the Philomathean—has been in successful operation for two years in the high school department, and affords excellent opportunities for culture in composition, declamation, debate and criticism, besides some knowledge of parliamentary law."

Edward Tuhey succeeded Mr. Buzzell in 1884 and he was succeeded by A. E. Buckley in 1885. The sixth teacher, Katie Clark, was added in 1884, and C. E. Meader, Joseph VanAtta,

Adah Whinery and Clara Brockway taught in 1885-6. William J. Bowen was placed at the head of the school in 1886, and Clara Ladd, Harry Rank, Rosa Kenwick and Ella Hay taught in 1886-7. The last year in the course of study adopted in 1881 had proven so difficult that no students attempted to complete it. Mr. Bowen decided to try to remedy the defect and prepared another course, which was as follows:

FIRST YEAR.

FIRST HALF.

Review Arith.
Eng. Grammar.
History U. S.
Physical Geog.
Penmanship.

SECOND HALF.

Higher Arith.
Eng. Grammar.
Constitution.
Reading.
Lit. Exercises.

SECOND YEAR.

Algebra.
Rhetoric.
Physiology.
Latin.
Lit. Exercises.

Algebra.
Rhetoric.
General Hist.
Latin.
Lit. Exercises.

THIRD YEAR.

Algebra.
Natural Phil.
Caesar.
Eng. Literature.
Lit. Exercises.

Geometry.
Natural Phil.
Virgil.
Zoology.
Lit. Exercises.

There was at that time a nine years' common school course, making twelve years that it took to complete the entire course, then as now.

Mr. Bowen resigned his position before the middle of his second term, and the school year was completed by J. P. Brunton. Samuel Lilly was at the head of the school in 1888-9 and 1889-90. The seventh teacher was added in 1888 and the grade teachers were Fannie Marble, Emily Hoch, Sarah Henry (Dinwiddie), Margaret VanNatta (Snyder), Ella McDowell and Clara Ladd. Mr. Lilly was paid \$100 a month with the understanding that Mrs. Lilly was to give him such assistance as

he needed in the high school. The next year Clara Brockway took the place of Miss Marble, and J. H. Hayworth was elected high school principal. Mr. Hayworth resigned in March and was succeeded by M. E. Hillis.

Over a dozen common school graduates took up the work of Mr. Bowen's high school course in 1886-7, but Otto Clayton was the only member of the class to complete it. Other members of the class said that Latin was too hard for them. Mr. Clayton graduated in the spring of 1889. He was the first high school graduate from the Fowler school and the third one in the county, Nora Abernathy and Mabel Campbell of Oxford having preceded him in 1886 and 1888. Mr. Clayton received his diploma at a joint common and high school commencement. A crowded house greeted the two classes. After Mr. Clayton had delivered his oration and the members of the common school class had completed their part of the program, the president of the school board, Mr. W. H. Dague, delivered an address to the two classes and presented the diplomas.

Mr. Lilly's successors have been, in 1890-2, W. J. Bowen; 1892-4, P. V. Voris; 1894-7, Burton B. Berry; 1897-9, Thomas F. Berry; 1899-1900, Louis Lambert, and 1900-6, Lewis Hoover. The high school principals have been, in 1890-2, L. A. McKnight; 1892-3, Edwin Randall; 1893-4, B. A. Owens; 1894-9, Cora Snyder; 1899-1901, John A. Lineberger; 1901-2, J. G. Perrin; 1902-3, Edward Gardner; 1903-4, J. H. Stanley, and 1904-5, Harold Woodburn. The names of some of the teachers who will be remembered for their long service and loyalty to the best interests of the school are Ella White, Clara Ladd, Jennie Sheetz (Richey), Nellie Richmire, Rose E. Hay (Barnard), May Sheetz (Hagenbuch) and Lillian Brown (Crouch).

A four-room addition to the old schoolhouse was built in 1881. In 1894 the frame building was abandoned and a handsome brick was erected at a cost of about \$23,000 for the building and furnishings complete. Hot water radiators and lavatories have been placed in the building and it is now one of the most complete in Indiana. Burton B. Berry was the first superintendent in the new building and secured a commission for the high school in the spring of 1895.

In the winter of 1890-1 the senior high school class prepared a drama which was played in the Fowler and Boswell Opera Houses. With the proceeds of these entertainments a

piano and some much needed reference books were purchased for the school. The piano was an old one, but was used for five years. Early in 1896 the members of the school board and Superintendent Berry agreed to become personally responsible for a new piano to be placed in the high school. The winter following the senior class gave an opera, "The Little Tycoon," for two nights, and made enough money to pay for the piano and buy a number of books. Since then additions have been made to the library until it now contains more than 850 volumes. Organs have been purchased for four rooms, and the recitation rooms and laboratories contain about \$800 worth of up-to-date apparatus. Since 1886 the course of study has been revised a number of times and is now as follows:

FIRST YEAR.

FIRST HALF.

*Algebra.
 *English.
 Zoology.
 Latin.
 Physical Geog.

SECOND HALF.

*Algebra.
 *English.
 Civics.
 Latin.
 Physical Geog.

SECOND YEAR.

*Algebra.
 *English.
 Botany.
 Latin.
 *Ancient History.

*Plane Geometry.
 *English.
 Botany.
 Latin.
 *Ancient History.

THIRD YEAR.

*Plane Geometry.
 *English Literature.
 Chemistry.
 Latin.
 *Modern History.

*Solid Geometry.
 *English Literature.
 Chemistry.
 Latin.
 *Modern History.

FOURTH YEAR.

*Commercial Arith.
 *Themes.
 Physics.
 German.

*Book-keeping.
 *U. S. History.
 Physics.
 German.



HIGH SCHOOL, LABORATORY—FOWLER

Subjects marked with an asterisk are required. All others are elective. Each half year's work in any subject counts one credit and thirty-two credits are required to graduate. A little less than forty-three per cent. of the students are now studying Latin. The three commissioned high schools in Benton county all stand far above the average throughout the state in the per cent. of students completing the course, and Fowler leads the commissioned high schools of the county in this respect. In all 168 students have graduated from the Fowler high school, and sixty of these have attended or are attending some higher institution of learning. The per cent. of attendance for the entire school in 1904-5 was ninety-three and five-tenths.

For many years the school spirit in Fowler was not what it should have been. No reason for this is known, excepting one that was given by a distinguished man who is now in his grave. He said: "The people got started wrong in school matters and it will take them many years to get over it." It has been easily seen that the people of the town were getting "over it" very rapidly in the last few years. Two years ago the school held an exhibit of the daily work of the pupils, just before holidays. Over 3,300 pieces of school work were on display. The exhibit was visited by nearly all of the patrons of the school and scores were awakened to the fact that they had never fully appreciated the work that their children and teachers were doing. Since then the school spirit and a justifiable pride in the Fowler school has arisen rapidly. This perceptible growth in educational interest has helped the school in many ways and has added much to its reputation abroad. It has materially aided in giving the school an impetus that has placed it in the front rank of the town schools of the State.

The Fowler school board is doing much to make the building a healthy, comfortable and desirable place to attend school. All of the modern conveniences of city schools have been added to the building. Cement walks have been placed along the front and sides of the campus, and the board has been prospecting for additional playgrounds for the pupils. The library and laboratory have been rapidly built up, the school is supplied with good teachers and the board is doing everything within its power to give the people a good school.

In 1891 the Sacred Heart parochial school was founded in Fowler by the Rev. A. Henneberger. It has steadily grown in public estimation.

Organization: Platted in 1871-2. Incorporated in 1883. Organized as a separate school corporation in 1884 by electing Amos R. Gilger, Charles Menefee and Wesley Alexander members of the first board of school trustees. Their successors have been as follows: 1886, H. C. Harris, who served twelve years; 1887, John Spies, who served nine years; 1888, W. H. McKnight, who served nine years; 1896, W. J. Harris; 1897, Fred. Rose; 1898, A. B. McAdams, who is still on the board; 1899, E. I. King; 1900, Elmer McLaughlin; 1902, E. I. King; 1903, Elmer Laughlin, George Dye; 1904, W. J. Harris; 1905, George Dye; 1906, Earl Smith.

Teachers 1905-6: J. Hamilton Barnes, superintendent; J. W. McIntosh, principal high school; Emma G. Leonard, assistant principal; Clarence Norquest, Luella Moore, Mary Hart, Eva Williams.

Charles Moore began platting Boswell in the summer of 1871, but sold his interest in the town site to Elizabeth H. Scott in October of the same year. In the summer and fall of 1872, 214 town lots were platted by Mrs. Scott, Joshua M. Foster and Samuel Parker Smith. The latter built the first dwelling house in the town, and the first business house was built by Alexander Murphy. Mr. Murphy afterwards became a grain buyer in the town for many years, but moved away before his death. Mr. Smith is still a resident of Boswell.

When the town was started a schoolhouse called "Fairview" stood in what is now the southeastern part of it. B. F. Heaton taught in the building in the winter of 1871-2, and T. S. McEndauffer in 1872-3. In the summer of 1873 a school was established in the town, the building being placed on a lot near the Methodist church. Mr. Heaton taught the first term in this school and was succeeded by Marion Menefee who taught from the fall of 1874 until the spring of 1877. Patrick Duffy taught in 1877-8. A second room was built and Mr. Heaton returned and took charge of the school with George A. Bailey as his assistant. Charles Miller succeeded Mr. Heaton and Mr. Bailey remained with the former until 1881, the latter year being taught in a new school house erected on the present school grounds. This house was built by John Lawson and the town donated \$1,000 toward paying for it to get a four-room building.

Mr. Miller remained at the head of the school until the spring of 1882, his last assistant being Lucy Baldwin. Mary Cook seems to have been the principal in 1882-3 and Calvin White in 1883-4.

Boswell was organized as a separate school corporation in 1884. Three teachers, C. F. Moore, Mary Cook and E. S. Burch, were placed in the school in 1884-5. Mr. Moore remained for two years and was succeeded by Otis Roberts who was principal from the fall of 1886 until the spring of 1891. A high school course was organized in 1887, which was as follows:

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
Arithmetic.	Algebra.	Geometry
U. S. History.	Const. of U. S.	Ancient Hist.
Grammar.	Rhetoric.	Literature.
Math. Geog.	Phys. Geog.	Physics.
Civics.	Physiology.	Writing.

B. F. Johnson succeeded Mr. Roberts in 1891-2, and was succeeded by Mr. Roberts in 1892-3. George Rogers was principal in 1893-4-5, Frank Brubeck in 1895-6-7, Alexander Caldwell in 1897-8, and Clarence Kellogg in 1898-9 and 1900.

In 1897 the present handsome and substantial brick building was erected at a cost of about \$8,000. This edifice is a great credit to the excellent work of its builder, D. S. Roberts, and to the members of the school board under whose supervision it was erected. It is heated with hot-air furnaces and well lighted and ventilated. It stands on one of the most beautiful school grounds in western Indiana, a campus of about two acres covered with trees.

In 1897 plans were laid for the organization of a four years' high school course. Charles F. Miller was elected superintendent in the summer of 1900 and he at once proceeded to perfect the organization of the school with the view of obtaining a commission. This idea was approved by the members of the school board and with their assistance Mr. Miller was enabled to develop the school so rapidly that a commission was secured from the State Board of Education early in 1901. The high school course is as follows:

FIRST YEAR.

FIRST HALF

Algebra.
Literature and Comp.
Latin.
Physical Geography.

SECOND HALF.

Algebra.
Literature and Comp.
Latin.
Civil Government.

SECOND YEAR.

Algebra.
Literature and Comp.
Latin.
General History.

Geometry.
Literature and Comp.
Latin.
General History.

THIRD YEAR.

Geometry.
Physics.
Latin.
General History.

Geom. or Book-keeping.
Physics.
Latin.
General History.

FOURTH YEAR.

Botany.
Latin or German.
Literature and Comp.
U. S. History.

Botany.
Latin or German.
Literature and Comp.
U. S. Hist. and Civics.

The first high school commencement was held on the evening of May 23, 1901. The Opera House was crowded to its fullest capacity, and John T. John, then president of DuPauw University, delivered a fine address after the members of the graduating class had read their theses. After the address Superintendent Miller presented high school diplomas to Zora Coffenberry, Nora Gillespie and Ollie Nern, who constituted the first high school graduating class of Boswell.

The school spirit existing in Boswell and vicinity is excellent. The town leads Benton county and is one of the leading towns in the State in the per cent. of pupils that complete the common school course. Taking the last four years as a basis, about sixty in every hundred pupils that enter the school remain for eight years. Interest in high school work is growing as the patrons become better acquainted with its usefulness.



BOSWELL SCHOOL

The total enrollment in the school for 1904-5 was 228, and 60 of this number were in the High School. The average per cent. of attendance last year was 94, the best attendance reported in the county.

J. H. Barnes succeeded Mr. Miller as superintendent in 1904, and the school has steadily grown under his charge. Lizzie Rossiter, Clint E. Norquest, Mrs. C. F. Miller, Sara H. Darby, J. G. Windsor, Stacy E. Kittle and Samuel O. Wright have been identified with the rapid rise of the school. It has about \$200 worth of apparatus and a library of 500 volumes. Nearly all of the books in the library have been bought with the proceeds of lecture courses secured by the superintendents for the benefit of the school. Many of the patrons have taken a commendable pride in attending the lectures and thus assisting to build up the school library. Six of the twenty-nine graduates of the high school have attended higher institutions of learning. The policy of the Boswell School Board has always been to employ only good teachers. If a mistake is made it is quickly remedied by a change. Good wages are paid, and teachers who enter the school must show real teaching ability or they are not retained for a second term. Teachers who do good work are kept until they choose to leave.

AMBIA.

Organization: The town was platted on February 22, 1875, and was incorporated in March, 1884. It was organized as a separate school corporation in June, 1884, by electing James Malo, H. A. Buck and J. M. G. Beard members of the first school board. Their successors have been as follows: 1885, Charles L. White, 1886, W. Lee Bartlett, W. T. James, F. G. Huffman; 1889, J. H. Myers, James Malo; 1891, W. Lee Bartlett, C. E. Strauss; 1892, A. V. Moore, J. H. Myers, S. Reed Allen; 1893, W. Lee Bartlett; 1894, Harry Crigler, A. V. Moore; 1895, J. F. McCormick; 1896, J. E. Berryman; 1899, William Randall, W. L. Irwin; 1900, T. H. Dixon; 1901, O. M. Flack; 1902, William Randall; 1903, J. F. McCormick, A. C. Goodwine; 1904, Michael McCormick, Lovett Williams; 1905, Charles Crawford.

Teachers 1905-6: J. W. Todd, principal high school; Jessie Foster, Ella Perkins, Emma Peckham.



THE AMBIA JOINT GRADED SCHOOL.

It is said that the first house built in Ambia was built in 1873 by James C. Pugh. The first school house was built in 1874. The site of Ambia was then a part of school district number eleven in Grant township. The first teacher was Kate Siddens, a sister of James Siddens who was afterwards elected the first trustee of Hickory Grove township. She taught the winter of 1874-5, and was succeeded by J. Lee Dinwiddie in the winter of 1875-6. At that time the country just north of the railroad was an unbroken prairie. In the fall of 1875 many of the people of the town cut the wild grass and shocked it up for winter use. The fall rains came early and spoiled the hay thus made. In the winter the land was covered with water which froze and made an immense skating ground on which the people of the town and surrounding country would gather each evening. The hay shocks were used for torches, and the weird and picturesque scenes made by the chasing, hurrying, skurrying skaters as they rapidly appeared in the light or vanished in the darkness were not soon forgotten.

The first school house stood on lots 59 and 60 of the original plat of the town, now owned by Mrs. C. Heinen. It was abandoned in 1882 and sold to Fred Malo. It is now owned by Ephraim Voss. It has been impossible to get a correct list of the teachers in this building, but Manaen Arter is believed to have taught in the winters of 1878-9 and 1880-1, J. A. Brown in 1879-80, and Mary J. Parker in 1881-2. A two-room building was erected on the present town school lots in 1882, and Maggie Medrith taught in it in 1882-3.

The first teachers employed by the Ambia School Board were George Rogers and Carrie I. Lowry. Mr. Rogers was principal in the school for many years. Other teachers in the school from 1885 to 1896 were Emma Caldwell, Harry E. Rank, Mary Pelton, Lizzie Rossiter, Mary Hargrave, Mattie Caldwell, Fanny Pierce, Ruth Pierce, B. F. Heaton, Minnie Ritz, J. F. Ale and May Groves. Wilbur F. Morgan was employed as principal in 1896. Blanche Harris taught the lower grades. In 1897 the present substantial brick building was erected at a cost of about \$8,000. The school was re-organized and re-graded in 1897-8, with Wilbur F. Morgan as superintendent and high school teacher, and A. B. Cheney, Blanche McClurg and Ella Adams as grade teachers. A regular three years' high school course was organized by Mr. Morgan and approved

by the school board. Angie Acres, Emma Brown, Jessie Foster and Beatrice Ross completed this course in 1899 and received their diplomas at the first high school commencement held in Ambia. Ethelbert Woodburn succeeded Mr. Morgan in 1900. His assistants were Jacob Welsch, Rosalie Edwards and Emma Peckham. In 1901 Rupert Simpkins was employed to superintend the school and remained two years. George Bugbee succeeded him in 1903 and Ida Green in 1904. Miss Peckham has retained her position as primary teacher for six years and Ella Perkins took charge of the intermediate room five years ago.

In the winter of 1900-1 Mr. Woodburn added many volumes to the Ambia school library by holding festivals and other entertainments. The people of the town became so interested that this means of securing donations was continued by Mr. Simpkins, Mr. Bugbee and Miss Green. As a result of their efforts and the liberality of the people, the school now has three organs, a number of handsome pictures and an excellent library of about 400 volumes. The building is heated with hot air furnaces, and the school has about \$350 worth of apparatus. The school spirit in the town is shown by the liberality of its residents and the fact that a hall that holds 800 people is filled at each commencement. This spirit has done much to make the growth of the school rapid and its work good. The school board of Ambia has been careful in its selection of teachers and has worked hard to bring the school up to its excellent standard. The present high school course is the one adopted by the County Board of Education.

EARL PARK.

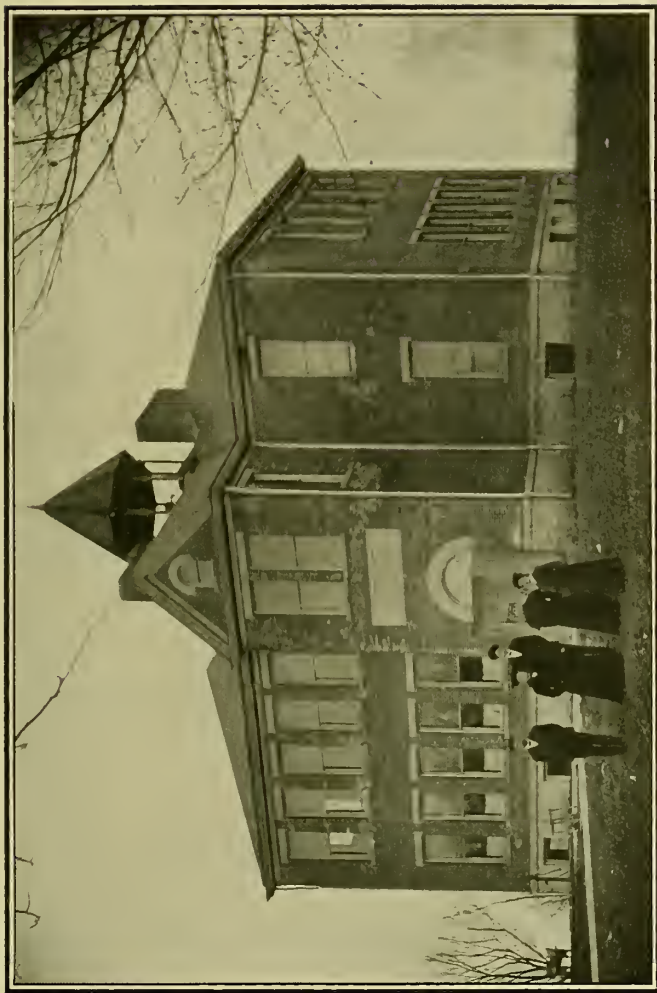
Organization: The town was platted on July 31, 1872, and incorporated in September, 1891. It was organized as a separate school corporation in June, 1893, by electing Joseph R. Gaunt, Howard L. Hix and Thomas McDonald members of the first school board. J. F. Avery succeeded Mr. Hix in 1896, and W. C. Ditton succeeded Mr. McDonald in 1901. No other changes have been made in the board.

Teachers 1905-6: Otis S. Roberts, principal high school; Mrs. Mellie VanAtta, Nellie Rowe, Gertrude Hitze, Mrs. Maude H. Seward.

Until the town was incorporated it was in district four, Richland township. The first school house in the town was built by Trustee Robert Kelley in 1873. It stood just east of the park. Mr. Kelley employed Allen Case as the first teacher in this building. His salary was \$210, and with this he started a little grocery store in the town. Ida Greenlee taught the school in 1874-5 and Sarah A. Henry (Dinwiddie) in 1875-6. Mrs. Dinwiddie was succeeded by Samuel Houser in 1876-7. An additional room was built in 1877, and a Mr. Snoddy and Laura Brier taught the first graded school in 1877-8. Mr. Snoddy was succeeded by a Mr. Hollihan in the spring of 1879 and a Mr. Brown in 1879-80. Mellie Taylor was assistant teacher to Mr. Hollihan and Mr. Brown. Joseph S. VanAtta taught in 1881-2-3-4, with Mellie Taylor (who became Mrs. VanAtta in 1882) as his assistant. Robert L. Cox was principal for the next four years after which Mr. VanAtta taught three years more. Two more rooms were built and a third teacher employed in 1885. Kora Jewel graduated from the common school in 1886 and was the first graduate in the town and township. She procured a teacher's license and taught in the intermediate room in 1886-7.

Will E. Caroon was employed by the town school board, with Freddie Cox and Mrs. Seward as his first assistants. This was in 1893-4. W. J. Whinery succeeded Mr. Caroon in 1895-6-7, Louis Lambert in 1897-8-9 and 1900, E. A. Turner in 1900-1, James H. Gray in 1901-2-3, Oscar Noe in 1903-4, and Otis S. Roberts in 1904-5. The fourth teacher was employed in 1896-7. Mr. Lambert's assistants in 1897-8 were Mrs. Mellie VanAtta, Mrs. A. D. Raub and Mrs. Maude H. Seward. The first high school work was done by W. J. Whinery in 1896-7. Mr. Lambert completed the organization of a three years' course in 1897-8, and in 1899 graduated the first class from the high school. The members of this class were Susie Menefee and Mamie Avery. Miss Avery afterward taught in the country and in Earl Park. Miss Menefee graduated from DePauw University, and taught in the Oxford high school in 1904-5.

In 1897 the old frame school house was condemned as unsafe and the present commodious building was erected at a cost of about \$9,000. This edifice is well arranged in the interior, is heated with hot-air furnaces and supplied with modern conveniences. It stands on a high and beautiful campus in the



EARL PARK SCHOOL.

eastern part of the town and presents an imposing sight to visitors approaching Earl Park. It is a great credit to the educational interests of the town. The picture shows Otis S. Roberts, Mrs. VanAtta, Samuel Avery, Gertrude Hitze and Mrs. Seward, the teachers for 1904-5, in the foreground.

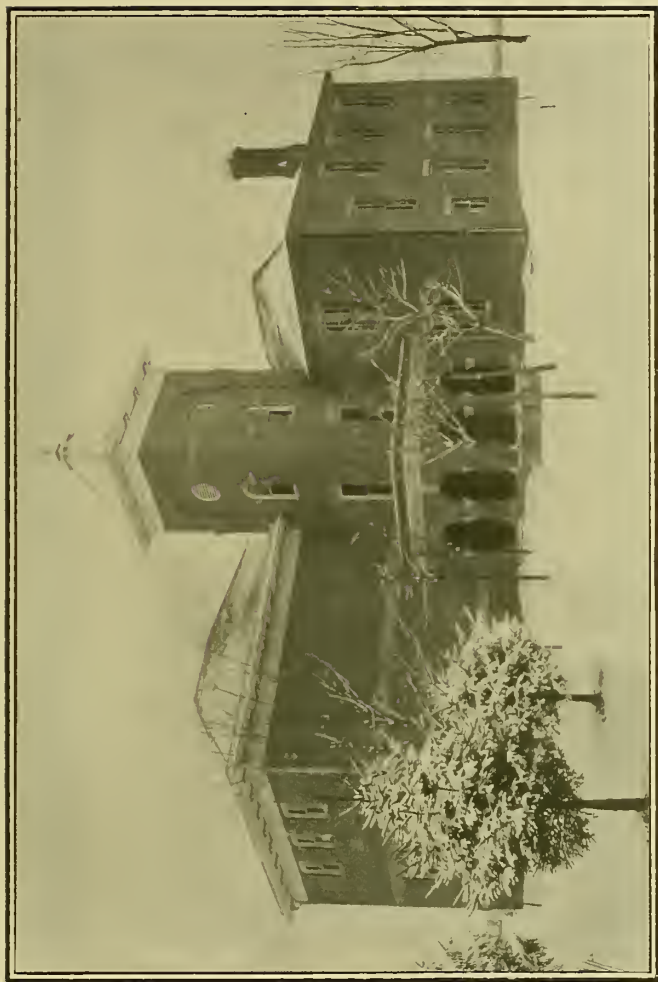
Mrs. Maude H. Seward, of Earl Park, is the senior in service of Benton county's able corps of teachers. She has taught continuously through every school year since the summer of 1881, and is now serving her twenty-second year as primary teacher in Earl Park. Otis S. Roberts is second in years of service, and it is probable that Mrs. VanAtta is third in this respect.

There is a noticeable growth of educational sentiment in Earl Park each year. More pupils are remaining in the grades until they complete the common school course, and more graduates from the common school are entering the high school. Many of the high school graduates are becoming teachers and are aspiring to rise in their profession. The people of the town take great interest in the annual commencements and give much encouragement to the graduates.

The school has a library of nearly 200 books and a fair supply of apparatus. Though Earl Park was the last town in the county to establish a separate school corporation, the school board has aimed to keep up with other towns. The school has been supplied with good teachers, and the members of the board insist that the best work is none too good for the Earl Park school. The high school uses the uniform non-commissioned high school course adopted by the County Board of Education. The Rev. P. J. Webber has recently established a parochial school in the town and hopes to do good work.

OTTERBEIN.

Otterbein was laid out by John Levering and wife on October 25, 1872. Dr. John K. Thompson is said to have built the first dwelling in the town. Otterbein was named in honor of its first school teacher, William Otterbein Brown. It is probable that he was named for the celebrated Bishop Philip William Otterbein who was the founder of the Church of the United Brethren in Christ. Mr. Brown taught school in a room in his residence, with his own and his neighbors' children for his



BOLIVAR GRADED SCHOOL, - OTTERBEIN

pupils. He was afterward appointed the first postmaster in Otterbein and held that position until his death.

The first public school in the town was taught in a room above Henry H. Moore's grocery store which was the first business house built in Otterbein. The teacher was W. Minor Bryan and the school was taught in the winter of 1873-4. In the summer of 1874 John Wesley Ryan, trustee of Bolivar township, built the first schoolhouse in Otterbein. This building was erected on the lot now occupied by the M. E. parsonage. After this building was abandoned for a better one it was bought by Joseph Walsh, and it is now used for a storage room by Joseph Walsh & Sons. The first teacher in the new school house was Sidney A. Willis. Mary Giles succeeded him in 1875-6, and she was succeeded by Charles Beeker.

In 1889 F. M. Maddox erected a substantial four-room brick building in Otterbein, and a graded school was organized with Charles B. Maddox as the first principal. William E. Caroon succeeded Mr. Maddox as principal in the winter of 1892-3, and Mr. Caroon was succeeded by Otis S. Roberts from 1893 until 1904. Mr. Roberts outlined a two years' high school course in the fall of 1894, which was as follows: Algebra, one and a half years; review of arithmetic, one-half year; general history, one and a half years; civics, one-half year; composition and rhetoric, two years; physical geography, one year; physics, one year. Owing to the crowded condition of the Otterbein school the trustees did not feel that it was proper to organize a three-year high school course until ample room and additional teachers could be provided. In 1903 John Glynn built an \$8,000 addition to the schoolhouse. This addition contains two large assembly rooms, two cloak rooms, a recitation room and an office. Mr. Glynn then put in a hot water heating plant for the entire building, and Otterbein now has a school house (shown in the illustration) of which the people of the town may well feel proud. This house completed, the three years' course adopted by the County Board of Education was placed in the high school, and was followed during the school year of 1903-4. Oscar Noe succeeded Mr. Roberts in 1904 and began his first term with the regular county course. A number of the patrons of the school thought a four years' course should be established, with a view of obtaining a commission. The superintendent visited Otterbein and planned a basis for a four years' course.

The plan was approved by Mr. Glynn and later by Mr. Smith. The latter and Principal Noe have made a few changes and the course is now as follows :

FIRST YEAR.

FIRST HALF.	SECOND HALF.
Algebra.	Algebra.
Comp. and Rhetoric.	Comp. and Rhetoric.
Latin.	Latin.
Physical Geography.	Botany.

SECOND YEAR.

Algebra.	Plane Geometry
Comp. and Rhetoric.	Comp. and Rhetoric.
Latin.	Latin.
Ancient History.	Ancient History.

THIRD YEAR.

Plane Geometry.	Solid Geometry.
Comp. and Literature.	Comp. and Literature.
Latin.	Latin.
Med. and Mod. Hist.	Med. and Mod. Hist.

FOURTH YEAR.

Physics.	Physics.
Comp. and Classics.	Comp. and Classics.
Book-keeping.	Book-keeping.
Advanced U. S. Hist	Civics.
Zoology.	Advanced Arithmetic.

All of the course is required excepting some two of the last four subjects in the fourth year. Any two of these may be omitted. About thirty ambitious students have enrolled in the high school, and there is little doubt about the school receiving a commission next year.

The present corps of teachers is Oscar Noe, principal high school; Grace T. Crandall, assistant principal; Charles Dodson, Prudence Yeager, Mrs. Dora Woody and Katharine Woodhams. Of the former pupils of the Otterbein school twelve have become teachers and twelve have attended higher institu-

tions of learning. Trustee Smith is doing everything in his power to make the school a success, and the people of Otterbein are determined to have a school as good as the best and secure a commission. The school has a library of over 200 volumes and a good supply of apparatus. Through the efforts of the high school students and the liberality of the community a good piano has recently been paid for and placed in the high school room.

CHAPTER V.

OUR EDUCATIONAL SYSTEM AND ITS FOUNDATION.

"Knowledge and learning generally diffused throughout a community, being essential to the preservation of a free government, it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific and agricultural improvement, and to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all," is the command of the present constitution of Indiana. General means common or applying to all; uniform means one form, things of a kind alike, and a system is composed of parts arranged in regular order. That the command of the constitution that the different parts of our school system should be made alike and placed together in regular order, has been well executed is fully proven by the following facts: First, District limits have been abolished, and townships, towns and cities have become the units of school work. School officers of township, town and city have the same names, and have about the same duties to perform. The school officers of all counties have the same official names and same duties to perform. State school officers, the missing link in our first school system, have been provided. The township, town and city school officers report to county school officers; the county officers report to the State Superintendent, and the State Superintendent reports to the Governor and the General Assembly, the law-making and executive powers of the State. Township trustees have advisory boards, county superintendents have county boards of education, and the State Superintendent has a State Board of Education to work with in connection with official duties pertaining to the public schools. Second, An extensive course of study has been provided, continuing through sixteen years of school life; four

years of primary and four years of elementary study in the common school, four years of secondary work in the high school, and four years of higher education in college. The school trustees provide the teachers, apparatus, and buildings for the common and high school pupils of their respective townships, towns and cities. The State provides colleges for the more advanced work. Third, Uniform text-books have been provided for the common schools and the 16,256 teachers that taught in Indiana in 1904 held licenses based on uniform teachers' examinations.

In 1903 the expense of maintaining the common schools of Indiana was \$9,901,645.41, an average of \$12.70 for each person enumerated as between the ages of six and twenty-one, and \$17.66 for each pupil enrolled in all of the public schools in the State. An explanation of the sources from which our school funds come will now be of interest.

Fund means bottom or foundation. The foundation of the public school fund of Indiana lies in the act of Congress passed in 1785, providing for the reservation of each section numbered sixteen, for the maintenance of public schools. From the leasing and sale of these lands in Indiana has come a fund now amounting to \$2,465,983.65. The amount of money derived from the sale of the lands in each county is retained and loaned in the county. Benton county had 8,320 acres of these lands and the \$38,441.83 realized from the sale of them is now loaned in the county. This is called the Congressional Township Fund. Interest derived from it is distributed to the towns and townships entitled to it twice each year.

The sources of our immense State Common School Fund are not so easily given. On April 19, 1816, Congress reserved thirty-six sections of public lands in Indiana, containing salt springs. Later these lands were given to the State and were sold for \$85,000, which is known as the Saline Fund. An act providing for the establishment of a State bank was passed by the General Assembly on January 28, 1834. This act provided for an annual tax of twelve and one-half cents on each share of bank stock, to be paid into the common school fund. This tax amounted to \$80,000 and is known as the Bank Tax Fund. The State banking law authorized the State to borrow \$3,000,000 to be used in paying for the State's half interest in the bank, or in making loans to people that desired to become

stockholders but had not enough money to pay for their stock. To be able to pay back the money borrowed, the State established a sinking fund, which is simply a fund used to pay off (or sink) a debt when it becomes due. This fund was to receive any part of the \$3,000,000 that was not loaned or invested in bank stock, all of the interest paid to the State by the borrowing stockholders in the bank, the principal of all loans returned by stockholders, the profits on the shares of stock not paid for by the stockholders, and the profits on the shares of the stock owned by the State. The law provided that if the amount of the sinking fund was more than enough to pay the \$3,000,000 borrowed, when it was due, the remainder was to be appropriated to the cause of *common school education*. The State's bank investment proved profitable. The loan was paid, and the princely sum of \$4,255,731.87 was left for the school fund. This great amount is known as the Sinking Fund. In 1816 Congress donated two townships of land to Indiana to be used in establishing seminaries. The first constitution of the State directed that all fines paid by law-breakers and all moneys paid by persons desiring to purchase exemption from the military duties then required of citizens be paid into the seminary fund. In 1852 the seminaries were abolished and the lands and houses ordered sold. The \$100,000 derived from this source was turned into the State treasury for the use of the common schools of the State and is known as the Seminary Fund. In 1836 Congress directed that the surplus then existing in the United States Treasury be divided amongst the States in proportion to their representation in that body. Indiana received \$860,254 of this surplus and the General Assembly directed that \$537,502 be placed to the credit of the common schools of the State. This is called the Surplus Revenue Fund. The new constitution directed that all of the funds so far described should become a part of the common school fund, together with all fines, all forfeitures to the State, all lands and estates that revert to the State for want of other heirs and the proceeds of all lands given to the State by Congress. The constitution further declares that "The principal of the Common School Fund shall remain a perpetual fund, which may be increased, but shall never be diminished." The principal of this fund is increasing at the rate of about \$55,000 a year and amounted to \$10,498,716.09

at the beginning of 1904. This is \$13.68 for each person enumerated in 1903. This fund seems to increase at about the same ratio as the enumeration, as the per capita of interest for the last eight years has been eighty-two cents per annum for each person enumerated. For some years the General Assembly has fixed the State school tax levy at eleven cents on each hundred dollars of property valuation. In the year ending August 1, 1904, there was \$18,438.35 of State school tax collected in Benton county. There is \$41,536.35 of the principal of the common school fund drawing interest in the county. Twice each year the interest collected on this principal and the State school tax collected in the county are sent to the State treasurer by the county treasurer. The State treasurer reports to the State superintendent the total amount of funds received from the ninety-two counties in the State. The State superintendent divides the total amount of money reported by the total number of persons enumerated in the State the April previous to the distribution and gets the amount each person enumerated is entitled to for school purposes. He multiplies this amount by the number enumerated in each county and directs the State treasurer to send to each county treasurer the amount due to the schools of that county. The county auditor then apportions to each town and township its part of the money to be distributed and gives the township trustee or treasurer of the town school board an order on the county treasurer for the amount due his town or township. The amount of congressional school funds loaned in Benton county is \$38,441.83. The interest collected on this amount is distributed semi-annually by the county auditor. The county superintendent furnishes him a list of persons enumerated in the congressional townships, as they were originally surveyed, and he must distribute to those enumerated in each congressional township such a part of the interest as arises from the sale of the school section that had belonged to that township. In this distribution it happens that the amount received for each person enumerated in different school corporations is widely different. To equalize this the auditor must distribute the common school funds so that every trustee in the county will get the same amount of money for each person enumerated. To illustrate: If each person enumerated in Benton county was entitled to \$2.00, and each one in

Fowler received \$1.30 from the congressional fund, then each one would receive seventy cents from the common school fund. If each one enumerated in Oxford entitled that town to but twenty-five cents from the congressional fund, Oxford would then be entitled to \$1.75 of the common school fund for each person enumerated. All of the proceeds of the funds so far described are called Tuition Revenues and must be used to pay teachers and for no other purpose. During the year ending August 1, 1904, \$2,307.50 of congressional and \$11,043.42 of common school funds were distributed in Benton county.

The sources from which local tuition funds are derived are the liquor license, the dog, and the township or town local tax tuition funds. All funds paid for liquor license are apportioned by the county auditor to the several towns or townships to which they belong. In March of each year the trustee of each township must pay into the county treasury all of the dog tax to exceed \$100 that he may have in his possession. After the claims of the townships not having sufficient dogs funds to pay for stock killed by dogs have all been met, the surplus of this fund is distributed to the different school corporations by the county auditor. Town school boards and township trustees levy local tuition taxes to secure sufficient funds to pay teachers. This tax is paid to the county treasurer and by him paid to the trustees, each town or township receiving the amount paid by its taxpayers. During the year ending August 1, 1904, \$300 liquor license fees, \$685.50 dog tax, and \$34,107.88 local taxes were placed in the tuition funds of the different towns and townships in the county. If these amounts are added to the \$18,458.35 State school tax and \$2,439.73 interest on loans sent to the State treasurer, the total will be \$55,971.46 tuition funds raised in Benton county in the year given above. This is \$15.04 per capita (for each person) as enumerated and \$18.16 per capita of the actual enrollment of pupils in the schools in the county that year. Of this amount \$9,834.66 was distributed to schools in other parts of the State by the State superintendent, leaving \$12.40 per capita of enumeration and \$14.79 per capita of enrollment in the county. By transfers paid for out of the special school fund and credited to the tuition fund, and the amount paid out of the former fund for school supervision in graded schools, the total amount raised that year that could be used for paying teachers in the county

was \$55,831.18. The teachers received \$54,146.11 of this amount for their work in the schools. This is \$14.55 for each person enumerated and \$17.56 for each pupil enrolled in the schools during the year.

The special school tax produces the fund used in paying for school grounds, houses, furniture, apparatus, repairs, coal, heating apparatus, etc., and in paying janitors' fees, township institute fees, transfers for school purposes, and (if the trustee so desires) supervision of graded schools. It is levied, collected and distributed in the same manner as the local tuition tax. In this fund the proceeds of all sales of school property are placed, as is also any money borrowed to be used for any of the purposes enumerated above. The taxes paid into this fund in 1904 amounted to \$38,935.41; received from other sources, \$8,568.16, making a total of \$47,503.57 of special school funds raised in the county during the year. The expenditures for the year were as follows: Permanent improvements, \$8,568.16; transfers, \$2,918.16; supervision, \$2,582.50; and other expenses, \$22,740, making a total of \$38,616.23. "Other expenses" means the regular running expenses of the schools. This per capita tax is \$6.11 and \$7.38 of enumeration and enrollment respectively, making a total expenditure of \$20.66 for each person enumerated and \$24.94 for each pupil enrolled in Benton county during the school year ending in 1904.

CHAPTER VI.

TRUSTEES AND SCHOOL BOARDS.

The school trustees of the cities, towns and townships are the master workmen of Indiana's great school system. More than all things else their able and patriotic management has developed our school system to its present high standard, and to the faithful performance of their sacred trusts must the future generations of Indiana look for that royal heritage which makes every self-reliant boy or girl worthy of a throne—a good education.

The passing of the old system abolished the congressional township and district control of school affairs, but left the civil township with its three trustees. The new law committed to the township trustees the charge of all educational affairs of the township. It gave them the control and disbursement of all the school funds; it left with them the power to determine the number and location of all the schoolhouses necessary for the accommodation of the children of the township; it left to them the making of all contracts for building, repairing and furnishing schoolhouses; the purchasing of fuel; the employment of teachers, and, lastly, they were to determine the time of commencing and the period of the continuance of the schools. There was much opposition to this law for some time, as it was thought that it placed too much power in the hands of three men, but care was taken to select good men as trustees and the change grew in public favor.

The first duty of the Board of Trustees was to establish and conveniently locate a sufficient number of schools for the education of all the children of their township. Referring to this matter in his annual report of 1853, State Superintendent Larrabee made these remarks: "But the schoolhouses, where are they, and what are they? In some townships there is not a single schoolhouse of any kind to be found. In other town-

ships there are a few old, leaky, dilapidated log cabins, wholly unfit for use even in summer, and in winter worse than nothing. Before the people can be tolerably accommodated with schools there must be erected in this State at least three thousand five hundred school houses." The schoolhouses that had been built by the districts became the property of the township, and new houses were to be built by the township. Here serious trouble arose. The new law said trustees must take charge of school matters, furnish houses, and employ teachers, but gave them no authority to levy taxes. Township school taxes could be levied only on approval of the majority of the township voters. When so levied taxpayers who were opposed to local school taxes refused to pay their assessments, thereby not only retarding the progress of the schools, but causing an unusual delinquency in the collection of taxes for general purposes. Contracts for building schoolhouses were thrown up, houses half finished were abandoned, and all operations were suspended in many townships.

The public school fund available in 1854 consisted of the Congressional Township fund, the Surplus Revenue fund, the Saline fund, the Bank Tax fund, and miscellaneous funds, amounting in all to \$2,460,600. The money was distributed to the different counties of the State, loaned, and the interest distributed to the townships, towns, and cities of the State in proportion to the number of children therein. A law passed in 1859 reduced the trustees in each township from three to one, declared each township a separate school corporation, and directed that the accounts of school funds be kept separately, the tuition and special school each to be a separate, itemized account. Opposition to public schools continued until 1873. By that time the township trustee was clothed with most of the powers he now has, and about that time the school conditions throughout the State began to improve very rapidly. The township trustee is now elected on "presidential election" day, takes office the first of January following, and serves four years. He can not be re-elected to succeed himself, but may be re-elected after having been out of office for one term. In case of death or resignation, the vacancy is filled by the county auditor unless commissioner's court is in regular session, in which case the appointment is made by that body. The amount of pay received by each trustee is fixed by his Township Advisory Board.

The law directs the trustee to take charge of the educational affairs of his township, to employ teachers, to establish and locate conveniently a sufficient number of schools for the education of the children in his township; and to build and otherwise provide suitable houses, furniture, apparatus, and other educational appliances for the thorough organization and efficient management of said schools. Though required to furnish a sufficient number of schools, he may refuse to re-open a school in which the average daily attendance during the last term did not exceed twelve, and may close any school on petition of a majority of the legal voters of the district. He may sell school property that has been abandoned in accordance with the law, but can not change the site of a school without presenting a petition signed by himself and a majority of the patrons of the district to the county superintendent and securing his consent to the change. When a township has twenty-five common school graduates within school age the trustee may establish and maintain a township graded high school. Townships may join in establishing and maintaining graded high schools and have joint control over such schools, or a township may join with a town in establishing and maintaining such a school.

The trustee fixes the length of the terms of school taught in his township, provided that no term shall be for less than six months. He fixes the salary of each teacher, provided, "The daily wages of teachers shall not be less in the case of beginning teachers than an amount determined by multiplying two and one-fourth cents by the scholarship given said teacher on his highest grade of license at the time of contracting; and after the first term of any teacher, said teacher's daily wages shall not be less than an amount determined by multiplying two and one-half cents by the general average of scholarship and success given the teacher on his highest grade of license at the time of contracting; and after three years of teaching said wages shall not be less than an amount determined by multiplying two and three-fourth cents by the general average of scholarship and success given the teacher on his highest grade of license at the time of contracting: Provided, That two per cent. shall be added to a teacher's general average of scholarship and success for attending the county institute the full

number of days, and said two per cent. shall be added to the scholarship of beginning teachers." A trustee may dismiss a teacher for violation of contract, or on the petition and lawfully sustained complaint of a majority of the patrons of a school, but he can not withhold any part of the salary of a teacher for loss of time during the term unless the teacher causes such loss. If the majority of the patrons in a district petition a trustee not to hire the teacher named in such petition to teach in the specified district, and present their petition to the trustee before he has entered into a written contract with said teacher, the trustee can not place the teacher petitioned against in said school, but patrons can not name whom he shall employ to teach any school, unless he requests them to do so.

If a child residing in any township may be better accommodated in the schools of another school corporation, the parent, guardian or custodian of such child may at any time ask the trustee for an order of transfer, which, if lawfully granted, shall entitle such child to attend the schools of the corporation to which transfer is made. A trustee has no right to grant a transfer until he is requested to do so by the proper person and lawful reasons for the request are given. A transfer may be applied for at any time. Each child should receive a separate transfer certificate. If a child lives one-half of a mile nearer a schoolhouse in an adjoining corporation than he does to the nearest school in his township, he is entitled to a transfer unless free transportation to school is provided. In other words, if a transfer will save a child one mile's walk each day he is entitled to it. This helps to make clear why the courts have interpreted the words "better accommodated" to refer more especially to the child's physical welfare. Better schools, better teachers, longer terms, more branches taught, and better school appliances are not sufficient reasons for granting a transfer, but better roads, better transportation, fewer railroads or dangerous streams to cross, nearer schools, and crowded schools are all matters for consideration in making transfers. If no high school is maintained within the corporation, the common school graduates of a township are all entitled to annual transfers to such school corporations as they may select in which to attend high school for any length of time not exceeding four years; but such transfers need not be

made by a trustee maintaining a high school course until such course has been fully completed. A transfer carries with it the right to free tuition for the child transferred. Applicants for transfer may appeal from the trustee to the county superintendent whose decision is final. It is the duty of the trustee to furnish the necessary school books for children who are unable to buy them, so they may attend the common schools.

Each year the trustee, between the tenth day of April and the thirtieth day of the same month, takes or causes to be taken an enumeration of all the unmarried persons between the ages of six and twenty-one years, resident within his township, giving the date and place of birth, and the age of each person enumerated. The first of May the enumeration is reported to the county superintendent for his future use. The first Monday in August each year a financial and statistical report, showing the receipts and expenditures of school funds for the year preceding and giving full information in reference to the school affairs of the township, is made to the superintendent.

It is the duty of the trustee to provide a course of study and rules and regulations for the use of the teachers and pupils in the schools in his township, if such provision has not been made by the County Board of Education. He meets with the other trustees of the county, on the first Monday in June in the third year of his term, to elect a county superintendent; he causes the teachers of the township to meet in institute at least one Saturday in each month while schools are in session, and presides over them, or appoints some one else to do so; he orders, through the county superintendent, such common school text-books as may be needed in the schools of the township, and makes quarterly settlement with the superintendent for such books; he employs teachers and appoints substitutes to fill the places of teachers unavoidably absent, or absent with his permission; he closes schools for a part of the term when sickness in the community or other reasons he may deem proper seem to make it best to do so; he may suspend or expel a pupil from school; he receives and conveys school lands and houses, has charge of all school property, and decides for what purposes such property may be used.

The trustee appoints school directors on failure of voters to elect them on the first Saturday in October of each year. The

director presides at school meetings and makes a record of the same. Under direction of the trustee, he has general charge of the school property in his district; and he may visit and inspect the school from time to time, and when necessary may exclude refractory pupils. In cases of exclusion an appeal may be taken to the township trustee whose decision is final.

The trustee meets with the township advisory board on the first Tuesday after the first Monday of each year and presents an "annual and complete report of all the receipts and expenditures of his office for the preceding calendar year, with the balances to the credit of each fund under his charge." The law says: "Each item of expenditure shall be accompanied by the verified receipt of the person to whom the sum evidenced thereby has been paid, stating particularly for what article or service the payment has been made; that the sum receipted for is the exact sum received, and that no part thereof has been retained by or returned to, or has been agreed, directly or indirectly, to be returned to, the Trustee or to any other person." Good people sometimes find fault with a trustee for asking them to sign such a receipt for a small amount of money justly due them, but all should remember that it is the *law* and not the trustee that makes such a receipt. The trustee must prepare and publish an estimate of the taxes he wants to levy and the amounts wanted for the tuition and special school funds during the next calendar year and submit such estimates to the advisory board at its annual September meeting.

The advisory board is composed of three resident freeholders and qualified voters of the township, elected by the people for a term of four years. They may be called together at any time, but must meet in January to receive the trustee's annual report, and on the first Tuesday of September to consider the estimates of township expenditures as furnished by the trustee for the ensuing year, which estimate it may accept or reject in part or in whole. The meetings are open to taxpayers who may be heard by the board as to the advisability of approving any estimates of expenditures or proposed levy of taxes under consideration. The people have taken pride in placing many reliable and useful citizens on these boards. The remuneration is but five dollars a year, so that good service is a fine indication of a public-spirited citizen.

Towns and cities were not organized as school corporations

until 1873. The writer is indebted to Superintendent Cotton's "Education in Indiana" for the following:

"Members of school boards are elected for a term of three years and only one new member is elected each year. No qualifications are specified by law, but the people usually select men of intelligence and culture for members of these boards.

"The school boards have charge of the schools in their respective corporations. They employ the superintendent, who is directed by them to nominate teachers, whom they employ and pay. The school boards, of course, have under their charge the building and protection of the school buildings. They have authority to buy and sell school property, erect buildings, establish libraries, and to do anything that will promote the best interests of the schools so long as the school funds of the town or city permit."

The members of a town school board are elected by the town council, one each year, at the first regular meeting of the council held in June. Annually, some time within five days after August first, the members of a school board must meet and organize by electing one of their number president, one secretary, and the other treasurer. The tax levy of the school board is approved by the town council, and the treasurer of the board makes his annual report to the county commissioners. The laws regulating the school duties of township trustees also regulate the duties of town school boards, so far as they are applicable to town schools. The members of a town school board, with the approval of the town council, select the site for school buildings and contract for and oversee their erection. They elect, contract with, and pay the superintendent, or principal, and teachers; they adopt rules and regulations for the government of and approve courses of study for their schools; they consider and act upon such questions and suggestions as may be placed before them by the superintendent, or principal, if no superintendent is employed, and require such reports as they deem proper from superintendent, principal, or teachers. They purchase school furniture, apparatus and appliances; they hire the janitor, and otherwise look after the physical comfort of the members of their schools. They take action in such controversies as may arise between teacher and superintendent, or principal, if no superintendent is employed, and upon properly presented complaints of patrons. School boards establish high schools and may establish kindergarten schools in towns, and manual training, night and kindergarten schools in cities.

CHAPTER VII.

THE COUNTY SUPERINTENDENT AND COUNTY BOARD OF EDUCATION.

The law of 1852 authorized the State Superintendent of Public Instruction to license teachers and gave him the authority to appoint a deputy in each county to hold examinations and otherwise assist him in organizing the schools of the county. This proving unsatisfactory, a year later the county commissioners were authorized to annually appoint three county examiners to license teachers and aid in school organization. In 1861 a change was made to one examiner to serve three years. In response to the growing demand for better organization and closer county supervision, in 1873 a law was passed directing the township trustees throughout the State "to meet in the county auditor's office in their respective counties on the first Monday in June, and biennially thereafter, and elect a county superintendent of schools." "Since 1873," says Superintendent Cotton, "supervision for the rural schools has meant something in Indiana. The rural schools have been graded, the standard of efficiency has been constantly raised, and through the good work of the county superintendent the children are receiving advantages equal to those of the towns and cities."

The county superintendent is now elected for a term of four years, and he is eligible for re-election during good behavior. His salary is four and one-half dollars for each day's service and the county provides him with an office, postage and stationery. The expense incurred in visiting schools, and attending township institutes, common and high school commencements, superintendents' and teachers' associations, consultations called by the State Superintendent, and numerous incidental expenses, must all be paid out of his salary.

"The county superintendent shall at all times carry out the

orders and instructions of the State Board of Education and the State Superintendent of Public Instruction, and shall constitute the medium between such State Superintendent and subordinate school officers and the schools." This extract from the law indicates the central thought of the duties of the county superintendent. He is not only the medium between the State Superintendent and subordinate school officers and schools, but he is the medium, the one who serves between, in many important school matters; he is the *joiner* of the important parts of that wonderful intellectual palace, the Indiana school system.

In the month of May the county superintendent prepares two complete reports of the entire enumeration of the county, one to go to the State Superintendent as a basis for the distribution of the common school funds, and one for the county auditor as a basis for the distribution of the congressional township, liquor license, and dog funds. In August the county superintendent must prepare a financial and statistical report to the State Superintendent, which must show the receipts and expenditures for school purposes of each and all of the towns and townships in the county in the last preceding year, together with the sources from which all funds were received and for what expended. This report must also show, by towns and townships, separately and collectively, for the same year, the number of pupils enrolled in the schools and the average daily attendance; the number of teachers employed and their daily average, and total salaries; the number of graded and high schools; the number of common and high school graduates; the number of high school teachers and high schools, commissioned and non-commissioned; the value of schoolhouses, lands, apparatus, libraries and furniture; the number of books in school libraries; the length of school terms and the average cost for the high school pupils; the number of polls and the valuation of all taxable property; the different rates of school tax levies and the amount of tax collected for each fund; the number of township institutes held and the cost of the same; the amount paid trustees for attending to educational affairs; the number of books read by the pupils of the schools; the amount paid for transfers, and any additional matters the State Superintendent may ask for.

In June the county superintendent prepares and records

estimates of all the common school books that will be needed in the schools of the county for the next year, and forwards such estimates to the State Superintendent for him to approve and forward to the publishers; and once in every three months he must make a complete record of all books received and sold,



L. A. MCKNIGHT
COUNTY SUPERINTENDENT 1897-19

the amount received for the same and the number remaining on hands, and make reports to and settlements with the various publishers. In June a report showing the number of applicants for teachers' license, the number and kinds of licenses issued, and to whom issued, during the last preceding year, is made to

the State Superintendent. The county superintendent has the authority to examine the records of the county clerk, auditor and commissioners; and of prosecuting attorneys, justices of the peace, and town and township trustees, to see that there is no misapplication of school funds, and to properly adjust all matters pertaining to such funds.

It has already been seen that the county superintendent should be a good accountant. He should possess legislative ability. He must establish rules and regulations for the use of the school authorities, teachers, and pupils of the county in many important matters; must arrange courses of study if not provided by trustees, and must preside over the deliberations of the County Board of Education.

"In all controversies of a general nature arising under the school law, the decision of the county superintendent shall first be obtained; and on local questions relating to the legality of school meetings, establishment of schools, and the location, building, repair or removal of schoolhouses, or transfers and resignation and dismissal of teachers," says the law, his decision shall be final; in other matters an appeal may be taken to the State Superintendent. So the county superintendent must also act judicially, settling controversies between patrons and teachers, teachers and pupils, trustees and patrons, trustees and teachers, trustees and county officers, trustees and trustees, and teachers and teachers.

The executive duties of the county superintendent are of great importance. He protects the interests of the children in his county by seeing that no unqualified and no immoral person becomes their teacher, that no improper books are placed in school libraries, and that the school premises are in a proper condition for their comfort, if the school trustees should neglect this duty. He visits the schools, encouraging the pupils and counseling with the teachers. He provides examinations for the pupils during the school term, and at the close of school provides an examination for the pupils of the eighth grade, grades their manuscripts, and promotes them to the high school. He attends the common school commencements and presents the diplomas. He provides examinations for non-commissioned high schools and attends as many high school commencements as possible.

The county superintendent grades the success of the teach-

ers of the rural schools and keeps a record of the grades of success of all the teachers of his county. He holds an examination for applicants for teachers' license on the last Saturday in January, February, March, April, May, June, July and August of each year. He grades the manuscripts of applicants, makes a record of the grades made, and issues licenses to all applicants entitled to them. "For incompetence, immorality, cruelty or general neglect of duty on the part of the teacher," he may revoke licenses granted by his predecessor, himself, or the State Superintendent. He employs the instructors and completes all arrangements for the annual county institute required by law, and attends township institutes and county associations. He assists school trustees in procuring and locating teachers when requested to do so. At such times as he may deem proper he issues bulletins or circulars to school officers, patrons, pupils, or teachers, setting forth ideas that he believes will improve school conditions.

The County Board of Education was created by a law passed in 1866. It is composed of the township trustees and the presidents of the town school boards. The law directs that it shall meet on the first day of May and September in each year, but it may be called together at other times by the president. The council of education is presided over by the county superintendent whose duty it is to place before the board important suggestions, the adoption of which may effect the general educational welfare of the county. This board has power to adopt rules and regulations for the government of pupils and teachers, to adopt a uniform course of study for common and non-commissioned high schools, to adopt regulations for common school and non-commissioned high school commencements, to adopt supplementary work for schools, to provide for the publication of educational information deemed beneficial, to adopt uniform high school text-books and provide such other general regulations as are not established by statutory law. It is the duty of this board to meet on the first Monday in May of each year and appoint a truant officer to serve the ensuing year.

The law makes it the duty of the county superintendent and all other members of the board to carry out the rules and regulations adopted by the board, and teachers and pupils are required to do so. The work of this board has a great influence on the educational affairs of the county, especially in developing a proper school spirit.

CHAPTER VIII.

THE STATE SUPERINTENDENT AND STATE BOARD OF EDUCATION.

The office of State Superintendent of Public Instruction was created by the State Constitution that went into effect on November 1, 1851. The first State Superintendent elected was William Clark Larrabee who took his seat November 8, 1852, and at once began the organization of Indiana's present school system. The law authorized him to appoint a deputy in each county in the State to examine teachers and give him such other assistance as he desired. Through his deputies he soon came in touch with all parts of the State and did a great work in awakening an interest in public education. When he began his work there were seventy-five thousand men and women in Indiana who could neither read nor write, and as many more children who had never been in a school of any kind. His greatest difficulty was to get the people in the notion of building suitable schoolhouses. He was succeeded by Caleb Mills, one of the ablest school men of the times. Mr. Mills' successors were John Clark Larrabee, Samuel Lyman Rugg, Miles Johnson Fletcher, Samuel Kleinfelder Hoshour, George Washington Hoss, Barnabas Coffin Hobbs, Milton Bledsoe Hopkins, Alexander Campbell Hopkins, James Henry Smart, John McKnight Bloss, John Walker Holecomb, Harvey Marion Lafollette and Hervey Daniel Vories. David M. Geeting, who served from March 15, 1895, to March 15, 1899, proved himself to be a great friend of the country school boys and girls by securing the passage of the township high school law. He aided in the passage of the compulsory education law and recommended the law providing for State examination of common school teachers. He will be remembered as an advocate of the best interests of the country schools. Realizing the need of better schoolhouses, Frank L. Jones, who served from March

15, 1899, to March 15, 1903, labored to secure better school architecture, better sanitary conditions in connection with school buildings, and more attractive school decoration. He strongly advocated rural school consolidation, and secured the passage of the teachers' minimum wage law. Fassett A. Cotton, the present State Superintendent, entered office March 15, 1903. Having filled the positions of country teacher, town teacher, town superintendent, county superintendent, and assistant State superintendent previous to his election, he came into the office with an experience that is making his work thoroughly practical and very beneficial to the public schools. He is the possessor of almost tireless industry and is a ceaseless worker. Without neglecting his many other important duties, he took a leading part in the organization of Indiana's great educational exhibit at the St. Louis Exposition. Monthly bulletins of his excellent and practical ideas in reference to school matters are sent to all of the county superintendents in the State, and by them forwarded to the teachers, so it can be truthfully said that he is in direct touch with every teacher in the State. He will, perhaps, be the longest remembered for his advocacy of the interests of the pupils in the country schools. He says he "believes that equal privileges ought to be secured to the children of country and town. The boys and girls on the farm have a right to the best there is in education."

The State Superintendent is elected by the people for a term of two years. There is no limit to the number of terms he may be elected. His salary is \$3,000.00 a year. He has three deputies with salaries of \$1,500.00, \$1,200.00, and \$750.00. He occupies well-furnished and commodious offices in the State House at Indianapolis, and his traveling and office expenses are paid by the State. The following quotations are taken from Superintendent Cotton's statement of the duties of a State Superintendent: "He has charge of the system of public instruction and a general superintendence of the business relating to the common schools of the State and of the school funds and school revenues set apart and apportioned for their support. At the request of school officials it is his duty to render, in writing, opinions touching all phases of administration or construction of school laws.

"He visits each county in the State at least once during his term of office, and examines books and records relative to the

school funds and reveuues. He meets with teachers and officers in various parts of the State, counsels with them and lectures upon topics calculated to subserve the interests of popular education.

Each year the General Assembly is not in session he reports, in January, to the Gouvernor, the enumeration of children, the additions to the permanent school fund and amount of school revenue collected during the year, and the amount of money distributed to the schools of the State.

"Each year the General Assembly is in regular session, on the 15th of January, he presents to that body a printed bien-nial report of his administration, which shows: The results of his labor, experience and observation while in office, and suggestions of remedies for imperfections; the amount of permanent school funds and how invested; the revenue derived therefrom and the value of all other school property; plans for bettering the organization of schools and better management of school funds; comparison of results of last year's administration as compared with the year or years preceding; statistical tables showing the condition of school affairs throughout the State, and such other matters as he deems of sufficient importance to be placed in his report."

In compliance with a resolution passed at the county superintendents' State association in June, 1894, he prepares the State course of study. He prepares township institute outlines, Arbor and Bird Day programs, teachers' schedules of success and forms of contracts, and enforces the teachers' minimum wage law. He grades teachers' manuscripts received from every county in the State, and issues license good anywhere in the State. By right of his office, he is a member of the State Reading Circle Board, the Board of Trustees of the State Normal School, and is the president of the State Board of Education.

The State Board of Education is the grand educational council of Indiana and is far reaching in its influence upon our school system. It was created in 1852 and was then composed exclusively of State officers. Various changes have been made in the law, and as it now stands this board is composed of the State Superintendent, the Governor, the presidents of Purdue and Indiana universities and the State Normal School, the superintendents of the schools of the three largest cities in the

State, and three other persons appointed by the Governor, all of whom shall be engaged in educational work, and one at least of whom shall be a county superintendent.

This board prepares the questions and rules and regulations for all teachers' examinations, and examines and grades



FASSETT A. COTTON
STATE SUPERINTENDENT 1903-1904—

the manuscripts of all applicants for professional and life State licenses. It selects and adopts for periods of five years the text-books used in the common schools of the State, and contracts with the publishers to supply the books to the various schools of the State through the county superintendents. It

establishes the conditions on which commissions are issued to high schools, and directs the issuing of the same when the requirements have been met. Before a school can obtain a commission it must establish a course of study long enough, strong enough, and thorough enough to properly prepare its students for admission into the freshman (first) class in the higher institutions of learning. The standard fixed is aimed to meet the requirements of Indiana and Purdue universities and is accepted by other colleges in the State. A diploma from a commissioned high school does not admit the holder into the Indiana University without examination. It is a certificate of the *work done* that admits the student to the freshman year if that work meets the university's requirements in high school work. The principal requirements for securing a commission are the adoption by the school board or trustee of a course of study which includes "three years of language, three years of history, three years of mathematics, two years of science, four years of English, and electives to complete a course of four years of not less than eight months each," and the giving of the whole time of at least two teachers to high school work, one of whom "must be a college graduate." When these conditions have been established the State Superintendent is requested to present the school's application for a commission to the State board. After due consideration of the application a member of the board visits the school and inspects its physical conditions, library, apparatus, enrollment and course of study; inquiries into the educational qualifications of the teachers and the work each one is doing, and ascertains the condition of such other affairs as may be of value in considering the question of granting a commission. If the report of the member of the board that inspects the school is favorable the board authorizes the State Superintendent to issue to the superintendent of the school a commission which authorizes the latter to "certify" the graduates of the school to the State and other colleges. The State Board of Education does not require that the course suggested by them must be the *only* course maintained by a commissioned school, but simply requires that the course outlined by the board, or its equivalent, must be maintained as a standard of admission to the freshman year in higher institutions of learning. Commissioned high schools may grant diplomas for other full four years' courses of high school work.

CHAPTER IX.

THE TRUANT OFFICER.

The position of the State is that the purpose of an education is to make manly men and womanly women out of the boys and girls—to lead them to be good citizens of their State and country. For this the State requires a part of the taxes paid in the richer counties to be distributed in the poorer counties; for this the man without children is asked to pay that the children of his neighbors may be educated to be good citizens and have a proper regard for the rights of property and life. "Ignorance," says Superintendent Cotton, "is the ally of crime and poverty, and jails and almshouses and sorrow and death follow in their wake. Illiteracy has no rights. Truancy is the primary school of crime. This is the substance of the testimony of the judges of many courts. Most of the cases of juvenile delinquency begin with truancy." Nearly thirty per cent. of the criminals in the State Prison at Jeffersonville in 1895 could neither read nor write. Next to ignorance, idleness is the greatest producer of crime. The truant is usually an idler. The State felt that every effort should be made to prevent crime and the result was the passage of a law creating an officer whose duty it is to go forth armed with the power of the State—the big stick—to bring the truant into school, where his idleness may be changed to a preparation for the life of a useful and intelligent citizen. The important parts of the compulsory education law are as follows:

"Every parent, guardian or other person in the State of Indiana having control or charge of any child or children between the ages of seven (7) and fourteen (14) years, inclusive, shall be required to send such child or children to a public, private or parochial school or to two or all (more) of these schools each year, for a term or period not less than that of

the public schools of the school corporation where the child or children reside: *Provided, further,* That no child in good mental and physical condition shall for any cause, any rule or law to the contrary be precluded from attending school when such school is in session.

"The County Board of Education of each county shall constitute a Board of Truancy, whose duty it shall be to appoint on the first Monday in May of each year one truant officer in each county. The truant officer shall see that the provisions of this act are complied with, and when from personal knowledge or by report or complaint from any resident or teacher of the township under his supervision he believes that any child subject to the provisions of this act is habitually tardy or absent from school he shall immediately give written notice to the parents, guardian or custodian of such child that the attendance of such child at school is required, and if within five (5) days such parent, guardian or custodian of said child does not comply with the provisions of this section, then such truant officer shall make complaint against such parent, guardian or custodian of such child in any court of record for violation of the provisions of this act: *Provided,* That only one notice shall be required for any child in any one year. Any such parent, guardian or custodian of child who shall violate the provisions of this act shall be adjudged guilty of a misdemeanor and upon conviction thereof shall be fined in any sum not less than five dollars (\$5.00) nor more than twenty-five dollars (\$25.00), to which may be added, in the discretion of the court, imprisonment in the county jail not less than two nor more than ninety days." Each truant officer reports to the Board of State Truancy and the county and State superintendents.

"Counting the day a child is one year old as its first birthday, it is not subject to this law after its fourteenth birthday. The law provides that if any parent, guardian or custodian of a child or children is too poor to furnish such child or children with the necessary books and clothing to attend school, then the school trustee or School Board must furnish temporary aid until the next regular meeting of the county commissioners, who shall make such provisions for such child or children as will enable them to continue in school. On the first day of school it is the duty of trustees and school boards to furnish the truant

officer with the names of the children of compulsory age who are enumerated on the regular enumeration lists.”

The truant officer receives two dollars per day for his services. The first law was passed in 1897, and the first truant officer in Benton county was Capt. Warren B. Sheetz. His successors have been John Seymour, Joel F. White, J. Lee Martin and Philip Fisher. In the school year of 1903-1904, 22,597 children were brought into the schools of Indiana by truant officers, at a cost of about ninety-nine cents for each pupil brought in; the sum of \$17,836.50 was expended in aiding poor children—\$2.28 for each child so aided.

CHAPTER X.

THE TEACHER, SUPERINTENDENT AND PRINCIPAL.

The teacher must be a person of good moral character. He must have a license issued by the State or county superintendent before he can legally contract with a trustee for a position in the schools. Licenses are of several kinds. Primary, common school and high school licenses are issued by both the county and State superintendents. A sixty months' license is issued by the State Superintendent, and eight-year (professional) and life State licenses are issued by the State Board of Education. A diploma granted by the State Normal School is equivalent to a life license. The primary, common school and high school licenses are issued for periods of six, twelve, twenty-four and thirty-six months. When an applicant makes an average of 80, not falling below 70 in any one subject, he may be granted a six months' or trial license. A twelve months' license is granted on an average of 85, not falling below 75 in any one subject or in success; twenty-four months', average 90, not falling below 80 in any subject or in success, and thirty-six months', average 95, not falling below 85 in any subject or in success. The minimums and averages given apply to all licenses issued for one, two or three years. The success of teachers in the rural schools is graded by the county superintendent; that of town teachers by town superintendents. The success grade of the teacher is based on his natural ability, personality, scholarship, professional training, class and recitation work, industry, interest, governing ability, neatness, care of school property, keeping records, reports, cooperation with other teachers, the trustee and county superintendent, and lines of library work. The schedule of items on which success is graded is prepared by the State Superintendent.

All teachers' contracts are on forms prepared by the State Superintendent, and are divided into three classes, all contracts in each class reading alike. One form is for teachers in the district schools, another for teachers in schools where a principal or superintendent is employed, and a third is for principals and superintendents. The Appellate Court of Indiana has recently decided that a teacher can not collect wages from a trustee unless a written contract has been signed by the teacher. A teacher may be removed from his position for incompetency, cruelty, gross immorality or neglect of business. A teacher has no right to place any reading books but those belonging to the Young People's Reading Circle in a school library without the consent of the county superintendent, and must obey his instructions in reference to the course of study, making reports and such other reasonable regulations as he may establish for the good of the schools. Teachers must make all reports asked for by trustees, and twenty-five per cent. of their salaries may be withheld until all reports are completed at the close of the school year.

In "Education in Indiana" State Superintendent Cotton says: "The teacher is required to enforce in good faith the rules and regulations of the county board of education; to exercise care over school property; to use kindly means of enforcing obedience. The district teacher is required to attend township institute one Saturday in each month, and the town and city teacher is required to attend such meetings as the superintendent shall call. The teacher is expected to make his schoolroom as cheerful and attractive as possible. He is required to do professional reading and to take at least one good school journal. He is expected to take part in the life of the community. He is by law required to make reports to superintendents, trustees and truant officers." He is expected to read the books selected for teachers by the State Reading Circle Board, and attend teachers' associations and county institutes. The wages of the teacher must not be less than the minimum described in the sixth chapter of this book, and trustees are subject to a fine of \$100 for attempting to require him to accept a salary less than that prescribed by law.

The superintendent (or principal if no superintendent is employed) of a town or township graded school or graded high school is the medium of communication between the county

superintendent and the teachers in his school. He has charge of the school building and reports to his school board or trustee on its condition. He executes the rules and regulations adopted by his school board or trustee, and adopts such other rules and regulations as he may believe best for his school. He sees that the course of study is properly carried out and requires the co-ordination of the work of the teachers under his supervision. He provides examinations, calls meetings of his teachers and decides on controversies that arise within his school, unless he chooses to refer them to the trustee or school board. The refusal of a teacher to obey the instructions of the superintendent or principal of the school is "neglect of the business of the school," and may be sufficient cause for the dismissal of the teacher or the revocation of his license.

The law requires many duties of the teacher and then throws around him the strong mantle of its protection. If a teacher has been granted a license to teach and has legally contracted for a school he can only be dismissed for immorality, incompetency, cruelty or neglect of business. "An act is considered as immoral which is inconsistent with rectitude, contrary to conscience, wicked, unjust, dishonest or vicious." Cruelty is the infliction of unnecessary mental or physical pain, as angrily calling children harsh names or intentionally striking them on diseased parts—freshly vaccinated arms, sore ears, etc. Incompetency is lack of sufficient knowledge or ability to fill the position the teacher has applied for and been employed to fill. Neglect of business refers to the many general duties of the teacher. The school rooms and grounds must be kept in proper condition, the school opened and closed at the proper times, the proper recitations heard, the rules and regulations of the county board of education, the trustee or school board and the county superintendent carried out, and all other general interests of the school cared for, or the teacher may be amenable to the complaint of "neglect of the business of the school." Though complaints may be made against the teacher for any of the causes given, the complaint must be sustained by sworn evidence given before the trustee, school board or county superintendent before the teacher can be dismissed. The teacher can not be required to close his school for any cause or at any time during the term without receiving his salary for the time it is closed. He can not collect pay for

time lost by his own acts, but the schoolhouse may be destroyed or the school may be closed on account of sickness, or for other reasons, without affecting the continuance of his time and salary unless he chooses otherwise. A teacher is entitled to pay for legal holidays, even though he does not teach.

"If any parent, guardian or other person, for any cause, fancied or real, visit a school with the avowed intention of upbraiding or insulting the teacher in the presence of the school, and shall so upbraid or insult the teacher, such person, for such conduct, shall be liable to a fine of not more than twenty-five dollars." So speaks the law. The school room is the "teacher's castle." In it he has about the same protection and the same rights of government that each citizen has in his own home. Whatever punishment a parent has a *legal* right to inflict upon his child the teacher has a lawful right to inflict. "In the *school*, as in the *family*," says the law, "there exists on the part of the pupils the obligation of obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils and fidelity to duty." A teacher may punish a pupil as a parent may punish a child and "he can not be prosecuted for assault and battery."

It is the teacher's duty to place each pupil in his school in the classes that he thinks will be the most beneficial to the child, and to adapt the work of the school as nearly as possible to the State course of study, being sure that the pupil understands the work of the year in hand before he is promoted to the next. This is the teacher's most difficult task, as parent and child often think the latter should be promoted when the teacher knows that such promotion would be an injury to the pupil.

It is the teacher's duty to enforce the rules and regulations of the county board of education, which are as follows:

1. Teachers are required to be at their schools in the morning in time to have rooms in proper condition for the reception of pupils, and to remain at the schoolhouse during the entire day. In town schools one teacher is required to remain unless a janitor is employed. Teachers shall see that schoolhouses and out buildings are kept in proper condition.

2. No teacher shall, under any circumstances, employ a substitute teacher or leave the school in care of a substitute without the trustee's permission.

3. Under the law the teacher has control of the pupils on the road to and from school, and should take cognizance of any infraction of the law governing the school.

4. Teachers are expected to treat their pupils with due courtesy and respect under all circumstances.

5. Teachers, during the term for which they are employed, owe it to their schools to give their entire time and attention to the work of the school.

6. No teacher will be allowed pay for teaching on Saturday unless it be the last day of the term.

7. Teachers will be allowed pay for one day's teaching and one township institute for two days' attendance at the county association: *Provided*, That no township institute be held the month in which the association is held.

8. Teachers will be allowed pay for two holidays within each school year—Thanksgiving and Christmas.

9. In all cases of dispute standard time shall be recognized as school time.

10. Teachers are required to provide themselves with a copy of each text book used by their various classes. The county superintendent is instructed to see that this rule is enforced.

11. Teachers will be required to furnish all reports asked for by the county superintendent.

12. Teachers should exercise a watchful care over the conduct and habits of pupils during the noon and recess intermissions, and especially *must* forbid disorder or rude conduct in the schoolhouse and on the playgrounds.

13. Teachers shall require all pupils to spend at least fifteen minutes daily in special drills in writing with pen and ink, and shall give personal supervision to the writing exercises.

The sum of \$6,832,321.70 was paid the teachers of the State in 1904—an average of \$420.32 for each teacher. The average daily wages of teachers in the townships was: Males, \$2.57; females, \$2.37. In towns: Males, \$3.45; females, \$2.59. In cities: Males, \$4.52; females, \$2.75. Counting 313 days to the year, the average was \$1.33 a day for each teacher. There are at present 16,256 teachers in the schools of the State. "Of this number," says a recent report, "1,278, or about eight per cent., are college graduates; 1,321, or a little over eight per cent., are graduates of the State Normal School; 1,250, or

about eight per cent., are graduates of private normal schools; 6,427, or about thirty-nine per cent., have studied one or more years in some university, college or normal school; 3,958, or twenty-four per cent., are high school graduates only, and 2,022, or more than twelve per cent., have only a common school education." Of the ninety-two counties in the State Benton ranks seventh in the qualifications of her teachers, no common school graduate having taught in the county for seven years. The average length of time that the teachers in Indiana remain in school work is about four years. It will be a proud day for Indiana when her people come to feel that a well-qualified teacher of superior natural ability should receive sufficient pay to enable him to give his entire life to the profession. In this connection it may be interesting to know that if each township in Benton county was now paying the same rate of tuition tax that is being paid in the towns of Boswell, Earl Park and Fowler the rural teachers could be paid annual salaries as follows: Bolivar, \$729.10; Center, \$1,441.56; Grant, \$800.18; Gilboa, \$683.65; Hickory Grove, \$669.41; Oak Grove, \$1,524.01; Parish Grove, \$1,097.84; Pine, \$513.69; Richland, \$1,082.64; Union, \$762.57, and York, \$1,003.74. With some of these amounts as a salary the teacher could well afford to spend each vacation in making a thorough preparation for his work during the succeeding year. Excellent results would be sure to follow. Though this may seem to be extravagant, it might not be improper to remember that "money wisely expended for schools is an *investment* and yields greater dividends than that invested in anything else—dividends in the form of increased earning power of the people—dividends in good citizenship—dividends in knowledge, skill, power and character."

The writer is very proud of the teachers of Benton county. With rare exceptions they have ever been faithful, zealous, loyal and devoted to the great work of their chosen profession; a goodly, cultured, progressive and determined company in the great army of teachers marching to victory over ignorance and idleness.

CHAPTER XI.

THE PATRON.

"Honor thy father and thy mother, that thy days may be long upon the land which the Lord, thy God, giveth thee," was the admonition of the Great Teacher on Sinai. All honor to the millions of fathers and mothers who through all the years have toiled in forest, field and town to maintain Indiana's schools. The prince of wealth in his palace of gold is rarely more than a journey of three generations from the labor of his lowliest servant. The fathers and mothers of three generations in Indiana have felt that they could leave to their children something more than the wealth that might disappear in a night. Though wealth may be useful, every boy and girl can be left an inheritance infinitely better—a good education.

Every patron is an important factor in the school. He should never fail to use his influence to secure the selection of good school officers and teachers. An expression of interest on his part will often lead a trustee to build a more suitable schoolhouse, erect neater outbuildings or provide a cloak room, a well of pure water, single seats for pupils, a good recitation seat, extra chairs for visitors, blinds and sash curtains for the windows, a good book case, *good* reference books, a wash basin, towel, rack and comb, a flag or some pictures to make the school room look homelike. And what a difference a few nice things made. A bright boy had always disliked his school. One day curtains were put up, pictures were placed upon the walls, a wash bowl and stand were placed in one corner, and near by was hung a towel and mirror. "Mamma," cried the boy a few evenings later, "I am not going to play hookey any more. Our school room is like home now."

"I am the people's servant," said an honest, conscientious trustee to the writer a short time ago, "and if I can find out

what *they* want done I intend to do it if I can." The patron may not only say what he would like to see done, but he ought to give such an officer credit for work well done. And the same may be said about the teacher. The writer has seen over a thousand teachers at work in their school rooms and feels quite sure there was not to exceed one in every hundred of them but what desired to do the best that he or she could do for the pupils. An entire term of school may be injured by the unfortunate utterance of a patron, spoken unthoughtedly or without proper investigation. A bright boy, the pride of his parents, imposed upon a little girl seated near him and was reproved by his teacher. That night he told his mother that "the teacher punished him for whispering to Mary Rouse." The mother assured her boy that the teacher had no right to do as she had done. This led the boy to become more offensive to the teacher and his schoolmate, and one day he so hurt the little girl that she cried aloud. Tired of his disobedience, the teacher whipped him, and he went home and told his parents that "the teacher had whipped him hard because he had whispered to Mary Rouse again." The parents became indignant, and the father decided to call upon the teacher the next morning. School had been called when Mr. Campbell arrived, feeling it his duty to reprove the teacher. He had never before thought it worth while to seek her acquaintance. In answer to his knock the door was quietly opened by the teacher who cordially invited him to enter and offered him her chair. He realized at once that she was a courteous lady, and wisely decided to wait a while and see for himself what was going on in the school. One of Mary Rouse's classes was called and she started to hand Mr. Campbell her book, when, emboldened by his father's presence and thinking of avenging himself upon the little girl, the boy threw out his foot, tripped Mary and she fell to the floor. She was not hurt and went immediately to the class. As soon as the class was excused Mr. Campbell arose, went to the teacher and, in a whisper, asked, "Do you keep a good whip in your school?" Only the kindly look in his eye kept her from fainting as she answered, "No!" He quietly left the room, but soon returned with a large, tough and well-trimmed switch. Calling his son to him he whipped him until the teacher begged him to desist. The school was saved and so was that boy. In an adjoining county

a similar circumstance arose. Neither of the parents deigned to see the teacher, but both took the boy's part in public and private. He continued to give trouble to his teachers for two or three years; then his family moved to Terre Haute. Five years later he took the life of a neighbor while trying to rob him in a dark alley. He was tried, convicted and hanged. His father spent the savings of a lifetime in trying to rescue him from the scaffold, and his mother went to her grave with a broken heart, all because they taught their boy to have little regard for the *laws of the school*, and led him to look upon his teachers as his enemies.

The writer has taught the children of many hundred parents and has had harsh words with but a single patron; but, speaking from the great desire of his heart to do every teacher, every patron and every boy and girl all the good he can, he would say: "Patrons, be the friends of the men and women who live and labor with your children for more than half of each year. Be quick to commend and slow to condemn them; and if *sure* the teacher is wrong, tell her so kindly, always remembering she is your children's companion, counselor, guide and friend, as well as teacher."

All taxpayers who are parents, guardians or heads of families, except married women and minors, are entitled to vote in school meetings in the district to which they are attached. School meetings may be called at any time by the director or any five voters, five days' notice being given by posting in five public places in the vicinity. Patrons have the right to petition the township trustee for the removal of their schoolhouse to a more convenient location, for the erection of a new one or the sale of an old one and the lands belonging thereto, and upon any other subject connected therewith. Patrons are by law entitled to petition against any undesirable teacher, but they are not empowered to select teachers. A majority of those entitled to vote at school meetings may prevent the employment of any teacher whom they do not wish to have employed by voting to that effect at any regular meeting. A majority of patrons may, by petitioning the township trustee, secure the dismissal of the teacher, upon due notice and for good cause shown.

When a pupil is excluded from school by a director, the parent, or guardian, or pupil himself may appeal from the

decision of the director to the trustee, whose decision is final. Parents, guardians or others are prohibited by law from upbraiding a teacher in the presence of the school, for any cause, fancied or real. When a majority of the persons entitled to vote at school meetings desire that a private school be taught in a schoolhouse not occupied by a public school, or desire the use of the schoolhouse for other purposes, and make application to the trustee, it is the duty of the trustee to permit the use of the building for the private school or to authorize the director to permit its use for other purposes.

The remarkable growth of educational interest among the patrons and people of Benton county during the last few years has attracted widespread attention, and seems to be almost universally regarded as unexcelled in any community. While calling upon the president of one of the leading colleges of the State the writer was asked, "What is the cause of the great awakening in Benton county? Only a few years ago little was heard of your people; now, I am told, you are leading all Indiana in the per cent. of high and common school graduates that are coming from your schools, and only a few days ago I was told by those in charge of the State exhibit that the exhibit your county sent to the World's Fair is equal, if not superior, to that sent from any other county in the State. What is doing all of this?" "The people of Benton county," was the reply; "*more than six thousand of them attended the commencements last spring to honor and encourage the sixty-nine high school and one hundred and thirty-five common school graduates in the county.*" And so it has come to pass that two State superintendents and many county superintendents and other educators desire to extend their congratulations through the writer to the people of Benton county; and he desires to say to patrons and people that their great interest in the work of education has done much to encourage him in doing his humble part. The kindness and consideration with which all have treated him, and the words of encouragement that have come to him from the waysides of his fields of labor, have cheered him through many long hours of toil.

CHAPTER XII.

THE PUPIL.

The lawmakers of Indiana have been thoughtful of the pupil's best interests. They have made laws which say that all taxpayers *must* pay taxes with which school houses *must* be built, furnished and made comfortable; that trustees *must* maintain schools for at least six months during each year and employ teachers to teach them; that teachers *must* possess good characters, *must* be qualified to teach, and *must* treat all pupils with courtesy; that courses of study *must* be provided. and that all rules and regulations for the government of pupils *must* be reasonable. There is a law that pupils sometimes forget, and that is that the teacher *must* protect *all* of his pupils and see that all have equal rights. Then, again, the law says that all pupils between the ages of seven and fourteen *must* attend the school that has been provided for them.

The teachers, trustees, principals, superintendents, the county superintendent, the County Board of Education, the State Board of Education or the State Superintendent may make rules and regulations for the government of schools, and they must be obeyed by the pupils if reasonable. The rules and regulations of the County Board of Education for the pupils of the schools of Benton county are as follows:

1. Pupils are expected to be at school at the proper time for opening the same in the morning and to attend regularly during the entire term.
2. The law of the school requires on the part of the pupils good order, punctuality, promptness, neatness, courtesy toward each other and to the teacher.
3. Pupils are expected to exercise due care in the use of school property.

4. Any pupil who shall, on the school premises, write any profane or unchaste language or make or show any obscene picture, or cut or mark or otherwise intentionally deface any school property, shall be punished as the nature of the case may demand.

5. Children that are not six years old before January 1 of any year should not enter school before that time. Children that are not six years old before a school term closes should not attend school at any time during that term. Teachers are authorized to send home any child that enters school in violation of any part of this rule.

6. No roll or medal of honor will be granted to any pupil whose deportment falls below eighty-five per cent. Large rolls of honor may be granted to pupils of proper deportment that are neither tardy nor absent during the entire school term: *Provided*, That a trustee or school board may allow five per cent. for absence if the cause for such absence be deemed reasonable. Small rolls of honor may be granted to pupils of proper deportment that are neither tardy nor absent for seventy-five consecutive days: *Provided*, That no pupil shall receive more than one roll of honor in any school year.

7. Each applicant for examination for graduation from the common school studies should have a certificate from his or her teacher stating that the applicant has completed the common school "Course of Study." A diploma will not be granted to any applicant whose deportment falls below eighty-five per cent.

8. Each graduate from the common schools will be required to take part in commencement exercises before receiving a diploma.

9. Selections recited by pupils taking part in county oratorical contests must be approved by the county superintendent.

10. A high school pupil failing to make an average of ninety per cent. in deportment during any one year should not be promoted to the next year's work, and a high school pupil failing to make an average of ninety per cent. in deportment during the last year of the course in his school should not be granted a diploma.

11. Each pupil of proper deportment that is neither tardy nor absent more than $2\frac{1}{2}$ per cent. of each school year for three consecutive years, beginning with 1905, will receive a gold medal.

Pupils sometimes think that the only purpose in going to school is to learn all that is in the books they study. This is a mistake. The boys and girls that learn to be prompt in school life are apt to become prompt men and woman. Those that try hard to succeed in their school work are almost certain to try hard and to succeed in after life. A careless boy becomes a careless man, and a careless girl who will not work in school finds few friends when she becomes a woman. All must consent to obey laws when they become men and women, so obeying the laws of the school, asking no favors that are not granted to others, bearing an honorable part bravely and well, and striving for the good of all of the school, prepares each boy for an honorable and useful manhood and each girl for a happy, useful and lovely life. Law and order are the regulations of God and man, and the boy or girl, or young man or young woman that wishes to overturn either is his or her own worst enemy. They may *regret* their mistakes, but the world is apt to drive on and pay little heed to them until the mistakes are remedied. The pupil that has learned to frankly say: "I have made a *mistake*, but intend to do all I can to *remedy* it," has won half the battle of life. The pupil should try to remember that going to school is a *business*. The man that is prompt and regular in attending to his business succeeds. The farmer that plants his corn too late will have a poor crop. The merchant that is late at his store and shuts up once in a while to go hunting will soon lose his trade. The boy that is prompt and regular at school, tries to have good lessons, *thinks* about everything he is to do before he does it, and obeys the rules and regulations of the school, is almost sure to have good business ideas in any occupation he may choose to follow when he becomes a man.

Alexander Hamilton is known in history as one of the world's greatest financiers. His father was an idle student, but his mother was ever a studious girl. Each inherited a fortune, but the father, caring little for business laws or regulations, lost all of the wealth of both. Little Alexander knew that his father had failed and talked to his mother about it. She told him of his father's carelessness as a student and as a man. Though but eleven years old, the boy exclaimed, "I'll remain idle no longer." He then went to his teacher and told him of his resolve, and from that time on no lesson was too

difficult for him to get and no task in school too hard for him to perform. In three years he was known as the most industrious and business-like boy on the island which was his home. When he was sixteen the richest merchant on the island offered him a partnership and the entire charge of his great business. Alexander declined the offer. His mother had died, but he had worked when not at his studies, and had saved enough money to take him to New York, where he entered King's College and became its leading student. While there he joined a military company, and, in addition to his other studies, made a thorough study of military discipline. He stood like an oak in a storm while a hurricane of shot and shell swept over the battle field of Long Island, deluging the green hillsides with the blood of the American army; and when that army retreated *he was the last man to leave the island*. Washington once said to him: "I believe you are something more than human. You have a streak of *light* in you that *never* goes out. When I catch a spark of it I am cheered for the rest of the day." Washington and his brave soldiers freed the country, but the young nation would have almost perished if the magic hand of Hamilton had not given it credit. He was but thirty-three years old when he organized the financial system that paid the debts of a struggling nation and made it great. His school days governed his entire life. From his teachers he had learned that a proper regard for the rights of all, obedience to just laws and careful mental discipline *insure success in every sphere of life*. Much of the knowledge obtained from books in school is of little use in after years; the habits of punctuality, regularity, industry and obedience to law—the business habits of the school—formed during the years of school life, are *sure* to exert a great influence upon the pupil's success or failure in all the years to come.

Barnabas C. Hobbs, who was once State Superintendent, was born ninety years ago, and loved to tell of many interesting things about his school days. "I once went to a teacher," he said, "who was very corpulent and sedentary in his habits. He was extraordinarily faithful in beginning early and 'keeping' late. School commenced at 7 in summer and 7:30 in winter. Recesses, morning and afternoon, were five minutes long, and we had one hour at noon. We were fully ten hours in school in summer. We had to sit on backless benches all

those long days, and we wished—anxiously wished—recess or noon or night would come. Hours seemed like ages. But, peace to his memory, our teacher would take a nap every day, and when these naps came there was relief to the school. We enjoyed these genial occasions, and dreaded to see the teacher wake up. He was an easy, good-natured teacher. He could chew tobacco all day, and he generally kept about one yard square on the wall beside him damp. He was very accommodating to work my hard 'sums' in long division and to rub them out dry so that it was no trouble to copy them. He made a rule that whoever came to school first in the morning should take the head of his class all day. I had succeeded a few times in getting to school first, when the contest became spirited. I was there one morning in winter before 5 o'clock, with lunch for breakfast, but found a tall young fellow there before me. I was not more than twelve years old, and never tried to be first at that school any more. One of my teachers was a lady. Many had doubts about her success. It was not considered possible for a woman to govern a school. She had read much and could talk well. She had a happy way of illustrating prose and poetry by anecdotes of history and biography, and she could tell much about mythology. Lessons of poetry in Murray's Introduction and English Reader became intensely interesting after her stories about Greece and Rome, Ajax, Pegasus and Parnassus. She stirred within me a love for classic literature, history and art, which has never abated, and which has led me to buy many books that would not otherwise have been bought. Then there was a bachelor Irishman. He was very strong in his partialities and antipathies. When he had a favorite he petted and blarneyed him, but when he took a dislike to girl or boy, doomsday soon came. He was terrible when his wrath was kindled. Another of my teachers was a lame man from the East. The clearest recollection I have of him now has reference to the difficult times he had in poisoning fallen chunks on the poker in order to toss them back upon the huge fire. When he thought he had them well balanced and attempted to send them up they would whirl to one side and fall back, producing great merriment among the children, who were intently watching these experiments and who would instinctively laugh at his failures. On discovering our indiscretion and impoliteness it was no unusual thing for him to

whip twelve or twenty of us in rapid succession until his wrath was appeased and his honor vindicated. Most of my teachers kept in the school room well-trimmed beech or hazel rods, from two to six feet in length. Sometimes the teacher would have half a dozen in readiness—some well worn and others kept in reserve. Teachers were expected to govern on the home plan. The Christian people of that day had great faith in the wisdom of Solomon, who has left an aphorism for family government: 'He that spareth his rod hateth his son.' They believed the rod had a twofold virtue. It was not only a terror to evil-doers, but was a specific against stupidity and idleness. It was used as freely on the boy or girl who failed to recite well as on him who was guilty of a misdemeanor. It so happened that some excellent men and women were brought up under this regime. Beech and hazel rods had a wonderfully stirring effect on both mind and body."

There is little need in Benton county for the harsh punishments described by Mr. Hobbs. Most of the pupils of our school are very busy students, and love their work. It is a great pleasure to visit them each year and look upon their interested and intelligent faces, to see their industry and earnestness, to hear the teachers tell of work well done, and to say or do something that may be helpful to some one. Nowhere can be found three thousand pupils more courteous, zealous, faithful and loyal in their work than are the industrious boys and girls in the schools of Benton county. Year by year they all are moving on, each one earnestly striving to surpass the good work that has gone before; a brave, energetic little army, each soldier of which is determined to win a worthy place "in the world's broad field of battle."

SONG OF BENTON COUNTY.

Written for the Boys and Girls of Benton County.

By L. A. McKNIGHT.

(Tune—"Marching Through Georgia.")

Cheer our glorious Union and our State, both dear and grand;
Love them both we ever will and ever with them stand;
Sing of our own county now, the fairest in our land;—
Yes, we are proud of old Benton.

CHORUS—Hurrah, hurrah, for Benton we will cheer!
Hurrah, hurrah, for Benton ever dear,
A song of tribute we will sing, sing it far and near;
Yes, we are proud of old Benton.

Others sing of mountain homes; we love our lowly plain,
Meadows green, and waving corn, and fields of golden grain;
Flow'ring slopes,—and of them all we'll sing the glad refrain,
Yes, we are proud of old Benton.

CHORUS—Hurrah, hurrah, etc.

Country homes of plenty, and our city homes so fair,
Church and school our fathers built with honest loving care,
All shall ring with happy songs of children bright and fair;
Yes, we are proud of old Benton.

CHORUS—Hurrah, hurrah, etc.

Benton's sturdy "Ship of State" has in her loyal crew
Twenty hundred gallant boys as bright as ever grew,
By their sides two thousand girls, all good and brave and true,—
Yes, we are proud of old Benton.

CHORUS—Hurrah, hurrah, etc.

Gracious God of freedom, may the flag our fathers bore
Wave o'er dear old Benton till the earth shall be no more.
Help us battle for the Right till Error's reign is o'er,
And ever bless dear old Benton.

CHORUS—Hurrah, hurrah, etc.

CHAPTER XIII.

COMMON SCHOOL GRADUATES.

It has been impossible to get the names of all graduates. The names of the first graduates in a number of the townships and towns are given in Chapters III and IV. The only other names at hand are as follows:

Class of 1892.—Bolivar: Adelaide Vandervort, Laura H. Smith, Lizzie E. Martin, E. P. Rowen, Anna L. Fisher. Center: Herbert Wells, Edna Wells, Nellie Ferry, Ora Sicks. Gilboa: L. Emma Little, Lizzie O'Malley. Hickory Grove: Maude Nesbitt. Parish Grove: Peter McEwan, Ella M. Stewart, Mayme A. Tracy, Maggie Tracy, Libbie McKanna. Pine: Cora A. Owens. Richland: Anna Bohanan, Mary Gaunt, May Crane, Carrie Dehner. Union: Nellie Gray, Mattie May Robinson, Mabel Woodburn, Anna Williams, Allen Mead. York: Jessie Perkins, May Shonkwiler, Mamie Matkin. Ambia: Charles H. Rogers, Florence Rogers. Fowler: Arthur Richey, Byron Bosworth, Fred Longwell, Gertrude Pelton, May Bouk, Nellie McKinney, Nellie Wiley, Hannah Anderson, Maynard Dague, Josie Sency, Della Snyder, Pearl Richey, C. E. Anderson. Milton Mendenhall, Gertie Hitze, Myrtle Owens, George A. Gaylord, Florence Henry, May Sheetz, Odie Warner. Oxford: Walter Lawson, Wallace Mussion, Bert Buckels, Nettie McConnell, John Colborn, Laura Huffman, John Rexroth, Ralph McConnell, Anna Warnas, Wilber Reagan, Florence Harrison, Lillie Meadors, Ella Carter, Francis McGuire, John Titsworth, Will Sleeper, Morton C. Bradley, Ovid Lewark, George Colvert, Warren McConnell, Lola Bauman, Joel Wilmoth, Victor McConnell, Maggie Pagett, Charles Dodson, Lizzie Maloney, Alonzo McConnell.

Class of 1893.—Bolivar: Della M. Darby, Chandler Walsh, Lucy M. Foster. Gilboa: George Bugbee. Hickory Grove:

INDIANA COMMON SCHOOLS

DIPLOMA.

THIS CERTIFIES, That *Wm. H. H. H.*
Of District No. *7* Tp of *Union* Co. of *Ind.*

Having passed a creditable course in *Reading, Arithmetic, Geography, English, Grammar, History,* and having sustained a creditable examination

CERTIFICATE OF PROFICIENCY

An Testimony Whereof.



Witness my hand this 5 day of *March* 18*82*

J. H. H. H. Secretary
Wm. H. H. H. Trustee
W. H. H. H. Teacher



John C. Graves, Emory Foster, Allie Finch. Oak Grove: Ray Reed, Ray Gillespie, Eva Little. Parish Grove: Gladys Menefee, Emma B. Owens, Lizzie Fleming, Jennie Stewart. Pine: Nora Rodman. Richland: Garland Washburn. Union: Oliver T. Nutt, Mary Humphreys, Elizabeth Condon. York: Frank Wetli. Ambia: Ralph D. Bartlett, Anna Heiner, Belle Foster, Maggie Reitz, Jessie Finch. Boswell: Rupert Simpkins, Lloyd Christley, John J. Dimmick, Mamie Clancy, Jennie German, Warren Waldron, Robert Hash. Oxford: Leah Parker, Lewis Guthridge, Marshal Griffin, Lola McConnell, Elmer McConnell, Florence Waldrip, Artie Liebhardt, Frank White, Grace Carnahan.

Class of 1894.—Bolivar: Myrtle Smith, Paul Westfall, Lawrence M. Fisher, Josie Abrams, Edith Thompson, Adah Hill, Ossie Bartindale, Oscar U. Chenoweth, Nora Adams, Rhoda M. Darby, Samuel Barnes. Center: Mary Mahoney. Grant: Edith Hooker, Carl E. Christley, Sadie Kellar, Dennis C. Freeman. Gilboa: May Morelock, Luella O'Malley, Edith Bull. Hickory Grove: Ollie Erskine, Blanche Bond. Oak Grove: Herbert Pellam, Elbert Lindsey, Clara Durflinger, Edna Scott, Guy Gillespie, Lulu Durflinger, Vivian McConnell, Ota Rommel. Parish Grove: Gertie Faurote, Minnie Mount, Anna Buckley, Mary E. Finley, Lizzie Finley, John McGuire. Richland: George Kassabann. Union: Lulu Davidson, May Swan, Mabelle C. Bruce, Emma Klingert, Jennie E. Stewart, Dennis McGraw, Ira A. Bottenberg, Marguerite Condon, Homer Woodburn, Charles Michaels, Will H. Gray, Alphonse James, Annie Barce, Mollie Hogan. York: Anna Wetli, Hannah E. Graves, Jessie Barr, Laura Smith, Frank Nesbitt, Jennie Wetli, Lillie McDaniel, Carrie Perkins, Clara Harris, Carrie Conner, Carrie Atkins, Mamie Brown, Emma Booty, Mabel Cobleigh. Ambia: William Menefee, Duane Gilkey, Hugh Brown, Zebbie Malo, Mary Heinen. Boswell: Bode Lamb, Will Palmer, Sylvia Freeman, John W. Regan, Maggie McKnight, Carrie Ambler, Beatrice Bradley, Ollie McKnight. Earl Park: Norris E. McDonald, Telva Gannt, Ada Van Scoyoc, Clyde Stickler, Lottie J. Sannes. Oxford: Mary Dickens, Evan Pierce, Harry Darnell, Inez McConnell, Dell J. Constant, Lottie McConnell, Rosa White, William Pagett, Arthur Charlesworth, James E. Bryant, Eva Claire Janes, Jessie Lank, Dorrell Bauman, Edith Beel, Ralph E. Jennings, Edith Stanley, Joseph Pagett, Anna Stafford.

Class of 1895.—Bolivar: Cute Griffin, Bert Edwards, Mammie Morgan, Sattie Darby, Charles Cunningham, Alva Collyer, Charles Abrams, Myra Daugherty, John Opp, Earl Bartindale, Lon Griffin, Samuel J. Whitmore, Arthur J. Ambler. Center: Frank E. Shackleton, Walter Edmonds, Sadie Lockhart, Lilly Gwilliams, Loy Wattles, Wilbur Cox, Bert Harrington, Lucy Birch, Will Mahoney, Jennie Lockhart. Grant: Kate Shipp, Nora Volz, Charles Smith. Gilboa: Josie Bull, Bert Grenard, Della Parks, Maggie Foster, Alice Osborne. Hickory Grove: Peter Metzinger, Dale Finch, Ida Foster, Jennie Begley. Oak Grove: Clyde Hurt. Parish Grove: Eliza O. Finnigan, Hannah Grogan, Laura McKanna, George Fleming. Richland: Blanche Robertson, Mary Carton. Union: Lola Waller, Mammie Stewart, Maud Waller, Maggie C. Barnette, Rose Robertson, Samuel Stewart, Bertha Michael, George Gray, Allen Hagenbuch, Clifford Walters, Grace Timmons, Agnes Hogan, Tina Ferguson, Mary G. Ferguson, Marion B. Ferguson, Anna Hogan, Fred Davidson, William Nagle, Charley Budreau, Walter Budreau, Mason Waller, David C. Condon. York: Arthur Yates, Jessie Fishell, Anna Shonkwiler, George Shonkwiler, Katie Brown, May Yates, Mary Childress, James Wright, Eva Wetli, Myrtle Shoef, Earl Atkins, Luella Kesler, Lizzie Kirsch. Ambia: Honora Bradley, Beatrice Ross, Henry Heinen, Harry W. Menefee, Grace L. Finch, Laura B. Menefee, Minnie Poehls, Carrie Tnggle, Nellie Parker, Lewis Poehls. Boswell: Kimber Dimmick, Ernest Hurst, John Dungan, Addison Dimmick, Adda Blasdel, Oran O. Dungan, John Nern, Ralph Bradley, Bert German, Elwood Stump. Earl Park: Mamie Avery, Sn-sie Menefee, Thomas Murphy, Eva Hook, Earl Tinsman, Ethel Chiltz, George Huffman. Fowler: Mary Barnard, Mary Robinson, Daisy Anderson, Clodia Johnson, Mattie Lague, Bertha Bolder, Cora Ford, Rosa Windler, Nellie Morlatt, Maggie Holman, Charles H. Hultz, Fred Clayton, George Case, Leon Hampton, Bernie Walker, John Moline, Vera Shankland. Oxford: Kate Harrison, Floreuce Looney, Vance Griffin, Ben Hawkins, Sterling Cooper, Charles Smith, Frank Lawson, Will Scott, George Birch, Myrtle Van Horn, Lucille Pagett, Blanche Wattles, Blanche Emmerson, Carl Blind, Ray McConnell, Teresa Kelley, Maggie Kelley, Pearl Stafford, Maggie Littler, Leota Colvert, Madge Ladd, Rupert Debra, Nellie Rommell, Ruth Pickering, Edith Bauman.

Class of 1896.—Bolivar: Aletha Case, Lena A. Sutton, Ruby E. Smith, Ross Edwards, William H. H. Moore, Altha T. Cook, Bertha H. Baker, Willie Harrington. Center: Ethel Albaugh, Alta M. Harrington, Rose Harrington, Anna Johnson, Carol Lenox, Albert Pernow, Ralph Smith, Daisy Farr, Melvin Cox, Clarence Cox. Grant: Sally Lamb, Carl Lamb. Gilboa: Ella Capes, John W. Johnson, Lewis O'Conner. Hickory Grove: Gertie Metzinger. Oak Grove: Richard Reed, Bertha Howarth, Luther Greenwood, Walter Greenwood, Fredie Howarth. Pine: Bertha Minturn. Richland: Ella Dehner, Roy Goold, Jay Goold. Union: Ida Roberts, Mattie Waller, Helen W. Rowe, Hartley Rowe, Mable Rowe, Guy Gratner, George Thompson, Clem E. Tyler, Fenno K. Swan, Albert E. Gray, James Bruce, Mayme Condon, Albert Mourer, Ruth Rice, Amos E. Hagenbuch, Harry E. Bottenberg. Ambia: Alice Goodpaster, Emma Brown, Welton Gilkey, Clara Abel, Jessie Foster, Otis Murphy. Boswell: Ella Noll, Edith Smith, Alice Lowry, Mary E. Hart. Earl Park: Abbie Gray, Samuel Avery. Fowler: Sarah O. Jones, Walter Lowman, Dora Smith, Blanche Gallaway, Addie Foster, Fay Robinson. Oxford: Luella Moore, Earl W. Thomas, Charles Dudding, Frances E. Deeds, Robert B. Lawson, Emmet McConnell, George E. Waldrip, Zimuri N. Titsworth, Harry J. Lawson, Frank Freeman, Fred Parker, Lucy Janes, Nellie J. Bell, Erwin Ross, Charles J. McGuire, Warren L. Colvert, Roy Steele.

Class of 1897.—Center: Emma K. Johnson, Amanda Anderson, George G. Whipple, May Doyle, Mary Hagely. Grant: Lewis Whilton, Jennie Regan, Della Fix. Gilboa: Ella Capes, George Capes, Edward Howells, Nellie O'Conner, Edith Rodehafer. Hickory Grove: Fred Rock, Eva Erskine, Eddie J. Byers, Clayton E. Van Steenbergh. Oak Grove: Julia Maloney, Myrtle Hibbs, Anna Granlund. Parish Grove: E. Ella Grogan, Mary McGuire, Forrest Knapp, Bertha Buckley, Laura Lowman. Pine: Minnie Bowman, Beatrice Hawkins. Richland: Ernest Plautz. Union: Mary Watt, Melvin Augspurger, Roscoe Waller, Nettie Gray, Everett Gray, Hugh Ross. York: Maud McKinney. Boswell: Victor Melberg, John German, Lewis Felding, Nora Gillespie, Joe Christley, Myrtle Smith, Ernest Perigo, Emil Z. Coffenberry, Mort Eberly, Thomas Hughes, Ed Nern, Myrtle Cheney, Bernice Lemaster. Earl Park: Charles Anstett, Tressie Lowe, Lilly Tooper, Venia Par-

ady, Katie Pelance, Maud Huntington, Minnie Fowler. Fowler: Bennie Boyce, George O. Barnard, Willard Dinwiddie, Emma Christenson, Arthur Martin, Arnold Sleeper, Florence Richey, Clara Daugherty, Ruth Phares, Daisy Crabb, Nina Owens, Mary Anderson, Oma Fisher, Anna Smyth, Max Wiley, Roy Richmire, Robert Craw, Minnie Lague, Violetta Ridlen, Lillian Carr, Adah Holman, Ethel White, Bridgie Hanrahan. Oxford: Mary Scott, Brent Ladd, Mary McDaniel, Charles Stembel, Myrtle Hibbs, Ernest Hurt, Anna Granlund, Ruth Baldwin, Elburt Parker, Ella Brown, Jesse McKilvey, Bessie Messner, Arthur Pagett, Julia Maloney, Wallace McVey, Ernie Scott, Fred Lawson, Caroline Shipp, Walter Parker, Ethel McConnell.

Class of 1898.—Bolivar: Ida Hill, Ida Baugher, Webster Darby, Irving Barnes, Cheney Baker, Alice VanDyke, Maude Smith. Center: Minnie Barce, Robert Swan, Grace Ferry, John Barce, Anna Hansen, Clinton Hawkins. Grant: Sylvia Peterson, Mabelle Simpkins. Gilboa: Agnes O'Connor, Nellie Osborne, Hattie Ewing, Earl Kinsell, Edith Ewing, Emma Howell, Cora Lambert, Webster DeWitt. Hickory Grove: S. H. Geary, Arthur Geary, Mozzo V. Payne. Oak Grove: Earl Simmons, Gertrude Stanley, Elsie Johnson, John T. Reed, Arvel F. Johnson, George W. T. R. E. Shankland, William Kidney. Parish Grove: Jessie McEwan, William Donahue. Pine: Christian Timmons, William Carroll. Union: George W. Hagenbuch, George Gray, Laura McNoun, Donald C. Smith, Harold Woodburn. York: Anna M. Brown, Winona Cobleigh, Blythe Fleming, William E. Graves, Edward Keefe, Sarah Keefe, Lucy Portteus, Robert Wetli, Jessie Wright. Ambia: William McCormick, Jennie Finch, Rinda Carrigan, Ralph Reynolds, Dora Abel, Reba Gilkey, Cecil Horton. Boswell: Frank Bradley, Flossie M. James, Bertha Smith, Rena McDaniel, Eslie Kirkpatrick, Jessie Noll, Josie Johnson, Elsie Gilger, Crill Hickman, John Hall, Sylvia Christley. Earl Park: Jennie Braden, Samuel Gaunt, Ernest Huntington. Fowler: Irene Johnston, Willie Dague, Lee Evans, Matie Portteus, Bessie Johnston, Vernie Swope, Mamie Callaway, Joe Gray, Lelia Payne, Burke Walker, Esther Jenkinson, Conie Cassel, Mary Hoss, Bell Hoss. Oxford: Malvia Marlatt, Nellie Yoakem, Malissa Winegarner, Ray Colvert, Nellie Waldrup, Byron L. Burditt, Myrtle White, Harriet Albaugh, Mada Hinckley, M.

Lonisa Maguire, Blanche Crigler, Florence Snyder, Frank Moore, Clint Parker, Nina C. Green, Myrtle M. Benedict, Grace Shuster, Fannie Lawson, Ada Shuster, Charles Waldrip, Sylvia VanHorn, Mayme Lewis, Rose Pelham.

Class of 1899.—Bolivar: May Griffin, Ruth E. Somers, Arthur McKinnis, Minnie L. Hawkins, Winnie Homrig, Clara Leech, Beatrice White, Jesse W. Chenoweth, Clarence Smith, Sidney Smith. Center: David Zeigler, John W. Lockhart, Maud Zeigler, Clarence Lenox, Roswell E. Whipple, Laura Perkins, Floy Johnson. Grant: Ida M. Dewey, Naomi Broe, Nellie Roberts, Becca Broe, E. Mae Show, May M. Dewey, Eva German, Maggie T. Silver, Carrie Fix, Edmond Beaver, Laura Peterson, Floy Freeman, Ethel Freeman, George Lamb. Gilboa: Warren McCullough, M. Brennan O'Connor, Wilson Bennett, Sarah Debo, Edna Whitehead. Hickory Grove: Cora VanSteenbergh. Oak Grove: Edna Stembel, Beatrice McConnell, Nellie Jarvis, Mabel McGiffin, Ethel McGiffin, Mary E. De Camp, Della De Camp, Arthur Harper, Leah Hibbs, Lyda Henry, Lizzie Granlund, Lottie Young, Clyde Johnson, Pearl Johnson, Albert Greenwood, Lottie Elliott, John Greenwood, Henry L. Johnson. Parish Grove: Emma C. Bork, Flora Finley, Harry Edris, Frank Buckley, Grace M. Skeen, Roy Templeton, Bertha A. Bartlett, Ethel Fleming, Racha Minier. Pine: Roy C. Atkinson, Michael Carr, William Runner, Roy Eastburn. Richland: Anna Hardebeck, John Scheetz, Bessie Livingston, Mary Funk, Mellie A. Flinn, James Carton, Abner Huntington. Union: Jennie Larson, Emma Brown, Mary Bugbee, Nellie Rowe, Bell Bidwell, Bertha Bidwell, Emma E. Stewart, Elsie Bottenberg, Charles Bottenberg, Margaret R. Humphreys, Elenore O. Robinson, Rollie McNow, Robert Stewart, Edward Gray, Lee W. Fulleton, W. H. Robinson, Jennie Ferguson, Katie Hogan, Fred B. Graves, Harvey B. Huntington, Mollie E. Mowrer, Olive Bruce, Lizzie Gray, Edith Gray. York: Paul Conner, Bernice Fleming, Anna Matkin, Adda Kirkpatrick. Boswell: Lena Hart, Charles Hall, M. Evelyn McAdams, Laura Perigo, George A. Reel, Emma Bice, Don Heaton, Walter Moyer, Jennie Garland, Jake Smith, Jay Denman, Charles D. Kirtley, Mabel Fielding, Della Pitman, Blanche Simpkins, Charles W. Brady, Bert Rhodes. Earl Park: Waldamer Sands, Charles Hook, Ica Lemon, Homer Lowman, Lizzie Flaherty, Polly Stickler, Bertha Lowman, Nellie Murphy. Fowler: Ethel

Anderson, Mamie Anstett, Elsie Barnes, Elmer Barkhurst, Hattie Bengston, Mary Bond, Elsie Bonneau, Paul Carr, Thomas Carlisle, Rolland Craw, Leslie Daniels, Lulu Eller, Emma L. Gilburg, Fay Hill, June Johnson, Edgar L. Jones, Ella King, Anna L. Lague, Ona Marquess, Bertha McCue, Maggie Mills, Edith Mohr, Debbie Nelson, Thomas Nelson, Roy Rodman, Bernice Smith, Mary Smith, Louise Studer, Lorene VanNatta, Everett Williams, Ray Jones, Della Lague, Nellie Lague, W. R. Moliue, Goldie Morine, Mattie Olson, Orpha Riden, Charles Smith. Oxford: Barbara Blessing, Margaret Cook, Gertrude Hinckley, Arthur Cook, Mayme Hutson, Mame White, Cora Gwin, Mayme Acres, Ruby Tharp, Maud Sees, Charles Cozad, Elmer Atkinson, Mayme Munn, Mame E. Pargett, Perry Phares, James Caldwell, Pearl Shipp, Axel Rasmanssen.

Class of 1900.—Bolivar: Ralph Charlesworth, Earl Thompson, Maud Whitmore, Avery Hawkins, Howard Emmerson, Dora Hawkins, Ernest Vandervort, Lucretia Crose, Ethel McKinnis, Homer Chenoweth. Center: Jennie McMaster, Blanche Duffy, Michael Duffy, Earl Turner, Lena Johnson, Phillip Cyr, John Williams, Minnie Johnson, Gertrude Harrington, Ralph Nelson, Will Harrington, Arthur VanDeripe. Grant: Daisy Kelley, Ethel Cooper, Ernest C. Housh, Nye W. Smith, Walter S. Roberts, Roy German, Nora German, John Harvey Fix, Katie Scanlon, Harry Regan, Delbert McDaniel, Cecil Regan, Bessie L. Brown, Lucretia Harper, Jessie Brown, Josie Rossiter, Etta Freeman, Lewis H. Harper, Ira E. McDaniel. Gilboa: Pearl Stanfield, Otis Stanfield, Dora Taylor, Nora Taylor, Edith Garner, Huey Lambert, Nettie R. Lambert, William O'Connor, H. Ed O'Connor, John R. O'Connor, Edward Debo, Earl Johnson, Ethel Hollingsworth, Ada Hollingsworth, Lucy Dickerson, Amanda Julian, Vernon McCullough, Chester Fisher, Lewis Cheadle. Hickory Grove: George French, Pearl L. Jewel, Corwin Alexander, Edward McCabe, Essie McDaniel. Oak Grove: Laura Shankland, Albert Granlund, Lucy Wilkerson, Nellie Fournier, Willie Melvin. Parish Grove: Perry Morris, Anna Donohue. Pine: Milton Stevenson, George Stacker, Rosetta M. Wall. Richland: Mamie Thornbrough. Union: Anna Gemmell, Bryce Ferguson, Elmer Clark, Ida Larson, Arthur Griffith, Harry Griffith, Grace Nutt, Mande Mitten, Ray Mead, Orabelia Geis, Carrie Starkweather, Pearl Sayers, Katie

Hardiman, Sarah Bear, Alfred O'Connor, Lillian Budreau, Hiram Huntington, Mabel Shaul. York: Maud Yates, Leona Wright, Mabel Nelson, Frank Glaspie, Roy Conner, Elmer R. Wilkinson, Harvey Shaw, C. Archie P. Brown, Warren Perkins, Hiram Slavens, Thomas Brown, Mabel Smith, James C. Smith, Adda Brown, Winnie Booty, Ralph McDaniel. Ambia: Lena G. Crawford, Jennie Goodwine, John Heinen, Francis I. Hunt, Guy L. Torpey, Stella Jones. Boswell: Melinda Johnson, Bertha Leffew, Clara E. Peterson, Myrtle Brady, C. F. Dimmick, Lucy M. Fenton, Amos Roberts, Fred Hart. Earl Park: Anna Pelance, Crate Nichols, Winnie Pelance, Clyde Cheltz, Etta Richardson, Grace Winship, May Anstett, Cammie Flaherty. Fowler: Albert Dupies, Eva Lobdell, Richard Blackwell, Emma Martin, Nellie Hampton, Eddie Collett, Lizzie Crabb, Arthur Anderson, Ruth Barnard, Emory Meader, Mabel Yost, Nellie Jenkins, Purdy Biggs, Ida Peterson, Nona Smyth, George Wagman. Oxford: Mabel Hawkins, Vera Stotts, Walter Rhodes, Charles Anderson, Gladys Yarbrough, Charles Lawson, Ethel Chapman, Louise Michell, Edna Menefee, Dan J. Fuller, Edna Timmons, Maud Cost, Alice McLaughlin, Prentice Orear, Olive V. Chapman, Garner Parker, Adelaide Darby, Francis Birt, Bertha Manley, William Maguire, Clint Messner, Pliny Cox, Ruth Segner.

Class of 1901.—Bolivar: Teresa C. Wall, Lulu B. Scott. Center: Agnes Lockhart, Althea Myer, Ethelind Edmonds, Nellie Hinkle, Grace Hanawalt, Susie Thompson, Elsie Chenoweth, John Chenoweth, Arthur W. Hall, Myra Chestnut, Nora Albertson. Grant: James D. Hooker, Joseph S. Anderson. Gilboa: Jessie Capes, Daisy Johnson, Opal Stanfield, Myrtle Monohan, Arthur Whitehead. Hickory Grove: Verner M. Holston, Morrell Jewel. Oak Grove: Ralph R. Stembel, Grace Greenwood, Wilma Ellsworth, George Durlinger, Ross Durlinger. Parish Grove: Raymond Dunn, Arthur W. Lucas, Luey May Menefee, Frank Gretencord, Thomas Grogan, Edward Woodlock, Daniel McGuire. Pine: Anna Norwood, Cora Eastburn, Bertha Bower, Carl Bower. Richland: Alexander Wilson, Nellie Wilson, George A. Hasser. Union: Clara Watt, Walter Prince, Julian F. Prince, Edward Robinson. Roy Winehold, Gertie Bottenberg, Daniel Gray. York: Blanche Fleming, Boyd Shonkwiler, Charles Keefe, Fletcher C. Smith, Lawrence Shaw, William Keefe, Blaine Kirkpatrick, Joseph Brown,

Byron Cobleigh, Mary Illingworth. Ambia: Harley Robertson, Cleveland Peterson, Delbert Menefee, Margaret Begley. Boswell: Bertha James, Dessie Bice, John Keller, Hallie Harris, David Miller, Goldie Frazier, Charles Coffenberry, Jessie Foster, Bell McVicker, Hattie Davis, Harry Simpkins, Esther Hall, Opal Davis, Perry Anderson, Ollie Perigo, Albert Cooper, Jessie Moyer, George McDaniel, Alwood Roberts. Earl Park: Jossie Flaherty, Norris Avery, Thomas Nichols, Ellen Boutin, George Welki. Fowler: Lee Templeton, Lewis Thornbrough, Ralph Confer, Harry West, Vernie Cox, Ernest Merrick Hawkins, Warner Carr, Jesse Roth, Ada White, Maud Anderson. Oxford: Roscoe Coats, Fred Cozad, Blanche Edwards, Bert McConnell, Edna Westfall, Adelaide Ross, William Baldwin, Irma McConnell, Harold Scott, Winnie Anderson, Marene Scott, Earl Steele, Clara Maguire, Hillard Stevens.

Class of 1902: Bolivar: David H. Johnson, James E. Roppel, Bertha R. Stewart, Jesse Voliva, Thomas P. Blessing, Emory Scott, Matilda Clevinger, Edith Baker, Emmet F. Harrison, Fanny Timmons, Laura Switzer, Benton Van Dyke, Delbert Laird, Willie Mahin, Ella Kendall, Rose E. Burns, Iva L. Dahlbert, Ada Timmons. Center: Dora Berger, Cora Bazemore, Ross Hanawalt, William Swan, Ada McMaster, Emma Sanders, John H. Cox, Walter Lenox, Eva Doyle, Mary Johnson, Emma S. Lockhart, Gertrude Snodgrass. Grant: Daisy Regan, Alice Wise, Dale Hubbard, Nannie Vaughn, Oral Dewey. Gilboa: May Gemmel, Katie Pampel, Ernest Lucas, Nellie O'Connor, Nellie Ellsworth, Homer Hoover, Elton Baxter, Roy A. Baxter, Edgar M. Johnson, Bertha M. Foster, Cora Gilkerson, Anna Monahan. Hickory Grove: Bruce Nesbitt, Ellen Finch. Oak Grove: C. Claude Johnson, Perry Bowman, Mary Greenwood, Joseph Howarth, Cash M. Smith, William L. Royal, Walter J. Royal. Pine: Ray Atkinson, Earl Atkinson, William E. Bower, Loretta E. Carr. Richland: Edward Hasser, Maggie Benner, William Yochem, John Dehner, Leonard J. Dehner, May Yaste. Union: Ray Waller, Ed Peterson, George Mowrer, Ray McDaniel, Fred Williams, Fred C. Starkweather, Challen Fulleton, Edna Mitten, Ethel Clark, Mabel Bottenberg. York: John H. Illingworth, Joseph Illingworth, Ora Highland, Mildred Parris, Phylis Grubb. Ambia: Frank Garner, Lizzie Bailey, Clark Torpey, Pearl McCormick, Mary Fields, Anna Comstock, Lona A. Brown, Ola Thome. Boswell:

Nellie Hooker, Henry C. Frazier, William Kirkpatrick, Florence E. Miller, Blanche E. Shuster, Russie A. Ward, Jesse Moyer, Lizzie A. Silvers, Mabel D. Smith, Allen B. Thompson, Walter J. Smith, Mary B. Peterson, Maud Denman, Randolph R. Morgan, William P. McVicker, Jessie M. Meyers, Minnie Dunbar, Walter M. Dazey, Wilbur G. Nolin, Ethel E. James, Leah J. Smith. Earl Park: Edith Hitze, Mary Murphy, Ernest Brannon, Bertie Smith, Cora Du Frain, Zella Lemaster. Fowler: Roy Fielding, George Lague, Carl Confer, Laura Warner, William E. Jones, Homer Darby, William Hoss. Oxford: Myrtle Evans, Joe Atkinson, Harry E. Smith, Mabel Deeds, Nanny Crosson, Ruth Phares, Grace Yoakum, Edna Bell, Charles Hinckley, Will McConnell, Oscar Silvers, Mary Dunbar, Tennyson Ladd, Lydia Timmons, Vera Anderson, Zella Gwin, Tive Harell, Leah Lawson, Clyde Fulleton.

Class of 1903.—Bolivar: Eva E. Smith, Laura May Diltz, Wade S. Bolt, Paul Bonner, Quince Harless, Patti Griffin, Letta Clevenger, Stephen E. W. Baker, Mabelle F. Bangher, Lydia L. Johnson, Frances E. Smith, Frank J. Ward, Albert I. Switzer, Nellie McKinney, Viola Peters, Fenton D. Sewell, Ruby Ruth Rowen, Tressa May Moore, Iva Rowena Tulley. Center: Violet V. Greenwood, Mary E. Koontz, Roy L. Birch, Earl Lemuel Whipple, Margaret Jane Edmonds, Evalina Besse, Elmer Hall, Nora M. Harkrider, Warner VanDeripe. Grant: Clover E. Smith, Ethel Ammerman, Stephen Scanlon, George Throop, Bessie Ammerman, Robert W. Dimmick. Gilboa: Alua Bowman, Chauncey Huntington, Henry Huntington, Willard B. Capes, Agnes G. Gilkerson, Pearl Amelia Pampel, Albert E. Grimble, Marion O'Connor, Homer Debo. Hickory Grove: Wilma McDaniel, Maggie Brown, Eva Laughlin. Oak Grove: Bertha Cox, John E. Reynolds, Mary M. Hirzel, Floy McConnell, Clarence Johnson, Ralph Harper, Elsie Elliott, Pearl Johnson, Edgar D. Johnson. Parish Grove: Nellie M. Blaisdell, Lizzie Blaisdell, Cyrus E. Jones, Ella McGuire, Edwin Lucas, Mary B. Grogan, Ernest Hill, Herman Gick, John L. Donohue, Robert Earl Edris, Laura C. Spencer, Hatty Louise Edris. Pine: Charles C. Bower. Richland: Elizabeth Hasser, Delia Yochem, Lora Lemon, E. Bruce Wilson, Louis A. Yochem. Union: Anna C. D. Hardiman, Earl Frankenberg, Samuel J. McKinney, Milette Arthur Bruce, Ida Ferguson, Clement H. Fulleton, John C. McKinney, Charley Wine-



COMMON SCHOOL, GRADUATES OF 1901 -PINE

hold, Opal Clark, Walter Snyder. York: Iva Matilda Booty, William C. Haag, Lena Eva Haag, Katie A. Cooley, Lena E. Blaketon, Norman G. Wilkinson, Vera E. Smith, Lola Jane Morgan, Fredrick W. Wilkinson, Sadie H. Illingworth, Winnie N. Gress, Anna McEwan, Ella T. Kline, Flo G. McEwan. Ambia: Walter A. Sharon, Ruby Reynolds, Earl Maupin, Cora Grist, Ralph Morgan. Boswell: Nellie Pacey, Harrison Frazier, Ora Kelley, Beulah Mottier, George VanHorn, Blanche McDaniel, Maggie Miller, Roy Eberly, Frank McAdams, Ray Fielding, James Dewey, Ethel Perigo, Emil R. Anderson, Bessie Zigler, Catharine Shorr, Lottie Davis, Ida Davis, Dudley Downs, Irvin R. Fix, Cecil Kelley, Joseph Stanley. Earl Park: Emma Alice Smith, Goldie May Livingston, Mary Sue Uhrig, Katie Murphy. Fowler: Joseph Scheetz, Alice Roth, Alma Barnett, Andrew Smith, Margaret Hoss, Ora Thurston, Viola Collett, Arthur Dupies, Lulu Bonneau, De Etta Templeton, Ida Johnson, Omega Clark, Gertrude Mason, Elmer Martin, Ray Hndgens, Tony Fisher, Roy Eller, Anna Mawer, Emil Turner, Nora Pritchett, Alice Lague, Inez White. Oxford: Charles Carnahan, Nora E. McConnel, Hazel Parker, Agnes A. McGiffin, Mae R. Baker, Grace Edwards, Elsie Weise, Cassie R. Kirkpatrick, Dora E. Rhode, Ethel Jackson, Wiley T. Baldwin, Jasper A. Gwin, Carrie A. Thompson, Laura Stephen, Clarence Gwin, Geneva J. Wattles, Bessie B. Lewis, Harry Scott.

Class of 1904: Bolivar: Clinton Switzer, Hattie M. Clevenger, Clara Timmons, Anna Laird, Irene Rowen, Edwin Smith, George W. Bartindale, Otha Nichols. Center: Ethel Chestnut, Nannie McGahan, Bessie McGahan, Earl Lane, Eva Mae Cox, Tony Johnson, Arcade Besse. Grant: Mary Edmonds, Archie Peterson, Lurly Holston, Charles Smith, William Xaver, Robert Jones. Gilboa: Emmet O'Connor, Alta N. Burling, Robert Nichols, John C. Hollingsworth, Susie Grimbrel, Everett McCullough, John Scheetz, Roscoe Eller, Anna B. Cheadle, Roy E. Kinsell, Sterling M. Price, Herbert Bressner, John R. McCullough, Morris Cheadle, Arthur Monahan. Hickory Grove: Gertrude Weidinger, Rose Giese. Oak Grove: Webb Eubanks, Stella Simmons. Pine: Carl Arvidson, Homer Butcher, Jennie Bower, Robert Arvidson, Myrtle Ellsworth, Carl Cochran, Emory Durlfinger, Laura Durlfinger. Richland: C. Walter Yochem. Union: Carl Crandall, Thomas Smith, Bert Huntington, Francis H. Gray, John Rowe, Floyd Brown, Royce Fulle-

ton, Maud Reece, Edith Sanson, Wayne Oneal, Ollie Gray, Bernice Griffith, Edna Woodburn, Frank Childress, Alice L. Larson, Frank Larson. York: Lloyd Shonkwiler, Pearl Yates, Blanche Hunt, Alida Cobleigh, Maud Gress, George Illingworth, Michael Cooley, Wayne McEwan, Henrietta Haag, Neta Shonkwiler. Ambia: Georgia Harrison, Anna Randall, Milton Leak, Oliver Griest, Clara Gerlach, Lola Carrigan, Robert Leak. Boswell: Earl Alexander, Elva Johnson, Leonard McCloud, Mary Odle, Mabel Mauzy, Isa James, Myra Eberly, Lolo Smith, Ruth Nolin, Estella Noll, Myrna Dewey, Katie Dimmick. Earl Park: Oliver Jacobs, Blanche Bourassa, Emma Thompson. Fowler: Emma Carr, Charles Henneberger, Lizzie Hailey, Loran Foster, Minnie Copenhaver, Margaret Morrissey, Otha Bottenberg, Benjamin Crabb, Edith Lank, Harry Mohr, Merrick Barnard, Homer Lockhart, Nora Morrissey, Bertha Weaver, Thomas Bond, Oscar Anderson, Roy Lank, Ethel Scott, Ernest Carson, Robert Bates, Edgar Donovan, Naomi Craw, Maggie Edwards. Oxford: Beulah Jackson, Ethel McConnell, Regina Maguire, William Lawson, Dona Roberts, Carrie Green, James Evans, Harry Kelley, Robert Steele, Garnella Howarth, Daisy Atkinson, Phoebe Gwin, Paul Baldwin, Louis H. Johnson, Everett Ford, Elwin Evans.

Class of 1905.—Bolivar: Emmet Smith, Edna McKinney, Vivien Timmons, Ernest Waddell, Ray Laird, Ethel Shafer, Elizabeth Yager, Harry Waddell, Emma McCool, Charles Hawkins, Olive Ice, Mac Smith, Allie Hawkins, Alice Connolly, Verne Snyder, Vena Vesta Sanders, Halcie H. B. Foster, Elvira Slagle, Goldie Ice. Center: Margaret Johnson, Rexford I. Myer, Grace Poole, Thomas Embleton, John Ralph Hughes, Oleva Berger, Dewey Duffy, May Lague, Earl J. Lockhart, Lettie F. Whipple, Bertha Johnson. Grant: Blanche Bennett, Clifford L. Cozad, Elmer Newton, Wilbur Anderson, Lawrence Bergland, Emmet Scanlon, Nora Silver, Lora B. Stanley, Lucy M. Fournier, Mabel Jones, John Bennett. Gilboa: Furman Pampel, Hazel D. Lucas, Blanche Pierce, Lauretto O'Connor, Beulah Kinsell, Alta Busey, Eva Howell, Frances Dale Watson, Earl J. Burling, Eunice E. Nussbaum. Hickory Grove: Alta Brown, Bernice A. Bates, James Jenett. Oak Grove: Blanche Dawson, Melissa Pellam, Elsie Rommell, Edith Colvert, Henry P. Pittstick, Orvill Benedict, Perry Cozad, William E. Payne, Perry C. Hurst. Parish Grove: Robert M. McCormick, Blanche

Minier, Frank Salmon, Mamie Gretencord, Gustavus Gretencord, Frank McGuire, Esther Ewalt. Pine: Mabel Cochran, Edith Kielmeier, Claude C. Boesch, Harry E. Rhoades, Lena Opal Haxton, Naomi Butcher. Richland: A. Belle Wilson, Minnie M. Yochem, Henry Hasser, Alice E. Thornbrough, Mary Wilson. Union: Benjamin Bear, Frederick Thompson, Dora Larsen, John Henry St. Clair, Edna Smith, Edwin Smith, Mattie Bruce, Harry Oneal, Ingle Sayers, Mattie Sanson, William Sanson, Roy Fulleton, Alice Mitten, Earl F. Rothrock, Charles R. Clark, Edith Starkweather, Oliver Emig. York: William Brewer, Guy Atkins, Clarence Booty, Frank Keefe, Mabel Kirkpatrick, Lizzie Brown, Rose E. Brown, Everett M. Smith, George E. Plunkett, Owen Perkins. Ambia: Dale R. Ross, Julia Witenauer, Anna Dicks, Edward McIntyre, Augusta Hester, Flora H. Smith, Grace Peterson, Madge Morgan, Alice Begley, Alta Peterson, Hazel Suits, Lewis N. Metzinger, Nona Griest, Orrel N. Adwell. Boswell: William Sunderland, Harry Smith, Leonard Shuster, Ralph P. Lamb, Gene Miller, Charles D. Colvert, Hazel Farrell, Birdie Mae Johnson, Nellie Morgan, Josephine Campbell, Margaret Ward, Mary Frazier, Mamie Frazier, Bessie Odle, Ethel Skelton. Earl Park: John Flinn, Jr., Lizzie Rodehan, Arthur Sullivan, Ruth Morgan, De Witt Livingston, Murtie Richardson, Mary Hughes, Rosa Boutin, Josephine Seymour, Myrtle Van Scoyoc, Mary Flager, James H. Ditton. Fowler: Elizabeth Graham, John Knipple, Ruth Roby, Freeman Cox, Olive O. Gable, Maggie Crabb, Rexie Wilson, Wilbur Hague, Frank W. Perigo, Pearl Danner, Frankie Harrington, Ralph McNeely, Georgia Gray, Lora Hampton, Agnes Berry, Sadie Nevitt, Walter Penick, Elmer Martin, Florence McGraw, Florence Warner, Glenn Daniels, Thomas Blackwell, Samuel Edwards, Clain Bowman. Oxford: Merle Atkinson, Hattie Atkinson, Ona Chapman, Ellen Edwards, Kenneth Fuller, Laura A. Irvin, Robin Irvin, Walter Johnson, Mand McConnell, Arline Parker, Ruth Pagett, Mae Stephen, Effie Sewell, Edith Wetzol, Byrl McConnell, Edna Waldrip.



FIRST HIGH SCHOOL, COMMENCEMENT IN GILBOA

CHAPTER XIV.

HIGH SCHOOL GRADUATES.

OXFORD.

1886: Nora Abernathy. 1888: Mabel Campbell. 1891: Floy Rhode, Dell McConnell, Laura Schenkenberger, Anna A. Sleeper, Grace Roberts, Emma Zeis. 1892: Agnes Lawson, Lizzie Vanderipe, Wilbur R. McConnell, Lulu Valette McConnell, Hallie Wood, Virgil Pagett, Olla Inez Phares. 1893: Jonas O. Greenwood, Adda Littler, Letta Hawkins, Edith Sleeper, Coy McConnell, Emory Jacob Wetzel. 1894: Edna Paul Debra, Carl Hibbs, Edith Lawson, Claude C. Liebhardt, Lucy Pelham. 1895: Morton Clark Bradley, Lola Bauman, Charles Herbert Dodson, John Alfred Colborn, Anna Warnas, Flora Florence Helena Harrison, Laura Edith Huffman, Edith Jones, Walter Scott Lawson, Ovid Butler Lewark, Lon Dee McConnell, Ralph W. McConnell, Warren Sanford McConnell, Eva Muscion, Maggie Pagett, Frank Maguire, William Alonzo Sleeper, John Thomas Titsworth, George W. Colvert. 1896: Grace Carnahan, Ray Gillespie, Artie Liebhardt, Lola Lonise McConnell, Leah Parker, Florence Waldrip, Francis E. White. 1897: Mary Edith Bell, James Elwood Bryant, Arthur Newton Charlesworth, Guy Gillespie, Eva Clair Jones, Joseph Fox Pagett, Inez Baldwin McConnell, Ray Huff Reed, Edna Scott, Rose Magdaline White, William Milton Pagett. 1898: William Oneal Little. 1899: Edith Bauman, Carl D. Blind, Leota Colvert, Sattie Darby, Margaret Kelley, Frank Lawson, Will Mahoney, Lucille Pagett, Will Scott, Charles Smith, Myrtle VanHorne, Clyde Hurt, Ray McConnell. 1900: Nellie Bell, Frances E. Deeds, Rupert Debra, Harry Lawson, Robert Lawson, Luella Moore, Emmet McConnell, Earl Thomas, Norman

Titworth, Roy Steele, George Waldrip, Warren Colvert. 1901: Ruth Baldwin, Beatrice Hawkins, Mary H. Hagely, Brenton Ladd, James Odle, Roy McConnell, Charles Maguire, Ethel McConnell, Alice McNeil, Walter Parker, Vera Shankland, Caroline Shapps, Erma Scott, Charles Stembel, Susie Menefee. 1902: Harriet Albaugh, Clinton Hawkins, Arvel Johnson, Fred Lawson, Frances Lawson, Louetta Maguire, Melvia Marlatt, Jessie McCarthy, Frank Moore, Florence Snyder, Nellie Yoakum. 1903: Elmer Atkinson, Barbara Blessing, Michael Carr, Raymond Colvert, Margaret Cook, Lucy Evans, Cora Gwin, Mabel McGiffin, Ethel McGiffin, Beatrice McConnell, Jay Odle, Mary Pagett, Laura Perigo, Axel Rasmussen, Pearl Shapps, Marie Stenibel, Christian Timmons, Sylvia VanHorne. 1904: Ethel Chapman, Olive Chapman, Maud Cast, Lottie Elliott, Mabel Hawkins, Louise Michell, Ruby Tharp, Rosetta Wall, Gladys Yarbrough, Charles Lawson. 1905: Winona Anderson, Ethelind Edmonds, Grace Greenwood, Clara Maguire, Irma McConnell, Edna Menefee, Edna Westfall, William Baldwin, Roscoe Coats, Burt McConnell, Harold Scott, Marene Scott, Nye Smith, Earl Steele.

FOWLER.

1889: Otto Clayton. 1890: Otto Stevenson, George Seney, Grace Roberts, Everett Mavity. 1891: Laura Sheetz, Margaret Parker, Lillian Brown, Jennie Sheetz, Nellie Richmire, Ethel Eastburn, Eva Van Auker. 1892: Richard McKinney, Bert Woodburn, Arthur Richey, Wallace Snyder, Lucy Callaway, Carl McCaslin, Fred Longwell, Gertrude Pelton, Louis Snyder. 1894: Louise Johnson, Byrd Richmire, Hannah Anderson, Pearl Richey, Laura Merrick, Lee Johnson, Mabel Phares. 1895: Maynard Dague, Edward Johnson, Edna Wells, Mabel Woodburn, George Gaylord, May Sheetz, Nellie Wiley, Gertrude Hitze, Della Snyder, Adah Taylor. 1896: Milton C. Mendenhall, Homer C. Lawson, Frank A. Nevitt, Rolland C. Richey, Harland E. Anderson, Elsie Taylor. 1897: Carrie May Gaylord, Mary Belle Hawkins, Basil Emmet Duffy, Leslie Hanawalt, Homer Woodburn, Lola Siddens, Warren Smith, George Bugby, Glenn Hampton, Helen Harriett Hayes, Earl Richmire, Paul McCaslin, Frank S. Phares, Homer M. Swope, Emma Hawkins, Lulu Westman, William McKnight, Stella

Dupies, Laura Love Snyder, Lilly Myrtle Gwilliams. 1898: Mary Barnard, Leon Hampton, George Gray, Mary Robinson, Clodia Johnson, Fred Clayton, Carrol Lenox, John Moline. 1899: Frank Willis, Harry L. Tolin, Sarah O. Jones, Alta Harrington, Blanche Callaway, Margaret E. Holman, Anna E. Morrison, Bernice E. Pierce, George L. Fleming, Laura McKanna, Adda P. Foster. 1900: May Doyle, George O. Barnard, Emma Johnson, Florence D. Richey, Everett Gray, Arnold Sleeper, Adah Holman, Violetta Ridlen, Lillian Carr, Nettie Gray, Clarence Cox, Edwin Lenox, George G. Whipple, Bridgie Hanrahan. 1901: Frank Hampton, Willard Dinwiddie, Daisy Crabb, Effie Smith, Ethel White, Mabel Williams, Estella Cardwell, Helen Mavity, Jennie Daniels, Harriet Earl. 1902: Vernie Swope, Mamie Callaway, John Barce, Lee Evans, Joe Gray, Bessie Johnston, Don Smith, Burke Walker, Harold Woodburn, Willie Dague, Grace Ferry, Irene Johnson. 1903: Ethel Anderson, Mary Bond, Thomas Carlisle, Leslie Daniels, Lizzie Gray, Belle Hoss, Harry Kirtley, Laura Perkins, Mary Smith, Mary Hoss, Edgar Jones, Edith Mohr, Debbie Nelson, Orpha Ridlen, Bernice Smith, Lorene VanAtta, Phillip Cyr. 1904: Ruth Barnard, Katie Blackwell, Richard Blackwell, Paul Carr, Rolland Craw, Adelaide Darby, Blanche Duffy, Michael Duffy, Albert Dupies, Oscar Fields, Nellie Hampton, Katie Hardiman, Della Lague, Eva Lobdell, Emma Martin, Goldie Morine, Ethel Neighbor, Nona Smyth, Louise Studer, Daisy Corrior, Mabel Yost. 1905: Maud Anderson, Myra Chestnut, Vernie Cox, Elsie Chenoweth, Warner Carr, Myrtle Beacham, Ernest Hawkins, Gertrude Harrington, Ralph Nelson, Jesse Roth.

UNION TOWNSHIP.

1895: Nellie Gray, Mary Humphreys, Oliver Nutt. 1896: Mabelle Bruce, Ira Bottenberg, May Swan, Emma Klingert, Anna Barce, William Gray, Charles Michaels, Mollie Hogan. 1897: Rose Robertson, Blanche Robertson, Mande Waller, Mason Waller, Allen W. Hagenbuch, Anna Hogan, Tiny Ferguson. 1898: Marion Ferguson, Mary Ferguson, Mabel Liddle, Bert Mowrer, George Thompson, Mayme Condon. 1899: Mary Watt. 1900: Laura McNoun, George Hagenbuch. 1903: Jennie Larson, Jennie Ferguson, Nellie Rowe, Katie Hogan.

EXTRA

Public Schools.



"You Oute, and Oute"

Be it known, That _____
has completed the Course of Study prescribed for the Public Schools of Oxford, Indiana.

In Testimony Whereof, this _____
Diploma

is awarded by the Board of Education.

Given at Oxford, Ind. this 11th day of _____ 1886



Alexander L. Rind _____
Superintendent
Apprentice Clerk _____
Board of Education
Wm. A. McGinnis _____
Secretary

1904: Elmer Clark, Pearl Sayers, Roy Winchold, Daniel Gray. 1905: Fred Williams, Charles Frankenger, Challen Fulleton.

AMBIA.

1899: Angie Akers, Emma Brown, Jessie Foster, Beatrice Ross. 1900: Henry Heinen. 1901: Rinda Carrigan, Lettie Gillespie, Ralph Reynolds. 1902: Lillian Malo, Zoe Ross, Iva Besse, Ruby Garner, Harvey Willett. 1903: John Heinen. 1904: Margaret Begley, Elmer Barnes, John Gerlach, Cleveland Peterson, Harley Robertson. 1905: Maude Mitchell.

EARL PARK.

1899: Susie Menefee, Mame Avery. 1900: Nannie Gaunt, Ralph Stinson, Spencer Stinson. 1902: Bertha Lowman, Edna Stinson. 1903: Lulu Boldman, Crate Nichols, Anna Pelance, Elta Richardson, May Anstett, Grace Winship. 1904: Maurice Avery, Josie Flaherty. 1905: Gertrude Smith, Ernest Braeden, Edith Hitze, Zella Lemaster.

PARRISH GROVE TOWNSHIP.

1900: Mayne McGuire, Bertha Buckley. 1901: Jesse McEwan, David F. Woodlock, William Donahue. 1902: Ethel Fleming, Hattie Edris. 1903: Anna Donahue. 1904: Raymond Dunn, Thomas Grogan, Edward Woodlock, Daniel McGuire.

ROSWELL.

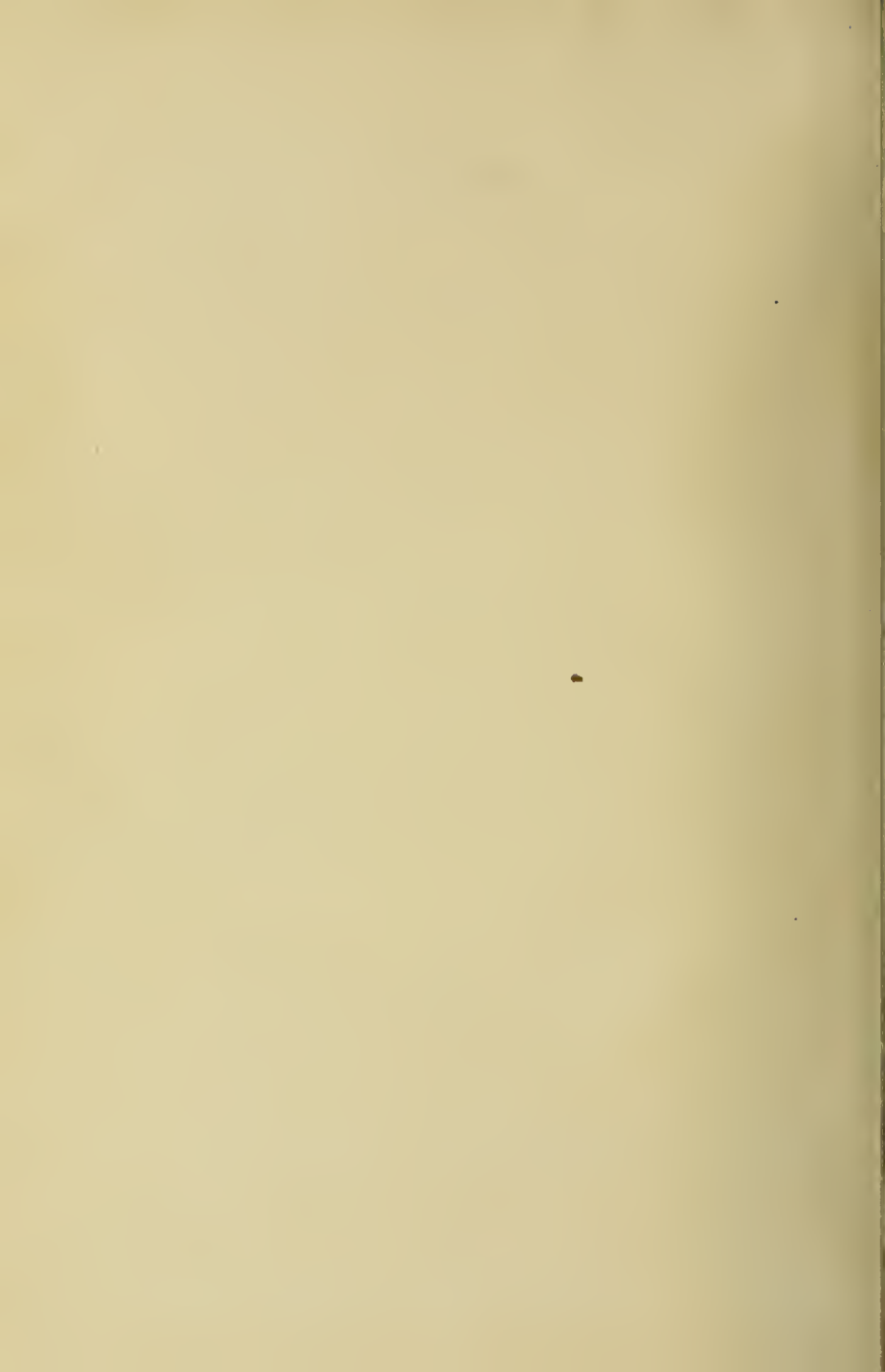
1901: Zora Coffenberry, Nora Gillespie, Ollie Nern. 1902: Esie Kirkpatrick, Sylvia Peterson, Frank Bradley, Grace Shuster, Sylvia Christley, Ada Shuster, Joseph Christley, John Hall. 1903: Josephine Johnson, Floy Freeman, Della Pitman, Evalyn McAdams, Ethel Freeman, Charles Hall. 1904: Fred Hart, Clara Peterson, Mabelle Fielding, Bertha Leflew, Lucy Fenton, Frances Smith, Donald Heaton. 1905: Joseph Alexander, Edward Roberts, Goldie Frazier, Ollie Perigo, Esther Hall.

YORK TOWNSHIP.

1901: Edward Keefe, Blythe Fleming, Lucy Portteus, Winnie Cobleigh, Sarah Keefe, Jessie Wright. 1902: Addie Kirkpatrick, Anna Matkin, Bernice Fleming, Rose Slavens. 1903: Elmer Wilkinson, Warren Perkins, Paul Conner, Maude Yates, Mabel Smith, Hiram Slavens, Winnie Booty, Leona Wright. 1904: Ray Conner, Mabel Nelson, Bernice Yates, Blanche Fleming, Boyd Shonkwiler, Blaine Kirkpatrick, Lawrence Shaw, William Keefe, Arthur Lucas, Charley Keefe. 1905: John Illingworth, Phylis Grubb.

GILBOA TOWNSHIP.

1904: Ada Hollingsworth, Huey Lambert, Ethel Hollingsworth, Nettie Lambert. 1905: Anna L. Monohan, Nellie O'Conner, Elton F. Baxter, Edgar M. Johnson, LaDella Pearl Brooks, Roy A. Baxter.



100
24

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