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THE PRIVATE ACADEMY MOVEMENT IN INDIANA FROM 1850 TO 1900

A dissertation submitted to
The Graduate Faculty of the Teachers College
of the University of Cincinnati
in partial fulfillment of the
requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

1933

by .

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CHAPTER I

INTRODUCTION

The Problem and Procedure

The Problem.- This study is an attempt to present a composite picture of the private academy movement in Indiana during the last half of the nineteenth century, the time between the closing of the county seminaries and the thorough establishment of the public high schools. The justification for such an undertaking rests upon two established facts, namely, the absence of accurate knowledge relative to a type of school that dominated secondary education in this state from 1850 to about 1890, and the scarcity of information concerning the academy movement in general.

Very little has been known about these private secondary schools in Indiana. There are very few historical sketches of individual institutions, while a single chapter in Boone's history (34)¹ and a fifty-eight page magazine article (183) constitute the most extensive treatments dealing with the subject in a general way.

Books on the principles of secondary education and histories of education devote a few pages to a discussion

1. Numbers in parentheses refer to the bibliography. The first number always refers to the bibliographical reference bearing the same number; the last one always means the page; and the middle one, when three are used, indicates the year.

of academies, but such treatments are lacking in the details necessary to present a complete picture of this type of secondary school. Knight's brief work (208) gives an interesting account of a few southern academies. Miller's book (236) deals more adequately with a situation peculiar to a state in which they became a part of the public school system. During the last year the National Committee on Research in Secondary Education² has been engaged in locating historical studies already completed in the secondary field and in encouraging students of education to make similar studies. In June 1932 this organization had information concerning three masters' theses dealing with academies in individual states--two for Texas and one for New York. No doubt other studies have been completed or are now under way relative to the academy movement elsewhere, but much more information of this type is necessary before the general movement can be adequately presented.

Objectives.-- The problem involves two objectives-- a clarification of the present vagueness of opinion relative to Indiana academies, and a contribution to the knowledge of the academy movement in general.

Sources of Information.-- It has been difficult to get

2. National Committee on Research in Secondary Education. E. J. Ashbaugh, chairman; Miami University, Oxford, Ohio.

sufficient data from which to construct a complete picture of Indiana academies. Since private schools were not required to report to state authorities, no systematic continuous records are available. Catalogues can not be secured for many of the institutions. It has been necessary to assemble bits of information from many sources. Old newspapers have revealed many facts, while questionnaires, interviews, and personal letters have contributed information not found in printed records. The 321 schools listed in Table LX in the appendix have served as the basis for this study. Table I gives the exact sources of the information used.

TABLE I
SOURCES OF INFORMATION USED IN STUDYING
ACADEMIES IN INDIANA FROM 1850 TO 1900

Types	Number of Copies
Catalogues and circulars of information	539
Newspapers and magazines	257
Proceedings of annual church meetings	249
State, county, local, and church histories.	193
Questionnaires.	88
Personal letters.	79
Laws of Indiana, general and special.	46
Reports of State Department of Public Instruction	27
Books on the academy movement in general.	26
City directories.	8
Account books	3

Most of the materials listed in the table are the

property of the Indiana State Library. College and city libraries as well as several individuals have cooperated by loaning books, catalogues, programs and other printed matter.

The many histories examined have served mainly to help locate the schools. The main body of facts presented has been taken from catalogues, original documents, or newspaper advertisements. The questionnaires, personal letters, and interviews have furnished most of the data on students and student life.

General Plan.- The general plan of this study is first to review the academy movement in the country as a whole. This is followed by a chapter dealing with the main characteristics of the movement in Indiana, and by five chapters giving in detail certain phases of academies found in the same state. A final summary attempts to assemble the facts in such a manner as to achieve the objectives set up for this investigation.

Methods Employed.- The sources listed in Table I have been analyzed and the data assembled under 121 appropriate headings. This is presented in subsequent chapters in the form of tables and figures with brief verbal interpretation and comment. In general, data from primary and secondary sources have been treated separately. Exact sources are given, certain inadequacies pointed out, and only such conclusions drawn as the evidence seems to justify.

CHAPTER II

THE ACADEMY MOVEMENT IN THE UNITED STATES

A Topical Summary

In order to achieve the second objective of this investigation, that is to make a contribution to the knowledge of the academy movement in general, it is necessary to review what has already been written on the subject. This chapter, therefore, attempts to summarize and interpret the facts as presented in the leading texts on the principles and history of secondary education. These works have been freely quoted in order that the reader may judge the validity of the conclusions drawn. Table II indicates the scope of the discussions in the twenty-six books of the bibliography dealing with the academies in the United States.

Reference to this table shows that only two topics were discussed in more than half of the texts examined. More than a third of the books did not mention half of the topics and the average number of pages devoted to the entire discussion of the academies was slightly more than nine. The evident conclusion is that these institutions have not received attention comparable to the contribution that they have made to the history of secondary education in America. Since the entire discussions are so short, any summary of the information must of necessity be brief.

Such a summary, following the order of topics given in the table, is presented in this chapter.

TABLE II
TOPICS DISCUSSED IN TWENTY-SIX BOOKS
DEALING WITH AMERICAN ACADEMIES

Topics	Number of Books Treating Each Topic
History and development	25
Program of studies.	17
Purpose	12
Support	11
Administration and control.	11
Contribution to education	11
Principal characteristics	11
Types	8
Teachers and methods.	6
Students and student life	5
Geographic distribution	3
Size.	3
Buildings, grounds, and equipment	2
Textbooks	1

History and Development.— According to Grizzell (133:28) the academy had its beginning during the colonial period.

The general social and economic movements that had developed during the half century before the Revolution had planted the germ of a new institution....

Texts quite generally agree that the first of the new-type institutions opened in Philadelphia in 1751. Inglis (202:172) mentions the Moravian Academy established at Bethlehem in 1742, but is not certain that it was a school of secondary grade.

The growth of the academies was comparatively rapid. Smith (311:27) states that the greatest numerical increase was from 1821 to 1840. Knight (209:373) likewise finds the most phenomenal period of growth to have been during the first half of the nineteenth century. Brown (41:22) estimates that there were "some five hundred" existing in 1830. Dexter's tabulation (97:96) for 1850 reports 6,083 schools with 12,260 teachers, an enrollment of 263,096, and an income of \$5,831,179.

Evidently the academy was the most popular type of secondary school for more than a century. Although Grizzell (133:30) notes that the decline in New England was well under way by 1850, Inglis (202:195-6) finds that the dominance of the academy was not broken till the middle of the last quarter of the nineteenth century, and places the beginning of the supremacy of the public high school at about 1890.

Program of Studies.-- The organization of the first academy into three departments, "the Latin School, the English School, and the Mathematical School," (202:172) shows an expansion of the program of studies. According to Monroe (247:58) the actual number of subjects reported to the Regents of the University of the State of New York in 1837 was seventy-nine. Miller's work (236:118-19) lists 257 studies found in the nineteenth century academies.

Davis (84:38) calls attention to the fact that not all of the offerings were of secondary grade, but that the "three R's together with the elements of grammar and composition" were taught along with the usual higher branches like geometry and astronomy.

Purpose.-- The organization of the academy into different departments and the expanded program of studies reflected a differentiation and expansion of aims. Grizzell (133:32) finds that the purpose early became two-fold, "training for life and preparation for college." Brown (41:20) likewise notes almost equal emphasis "upon the idea of general culture and practical preparation for life."

The aims are sometimes stated in more specific terms. Cook (62:13), referring to the deed of gift of the Phillips Andover Academy, quotes as follows: "The first and principal object of this Institution is the promotion of true PIETY and VIRTUE." Davis (84:41) also gives evidence of the moral and religious aim, "first to make the man and then to train the scholar."

A statement from the petition for the Franklin Academy (41:19) shows that from the beginning special attention was given to the training of teachers.

..... a number of the poorer sort will be hereby qualified to act as Schoolmasters in the County, to teach the Children Reading, Writing, Arithmetic, and the Grammar of their Mother Tongue, and being of good morals and known character, may be recommended from the Academy to Country schools for that purpose.....

The presence of the commercial subjects and other "practical" studies is evidence of a tendency not found in the Latin Grammar School. College preparation, however, was not slighted even in the first academies and authorities seem to agree with Graves (129:160) that these institutions came to be more and more preparatory schools for the colleges.

Support.- The academies drew their support from many sources. Inglis (202:177-8) finds that state aid was for a time the general practice.

The policy of aiding academies by State appropriations of public money or land was somewhat general throughout the country and such academies were regularly looked upon as quasi-public schools. It is to be noted, however, that in New York State only did the State exercise any sort of adequate supervision and control, so that in general we find the phenomenon of schools essentially controlled by private individuals in extensive amount supported by public money.

The aid sometimes took the form of endowments. Smith (311:27-8) states that this was the policy in New York, Massachusetts, Vermont, Maryland, Pennsylvania, Tennessee, and Kentucky. In some places there were land grants ranging from six to twelve thousand acres per school. The same writer reports that the plan of state aid was inadequate.

Although it frequently received state aid in one form or another, the academy, nevertheless, drew its support in the main from private benefactions and tuition fees. Public contributions constituted as a rule only a small fraction of the income.

State aid supplemented by tuition was not sufficient

to maintain these schools. Draper and Roberts (100:41) refer to other sources of revenue.

Every expedient was attempted from contributions of farm products and part-time work to the elaborate manual-labor movement to enable the poor pupils to attend.

All of these methods were not sufficient to enable the private schools to cope successfully with the growing public high school. Lack of adequate support was thus one of the principal causes of the downfall of the academies.

Administration and Control.- Authorities agree as to the general management of the academies. Reference has been made to Inglis (202:177-8) to the effect that only in New York was there any adequate supervision or control by the state. Elsewhere they were under the direction of private individuals, church groups, or board of trustees. It is the opinion of Monroe and Weber (248:44) that there was little direct control by the church and "practically no state control." The texts examined are in practical agreement with a statement made by Cook (62:14).

In the first place it was in most instances managed by a self-perpetuating board of trustees, the provision for which was made in the original charter or act of incorporation.

Cubberley (71:579-80) presents the nature of such a corporation in a quotation from the charter granted the Norwich Free Academy in 1854.

Resolved by the assembly that Russell Hubbard (Thirty-five other named here) and their successors be, and they are hereby constituted a body corporate and politic, by the name of the Norwich Free Academy, and by that name shall have perpetual succession and be capable in law to purchase, receive, hold and convey all kinds of property requisite and convenient for the purpose of the school; to sue and be sued; defend and be defended in all courts and places whatsoever; may have a common seal, and change and alter the same at their discretion; appoint proper officers and agents; elect residents of said town of Norwich to fill vacancies occurring in their number, by death, resignation or removal from said town....

Contribution to Education.- A list of contributions furnished by Draper and Roberts (100:39-40) practically exhausts all of the claims made in other texts.

- a. They provided for the education of girls as well as boys and opened the way for higher education of women.
- b. They brought in new curricula, organization, methods, buildings, equipment, and books.
- c. They fostered a broadly religious spirit, but, in part at least, they were not narrowly denominational.
- d. They supplied the local educational needs of many isolated communities and furnished all the secondary education for great areas down to 1870 or 1880.
- e. They popularized and in a real sense democratized secondary education and gave academic respectability to many non-college entrance subjects.
- f. They developed music, debating, forensics, dramatics, play, oral English, school newspapers, and many other activities now recognized as essential extraclass activities in the modern high school.
- g. They were a saving social force comparable with the modern adult education movement in that they taught special classes for older students and filled in the breaks caused by limited and irregular attendance.

annual salary for each of the assistant tutors was sixty pounds. Sometimes the salary was whatever the teachers could make out of the enterprise.

Inglis (202:180) presents in some detail the methods employed and suggests that they were an improvement over those of the Latin Grammar School.

The other subjects were not fortified with traditional methods and hence there was experimentation in the methods of teaching these subjects. Formal catechetical and recitation methods continued to be employed but some of the newer subjects demanded an emphasis on practical use that were not to be found in previous methods, e.g., surveying, navigation, the sciences, painting, declamation, stenography, bookkeeping etc. In the case of political economy, evidences of Christianity, law etc., the methods employed emphasized the acquisition of informal facts, frequently of a type wherein the textbook was arranged in the question and answer form.

Monroe (247:60) likewise gives the academies credit for introducing new methods.

Many of them adopted the Lancastrian monitorial plan. Somewhat later the Fellenberg scheme of manual labor had wide vogue. Pestalozzian methods were embodied in the new texts and vitalized instruction. The natural sciences were taught through demonstration by the teacher with elaborate paraphernalia. Attainments in the vernacular were displayed through declamation, school exhibitions and public oration. The test of use was applied far more generally than the present-day public would tolerate.

Students and Student Life.- The academy students were a different type from those who attended the Latin Grammar School. The former were usually recruited from both town and country and represented various social groups whereas the latter were a rather select body of town boys only.

According to one authority (99:21) "The average age of the students was greater than it had been in the Latin Grammar School, many of them being in their early twenties." The first academies were not coeducational, but later most of them admitted both sexes. Cook (62:12) characterizes the student body as follows:

The students of an academy were frequently gathered from a fairly wide territory, while the grammar school had been regarded as rather a local institution. Many of the young people attended the academies at such a distance that they could not live at home. They therefore boarded out in the town in which the academy was situated.... Student bodies were larger than in the grammar school, the average size in 1850 being between forty and fifty students.

With this more mature student body of both sexes naturally there were found more extracurricular activities.

Douglass (99:21) goes into some detail concerning these activities.

The academies were not without student activities. There were debating and literary societies and an occasional play. Annual exhibitions were the outstanding social affairs of the year, where educational accomplishments were shown to an admiring public. More time was given to sports. During the early eighteenth century at Exeter, for example, a game of foot-ball was played in which the whole school was divided into two sides. The game consisted largely in kicking the ball back and forth. Boys played bat and ball in the spring. Occasionally the energy which should have been given to athletic sports was vented in a riot between the academy students and the boys of the neighborhood....

Brown (42:244-5) finds that some of these activities appeared even before the nineteenth century. Rhetorical and debating clubs had appeared before 1818. Annual and

occasional exhibitions were common. At the beginning of the nineteenth century foot-ball was played at Phillips Exeter.

The whole school participated in this game, being divided into two equal sides. No one was allowed to take the ball from the ground, and the game consisted for the most part in vigorous kicking.

Geographic Distribution.- Smith (311:27) states that the academies were most popular in the middle and southern states. Using the tabulation compiled by Inglis (202:175) and by Dexter (97:96) he sums up the findings as follows:

By 1850 there were.... 1,007 academies, incorporated and unincorporated, in the New England states; 1,636 in the Middle Atlantic states; 753 in the North Central states; 1,379 in the South Atlantic states; 1,261 in the South Central states; and 49 in other states....

Dexter's tabulation (97:96) shows that the 6,083 academies were distributed among thirty-six states, making an average per state of a little more than 166. The range was from only one in Minnesota and New Mexico to 887 in New York. It is thus evident that the academy movement was country wide.

Size.- Calculation from Dexter's figures (97:96) yields an average of a little more than two teachers and slightly more than forty-three students per school. This agrees with Cook's statement (62:12) that the average was between forty and fifty students per school.

If averages are computed by states, Dexter's data present a rather wide range in the size of schools; e.g.,

the average enrollment in Ohio was in excess of seventy-three; in New York, more than fifty-four; while in Minnesota, the single school reported had only twelve pupils. The average number of teachers was one in California and in only one state, New York, did it exceed three.

There is ample evidence for Smith's conclusion (311:32) that the academy was at best a small school. It was probably even smaller than statistics indicate, for as Inglis (202:174) points out, they sometimes included more than secondary students.

In considering figures it must, of course, be remembered that the number of academies existing in 1850 includes many which were institutions enrolling elementary and secondary-school pupils or even elementary students alone....

Buildings, Grounds, and Equipment.- Texts examined give so little information on this subject that reliable conclusions can not be drawn. Smith (311:32) thinks that the equipment was generally very meager. On the other hand, Monroe (247:60) refers to "elaborate paraphernalia" used in science teaching. According to Brown (42:180) Franklin's plan for the academy in Philadelphia provided for "a healthful situation with garden, orchard, meadow, and field" and for "sports for the physical good of the students: running, leaping, wrestling, and swimming." No statement is given as to what extent the plan was realized.

Textbooks.-- Information relative to texts is as limited as it is concerning other equipment. It is likely that the early academies used in the older subjects the same books as used in the Latin Grammar Schools. The newer subjects, however, required a new type of text. Inglis (202:180-1) says that some of them were arranged in question and answer form to emphasize informational facts, while others introduced new methods of teaching.

Conclusion.-- The foregoing summary of the academy movement in the United States leads to the conclusion that the available information concerning a type of school that dominated secondary education for more than a century is too meager to serve as a basis for an adequate treatment of the subject.

The inadequacy is even greater than the brevity of the discussions indicates. Practically all of the information concerning the statistics of the academies is based upon the tabulation by Dexter (97:96), which makes no claim to great accuracy. Most of the statements relative to the other features of the schools are descriptive of the Franklin Academy in Philadelphia and the Phillips Academies at Andover and Exeter. In other words, practically all of the information given in the twenty-six books here summarized, could be found in Dexter's statistical report and in the papers relating to three early

eastern academies. Specific information of the hundreds of institutions known to have existed elsewhere is noticeably lacking. A discussion of a general movement based upon so few cases can not do justice to the subject even if the schools were known to be typical of the general situation. Inglis (202:172) states that the "Publick Academy in the City of Philadelphia" was not typical of the institutions that developed elsewhere in the country.

It is evident that this academy was a different type of school from any previous institution. It should also be evident--and that fact has not always been properly recognized--that it was by no means typical of the academy as it developed in America.

It is desirable that more information be secured about many features of academies in general. Authorities are agreed that such institutions trained teachers, but the exact nature of the training is not revealed. It is generally known that tuition was charged, yet the exact rates for various schools are not reported. It is stated that most academies were coeducational, although no statistics are available to support the statement.

Subsequent chapters of this study deal with the same topics here discussed, in an attempt to show the nature of the academy movement in Indiana; and to make, if possible, some slight contribution to the knowledge of academies in general by giving detailed information concerning features not adequately treated in other works.

CHAPTER III

GENERAL VIEW OF THE PRIVATE ACADEMY MOVEMENT IN INDIANA

Definition and Principal Characteristics

Definition.- A statement of just what is meant by the expression "private academy" is necessary for a clear understanding of the discussion that follows. The term "private" is used in the sense of "not public." The word "academy" is more difficult to define. In fact, writers usually make no attempt to define it, possibly because of the difficulty of formulating a statement that clearly distinguishes it from all other educational institutions. The name has been applied to schools so varied in character as to give it the indefinite meaning exemplified in the usual discussions of the subject. A quotation from Smith (311:29) will illustrate the point.

The academy began nowhere in particular and ended nowhere in particular. It frequently overlapped to a considerable extent both the elementary school and the college.... It prepared for life as well as for college....

The foregoing quotation further illustrates two features that are quite generally mentioned as common characteristics of the academies, namely, an extended program of studies, and other purposes in addition to preparation for college.

A suggestion for a definition is found in one of the early catalogues of Brookville College (40:1865,p.16).

The Academic Department includes those who are acquiring a more thorough knowledge of the branches taught in the Preparatory Department as well as some higher studies.

These two quotations have furnished the basis for the selection of schools for this study. Each institution had to satisfy three requirements: namely, it must not be a public school, its program of studies must continue the common branches and include some higher studies, and it must have functions other than mere preparation for college. This may be stated in the form of a working definition as follows: A private academy is a non-public school, or department in such an institution, that offers a program of studies consisting of both the common and the higher branches given for purposes other than mere preparation for college.

Such a definition applies to schools of various names such as academies, seminaries, colleges, institutes, collegiate institutes, normal schools, and normal colleges. A similar variety of names is found in Boone's list (34:80) of Indiana academies in 1850, and in Miller's tabulation (236:86-97) of the New York academies. Knight (209:374) refers to the same point in his discussion of the general academy movement.

A few standard colleges and universities appear in the list used for this study. In each case, reference is to the preparatory department. The justification for

listing such departments is found in the fact that they conformed to the three tests already mentioned. A catalogue of De Pauw University (96:1896,p.99) calls the preparatory department "The Academy of De Pauw University."

Usually normal schools are not discussed as academies, but there are good reasons for including them. They taught the same subjects and prepared not only for teaching but also for other vocations and for college entrance. In fact, the private normal schools in Indiana represented a stage in the development of the academies rather than a distinct type of institution. Teacher training came to be emphasized more and more as competition with the public high schools became keener. The 1899 catalogues of two of the best known Friends' schools, the Spiceland Academy and the Fairmount Academy, bore the title of "Academy and Normal School."

This teacher-training phase of the academy was recognized from the beginning. The charter of the Wabash Manual Labor Institute (223:1833-4,pp.57-59) provided for the establishment of an "English scientific department with special reference to the qualification of teachers of the common schools." Boone (34:80) states that the Indiana academies might fairly be classed as teachers' schools in proportion as the students became teachers. The teacher-training function has been mentioned in connection with

academies in other parts of the country.

Extent.— One of the most surprising features of the academy movement in Indiana was the extent as expressed in the number of such institutions, their geographic distribution, and the territory served.

Estimates of their number have varied greatly. Brief references in the county and state histories leave only the general impression that there were "several." Boone (34:60) lists seventy-three as belonging to the period from 1825 to 1850; Dexter's tabulation (97:96) gives Indiana 131 in the middle of the nineteenth century; and this study presents definite information concerning 321 after 1850. Reference was found to at least a score of others for which no reliable information was secured.

The map on the following page reveals the state-wide distribution of the academies, seventy-eight of the ninety-two counties being represented by one or more. There was a tendency toward concentration in a few of the larger cities, although the villages and rural communities were well represented. Of the smaller cities, New Albany, Salem, Richmond, and Logansport seemed to have unusual interest in this type of secondary education. It must not be understood that all of the schools were coexistent. Outside of Indianapolis few places had more than two at one time. Many of them lasted but a short time as Table VII will show.

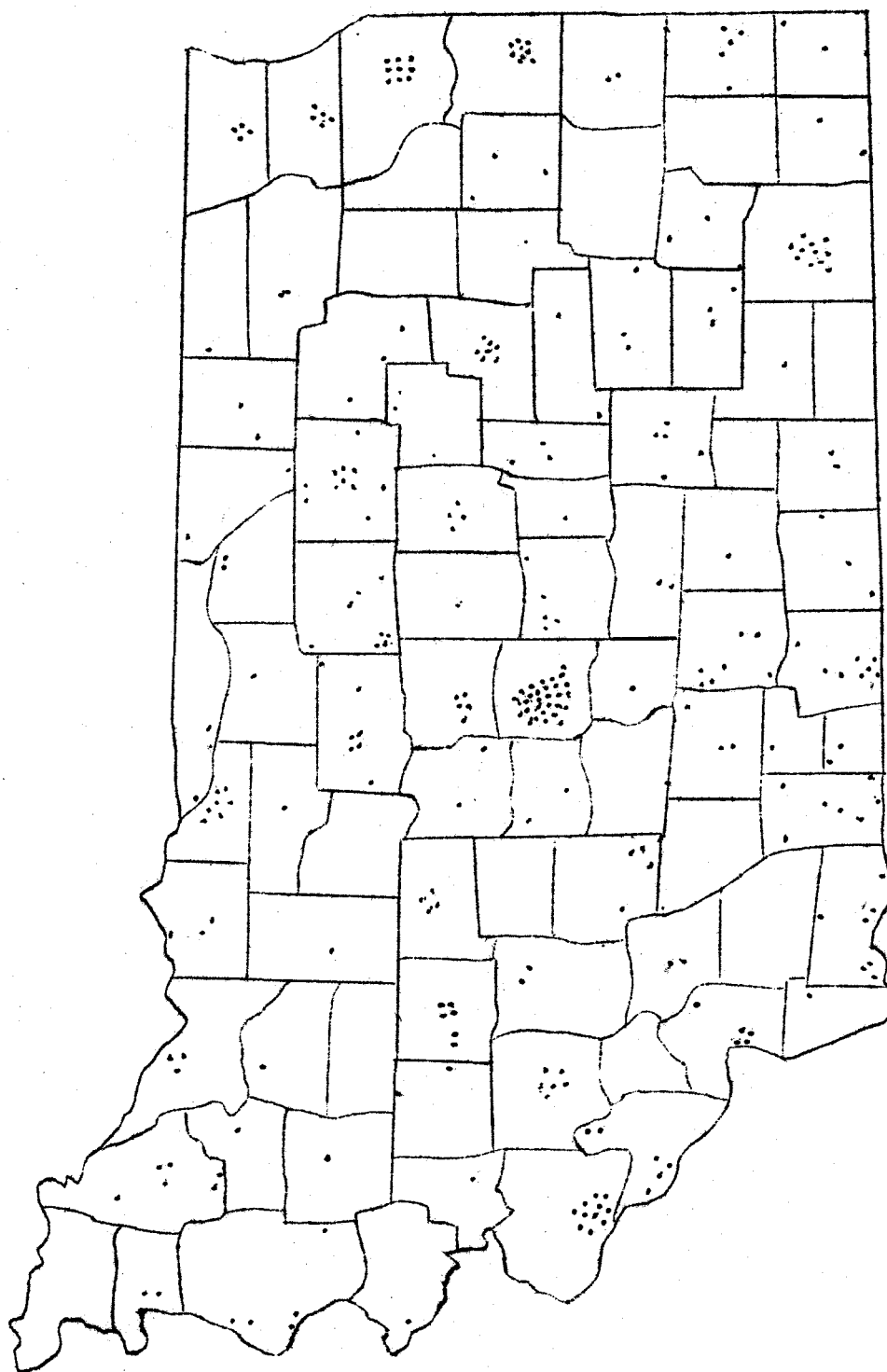


Fig. 1.-- Geographic distribution of Indiana academies after 1850

The Indiana academy movement was not bounded by state lines. Table III summarizes by decades, the enrollment for fifty-four schools as listed in 183 catalogues in which both the names and addresses were given.

TABLE III
TERRITORY SERVED BY FIFTY-FOUR INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Decade	Total Enrollment	Percentage from Local Community ¹	Percentage from Elsewhere in the State	Percentage from Outside of the State
1850-9	2,208	51.2	43.0	5.8
1860-9	3,566	38.2	51.0	10.8
1870-9	5,412	31.7	54.5	13.8
1880-9	5,020	24.4	56.1	19.5
1890-9	1,738	42.2	42.5	15.3
Total	17,944			

It should be explained that not all of the fifty-four schools were represented in any one decade, and that students were counted as from the local community if their addresses were the same as that of the school.

Evidently some of the schools here represented were more than local institutions. Only from 1850 to 1859 were more than half of the enrollments from the immediate community, and there was a gradually diminishing local attendance until the last decade of the nineteenth century.

1. All percentages are calculated to the nearest tenth.

The tabulation does not reveal the causes of this situation. It may have been due to the gradual increase in the number of public high schools. The growth of the high school, however, fails to explain the tendency for the academies to draw more from the local communities from 1890 to 1899. Some of the best of these private institutions served their communities so well that they delayed the establishment of public secondary schools until the local educational authorities purchased them and converted them into public high schools. This may have been a causal factor in the later trend.

Four decades show an enrollment of more than ten per cent outside of Indiana. The four border states furnished 12.3 per cent of these students. Altogether these academies served forty-two states and sixteen foreign countries, representing every continent except South America.

Duration.— Some idea of the duration of the general movement may be derived from the beginning and closing dates. Of the 189 schools established after 1850, eighty-nine or 47.1 per cent began between 1850 and 1859. The opening of so many academies at this time was probably the result of two important events in the educational history of Indiana; namely, the passage of a law closing the county seminaries (223:1852, pp. 437-9), and a decision of the State Supreme Court (269:564-83) that local communities

could not be taxed to support the common schools. This action of the court closed for a time most of the high schools that had been established. Facts relative to the beginning of academies are given in Table IV.

TABLE IV
BEGINNING OF 233 INDIANA ACADEMIES
EXISTING BETWEEN 1850 AND 1900

Date of Beginning	Number of Schools	Percentage of Schools
Before 1850	44	18.9
1850-4	41	17.6
1855-9	48	20.6
1860-4	22	9.4
1865-9	24	10.3
1870-4	11	4.7
1875-9	5	2.1
1880-4	15	6.4
1885-9	11	4.7
1890-4	7	3.0
1895-9	5	2.1

It is easier to find the beginning dates of the academies than to determine the exact time of their closing. Catalogues and primary sources usually give the dates of opening, but seldom refer to the closing. The information summarized in Table V was secured mainly from newspapers and local histories. During the fifteen years immediately following the breaking out of the Civil War, 45.8 per cent of these 142 academies closed and in 1890 only 21.1 per cent of them remained. Most of the eighteen

schools that extended into the present century were recognized by the State Department of Public Instruction as equivalent to high schools. Thus the old academy as a distinct type of institution had disappeared. In a very true sense, however, they still exist in the curriculum, practices, and ideals of the public high school.

TABLE V
CLOSING OF 142 INDIANA ACADEMIES AFTER 1850

Date of Closing	Number of Schools	Percentage of Schools
1850-4	7	4.9
1855-9	18	12.7
1860-4	17	12.0
1865-9	20	14.1
1870-4	28	19.7
1875-9	9	6.3
1880-4	8	5.6
1885-9	5	3.5
1890-4	7	4.9
1895-9	5	3.5
After 1899	18	12.7

The main factors that made it difficult for private schools to prosper are revealed in Table VI. Competition with the public schools and inadequate financial support account for most of the difficulty. Personal reasons like poor health of the proprietor, marriage of the teacher, or failure of the principal to live up to the terms of the contract, caused the closing of 11.6 per cent of them. One institution was discontinued because a saloon was

established in the town. This particular school was organized with the understanding that no saloon should be allowed in the community. In a few cases academies closed because the buildings burned.

TABLE VI
CAUSES FOR THE CLOSING OF NINETY-FIVE INDIANA
ACADEMIES EXISTING AFTER 1850

Causes	Number of Schools	Percentage of Schools
Competition with public schools .	45	47.4
Financial difficulties.	25	26.3
Personal reasons.	11	11.6
Civil War	8	8.4
Burning of building	6	6.3

No doubt the Civil War and competition with public schools tended to lessen the support for private education. It is thus evident that more than four-fifths of these academies closed because of financial difficulties. Some of the catalogues carried urgent appeals for more adequate support.

The foregoing discussion relative to the opening and closing of the academies leaves the general impression that many of them were of brief duration. Table VII presents specific data on the subject. Of the 139 schools whose opening and closing dates were both given, more than a fifth lasted only five years or less, and two-thirds of them were in existence not more than fifteen years.

TABLE VII
DURATION OF 139 INDIANA ACADEMIES
IN EXISTANCE AFTER 1850

Duration in Years	Number of Schools	Percentage of Schools
1-5	31	22.3
6-10	41	29.5
11-15	23	16.5
16-20	11	7.9
21-25	7	5.0
26-30	8	5.8
31-35	3	2.2
36-40	4	2.9
41-45	2	1.4
46-50	2	1.4
51-55	1	0.7
56-60	1	0.7
61-65	0	0.0
66-70	0	0.0
71-75	4	2.9
76-80	0	0.0
81-85	0	0.0
86-90	1	0.7

The table offers sufficient evidence to show that the private academies in Indiana were of short duration, especially in comparison with public high schools, which have come to be considered permanent institutions.

Private Nature.- With very few exceptions the public secondary schools in Indiana were known as high schools. Some of the academies came to be called high schools, but they continued to be listed in the reports of the State Superintendent of Public Instruction, among the private academies.

Extended Purpose.— It was a common characteristic of the academies that they claimed to serve various purposes. Some idea of their aims may be derived from the types of work listed in catalogues and newspaper advertisements. Such information is summarized in the table below.

TABLE VIII
TYPES OF TRAINING GIVEN BY NINETY INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Type of Work	Number of Schools	Percentage of Schools
College preparation .	59	65.6
Teacher training. . .	47	52.2
Commercial work . . .	40	44.4
Preparation for law .	6	6.7
Agricultural work . .	5	5.6
Industrial work . . .	5	5.6
Medical training. . .	5	5.6
Civil engineering . .	5	5.6
Household arts. . . .	4	4.4
Ministerial training.	2	2.2

It is readily seen that these academies were much more than college preparatory schools, although that service was not slighted. The vocational phase consisted mainly of teacher-training and commercial work, types that were rather easy to give. Law, medicine, and engineering did not receive much attention in these schools. The agricultural and industrial offerings were but the remains of the manual labor movement, which had disappeared

in most places before the period under discussion. Household arts had made a beginning in the girls' schools.

Table IX shows the extent to which the individual schools met these various needs.

TABLE IX
NUMBER OF TYPES OF TRAINING
GIVEN BY INDIVIDUAL SCHOOLS

Number of Types	Number of Schools	Percentage of Schools
1	23	25.6
2	35	38.9
3	18	20.0
4	10	11.1
5	3	3.3
6	0	00.0
7	1	1.1

No one school offered all of the ten types of training listed in Table IX. Exactly one-fifth of them gave only three types and almost two-thirds of them listed only one or two types.

Extensive Offerings.— One of the most outstanding features of the academy movement was the great range of subjects offered. This has been roughly indicated by the last two tables. The scope is more clearly indicated by the fact that catalogues of ninety-two schools listed 208 subjects. No single school offered as many as one

third of this number, although some of them published rather extensive lists. The situation in this respect is set forth in the next table.

TABLE X
NUMBER OF SUBJECTS OFFERED BY INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Decade	Number of Schools Included	Average Number of Subjects	Range in Number of Subjects
1850-9	25	28.4	10-52
1860-9	28	38.8	15-51
1870-9	30	25.3	9-44
1880-9	26	25.5	10-48
1890-9	20	27.5	13-46

Only in the second decade did the average number of subjects exceed thirty, and the entire range was from nine to fifty-two. There were just three schools that offered more than fifty subjects and two of these were girls' seminaries. The number of subjects given in the catalogues was frequently greater than the number actually taught at one time, for there were many short-term courses and sometimes there was no demand for certain subjects.

Types of Schools.— Information has been secured sufficient for classifying 302 schools on some basis, but not enough for classifying all of them on the same basis.

Data relative to several overlapping types are given in Table XI.

TABLE XI
TYPES OF ACADEMIES IN INDIANA
BETWEEN 1850 AND 1900

Type	Number	Percentage
Church	111	36.8
Coeducational. . .	69	22.8
Girls'	61	20.2
Boarding	61	20.2
Individually owned	43	14.2
Stock company. . .	26	8.6
Boys'.	11	3.8

The foregoing table does not reveal all of the facts. It can not be interpreted to mean that out of the 302 institutions included, there were exactly as many of each type as the numbers indicate. It can only mean that there were at least as many as shown in the table. It is quite possible, for example, that there were more than sixty-nine coeducational schools. It is evidently safe to say that there were more church academies than any other type.

The data gathered show certain other facts. The separate schools for boys and girls belonged mainly to the religious group; whereas the coeducational institutions, as a rule, were the property of individuals or stock companies. The boarding schools were also principally church

schools, enrolling day students in addition to the regular boarders. The 111 sectarian schools were distributed among the various denominations as shown in the following table:

TABLE XII
DENOMINATIONAL ACADEMIES IN INDIANA
BETWEEN 1850 AND 1900

Denomination	Number	Percentage
Catholic	35	31.5
Methodist	19	17.1
Presbyterian	16	14.4
Friend	14	12.6
Baptist.	10	9.0
Episcopalian	5	4.5
Christian.	4	3.6
United Brethren.	4	3.6
Dunkard.	1	0.9
Moravian	1	0.9
Congregationalist.	1	0.9
Universalist	1	0.9

The Catholics are the only religious group still seriously concerned in giving secondary education. The other denominations, either from conviction or from policy, have given up the attempt to compete with the public high schools.

The more prosperous of the Protestant bodies at one time had hopes of a school system of their own. According to a catalogue of De Pauw University (96:1883-4,p.189) "It is intended that certain Preparatory schools shall constitute organic parts of De Pauw University." Stockwell

Institute was for a time recognized as such a school, however, the arrangement did not last long (96:1879-80, p.61). These preparatory schools were in reality academies, for their purpose was not only to prepare for college but also "to give practical information and a clear insight into commercial methods" (96:1874-5, p.47). The plan of a system of secondary schools to serve as feeders for De Pauw University was soon abandoned by the Methodists and this denomination proclaimed its fidelity to the public schools. As early as 1868 the Educational Committee of the North West Conference, although calling attention to the necessity for supporting their academies, went on record as follows: "It is a matter of congratulation that the free school system of our State is so rapidly and satisfactorily developing to meet the wants of the time" (240:1868, p.29).

Coates' College for Women, a Presbyterian institution at Terre Haute, at the very close of the nineteenth century was still attempting to do what it could "toward advancing the standards of secondary education" (57:1894, p.9).

The Friends established several academies whose graduates were accepted at Earlham College without examination. These were among the best secondary schools of the time. The Quakers, however, were not always in sympathy with public education. One report (282:1905-6, p.34) states that part of the opposition was due to the fact that public

schools had been "maintained, in part, by military fines and exemption moneys."

The other religious groups did not have enough schools at any time to resemble an educational system.

Size of Schools.- Table XIII shows the size of the academies in terms of student enrollments reported in catalogues representing 101 schools.

TABLE XIII
AVERAGE ENROLLMENT IN INDIANA ACADEMIES
BETWEEN 1850 AND 1900

Decade	Number of Schools	Average Enrollment	Range
1850-9	24	85.6	12-169
1860-9	34	100.5	20-215
1870-9	31	97.3	32-216
1880-9	39	66.0	13-180
1890-9	23	71.8	26-186

The academies as here revealed were larger than those reported by Dexter (97:96) and smaller than the New York academies according to Miller (236:82). The average based upon the former study was slightly more than forty-three, whereas the average derived from the latter was a little more than 176. The average for the Indiana group as presented here is probably larger than the true average, since the information was taken from catalogues likely to be issued only by the more prosperous schools.

The size in terms of number of teachers is presented in the table that follows. This does not include persons teaching below or above the academic department in institutions having lower and higher divisions. Here again it is shown that the Indiana academies were larger than those reported by Dexter.

TABLE XIV

AVERAGE NUMBER OF TEACHERS EMPLOYED IN INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Decade	Number of Schools	Average Number of Teachers	Range
1850-9	59	3.5	1-14
1860-9	51	3.7	1-10
1870-9	36	5.3	1-14
1880-9	37	5.6	1-35
1890-9	22	7.7	1-10

Religious Nature.-- The fact that 111 of the 321 institutions included in this study were denominational academies, is sufficient evidence of their religious nature. Some of them were established as the result of a national missionary enterprise. The National Board of Education, an agency for the placement of Protestant teachers in the midwest, assisted in organizing the Wolcottville Seminary in 1851 (158:40).

Although there was rivalry between the Protestant and the Catholic groups, and among the various Protestant denominations; still the schools were broadly religious in that

they, with few exceptions, did not restrict enrollment to students of any one religious belief. Church attendance was frequently required of the students, but as a rule they could select the church. Some of the Friends' academies dismissed for a part of the day each Wednesday to allow the students to attend the mid-week church service.

Table XV sums up the religious activities listed in catalogues of fifty-four schools.

TABLE XV
RELIGIOUS ACTIVITIES IN INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Kind of Activity	Number of Schools	Percentage of Schools
Church attendance .	41	75.9
Chapel attendance .	38	70.4
Bible reading . . .	24	44.4
Prayer.	17	31.5
Bible study	6	11.1
Catechism	3	5.6

This tabulation possibly errs in not giving enough emphasis to the religious element of the academies. It is quite conceivable that the catechism and prayer, for example, were found in some of the church schools although the catalogues made no mention of them. There is evidence that prayer was a part of the daily chapel program. Three academies conducted regular prayer meetings.

Length of School Day.- Reliable information relative to the length of the school day is too scanty for generalization. Ten out of fourteen schools began from 8:00 to 8:30 and closed from 3:30 to 4:00. Two had a longer school day and the same number seemed to have recitations only in the afternoon.

Length of Course.- The term "course" as here used means the time ordinarily needed to complete the work required for graduation. Table XVI sets forth the facts concerning the length of course.

TABLE XVI
LENGTH OF COURSE OFFERED BY INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Length of Course	Percentage of Schools by Decades				
	1850-9	1860-9	1870-9	1880-9	1890-9
1 Year	6.7	6.6	6.4	8.1	6.0
2 Years	20.0	24.4	23.4	24.4	18.2
3 Years	26.7	35.5	44.7	37.8	36.4
4 Years	36.7	29.0	21.3	18.9	27.3
5 Years	3.3	4.4	2.1	8.1	9.1
6 Years	0.0	0.0	2.1	2.7	3.0
7 Years	3.3	0.0	0.0	0.0	0.0
"Unlimited"	3.3	0.0	0.0	0.0	0.0
Number of Schools	30	45	47	37	33

There seemed to be no tendency for the four-year schools to displace the three-year schools. Only during the first decade were there indications of more of the

former than the latter. The increased percentage of four-year institutions during the last decade is probably the result of an attempt to meet the state requirements for commissioned high schools. The outstanding feature is the predominance of three-year academies. One school with an "unlimited" course allowed the students to stay until they had finished the work that they wanted.

This chapter has served as a general introduction to the academy movement in Indiana by presenting the main facts concerning the extent and duration of the movement and the outstanding characteristics of the schools themselves. Each of the next five chapters will deal specifically with some feature of these private secondary schools.

CHAPTER IV

PROGRAM OF STUDIES

Extent

The information given in this chapter is based upon an analysis of 132 catalogues of ninety-two of the 321 institutions listed in Table LX of the appendix. Facts concerning the number of subjects, the time during which they persisted, the number of schools offering them, and the number of weeks devoted to each, are here presented to indicate the extent of the program of studies.

Number of Subjects.- Specific details relating to 208 subjects are found in the appendix in Table LXI. Examination of the list reveals the fact that there were really not that many entirely different subjects. Sometimes the same subject was listed by different names; e.g., mental philosophy was the same as intellectual philosophy. In some cases a new name entirely displaced an old one. This was true of natural philosophy which later was known as physics. A part of a subject was sometimes given as a distinct study; e.g., parsing would be listed as separate from grammar. Allowance for all this duplication still leaves an extensive program of studies from the standpoint of numbers.

Duration of Subjects.- Mere numbers, however, fail to indicate the actual scope of the academic offerings.

Some subjects persisted for only a short time, whereas others continued throughout the entire half century.

Table XVII gives the facts in this respect.

TABLE XVII
DURATION OF 208 SUBJECTS IN NINETY-TWO INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Duration in Years	Number of Subjects	Percentage of Subjects
1-5	71	34.1
6-10	12	5.8
11-15	17	8.2
16-20	15	7.2
21-25	5	2.4
26-30	11	5.3
31-35	13	6.3
36-40	12	5.8
41-45	14	6.8
46-50	40	19.2

It may be seen from this tabulation that only 19.2 per cent of the subjects lasted approximately throughout the period of fifty years and that slightly more than one-third lasted for five years or less. This is enough to indicate that any estimate of the scope of the program of studies based upon numbers alone, is an exaggeration.

Frequency of Subjects.- After due allowance has been made for duration of subjects there are still other factors to be considered. It is possible that some subjects might be found for a long period of time and never offered

by many schools. Then too, a great number of short courses would permit many more subjects to be taught in a year than were taught at any one time. Table XVIII presents the facts concerning the frequency with which the subjects were found.

TABLE XVIII
FREQUENCY OF SUBJECTS OFFERED BY NINETY-TWO
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Number of Subjects	Percentage of Subjects	Number of Schools Offering the Subjects
149	71.6	1-10
16	7.7	11-20
13	6.3	21-30
7	3.4	31-40
8	3.8	41-50
4	1.9	51-60
7	3.4	61-70
4	1.9	71-80
2	1.0	81-90

The outstanding fact here revealed is that out of 208 subjects 149 or 71.6 per cent were offered by not more than ten schools and only 8.2 per cent were found in more than one half of the schools. Sixty-four subjects were given by only one school each.

Time Allotment of Subjects.- It has been impossible to determine accurately the time allotted to each subject, since the catalogues do not usually indicate how often classes met. Such information is sometimes given with

reference to classes meeting once a week, such as composition and debating. It is possible to learn how many weeks were devoted to each subject. A glance at the last column in Table LXI in the appendix is sufficient to show that there was considerable variation with a predominance of short-term courses.

Table XIX makes the situation more specific.

TABLE XIX

LENGTH OF 1323 INDIVIDUAL COURSES IN NINETY-TWO
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Number of Weeks	Number of Courses	Percentage of Courses
1-9	17	1.3
10-19	722	54.6
20-29	320	24.2
30-39	128	9.7
40-49	56	4.2
50-59	10	0.8
60-69	4	0.3
70-79	27	2.0
80-89	16	1.2
90-99	2	0.2
Above 99	21	1.6

The term "course" as here used refers to the length of time that a single subject was given. Evidently short-term courses were characteristic of the program of studies, for more than half of them did not continue twenty weeks and more than three-fourths of them did not last thirty

weeks. The shortest course, in Indiana School Law, was only four weeks long. The languages ordinarily continued throughout the entire three or four years usually required for graduation. In other subjects short courses were common, thirty-five per cent of all of them being only twelve or thirteen weeks long.

Sufficient facts have been presented to indicate that the Indiana academies had a program of studies more extensive than is found in the public high school, but much less extensive than the total number of subjects listed might indicate.

Status of Individual Subjects

A general idea of the status of the different subjects can be secured from Table LXI in the appendix, but a better idea may be derived from noting their relation to other subjects of the same general group. The next nine tables give, with reference to each subject, the following information: number of schools offering it, period of years given as indicated by the first and last dates that it was listed, the usual year in which it was offered, and the usual length of the course in weeks. It has been necessary to state the last two points in general terms. A statement of the exact number of times that a subject was listed in a certain year, or given for a certain number of weeks would necessitate a separate table for each

subject. If no information is given on these matters it means that no definite trends were in evidence.

Mathematics.-- Table XX summarizes all of the subjects of the mathematics group listed in 132 catalogues.

TABLE XX
STATUS OF MATHEMATICS IN NINETY-TWO INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	Period of Years	Usual Year in Which Offered	Usual Length of Course in Weeks
Algebra	90	50	1 or 2	36-40
Arithmetic.	80	50	1	36-40
Calculus.	15	45	3	12-20
Geometry.	75	50	2 or 3	24-40
Higher Arithmetic .	25	50	1	13-36
Mathematical Philosophy.	1	1	3	12
Trigonometry. . . .	47	49	2 or 3	12-13

Algebra maintained the most important position among the mathematical subjects throughout the half century covered by this study. It usually extended into the second year. Two schools included only twelve weeks of it, while one offered a course of eighty weeks.

Elementary arithmetic came next to algebra in importance and maintained its position in the program of studies till the close of the nineteenth century when it had approximately the same status as geometry and trigonometry. Both written and oral arithmetic received attention and it

was stated that students could solve complex problems without the use of slate or paper.

Geometry was usually studied by sophomores and juniors. Three schools gave a course of only twelve weeks and one devoted sixty-eight weeks to the subject. Many academies included analytic geometry.

The inclusion of calculus and trigonometry shows a tendency for the academy to reach up into the college group of subjects. The former was found about one-third as often as the latter. Each was given for a much shorter time than algebra and geometry.

Higher arithmetic was given by more than one-fourth of the academies. It, like elementary arithmetic, was a first-year subject usually taught from one term to a full year.

Mathematical philosophy was listed by only one school, although others possibly included similar exercises in natural philosophy or physics.

Natural Science.— The offering in this group was much broader than in mathematics although the subjects were usually given for a shorter period of time. No science received as much attention as was given to algebra. Short-term courses were the rule and the work was usually completed before the fourth year. From the standpoint of the number of schools giving them and the time they persisted,

there were eight major subjects in the group. Here, as in mathematics, is seen the tendency to include both elementary and higher subjects; e.g., physiology, anatomy, astronomy, and geology. The situation is presented in Table XXI.

TABLE XXI
STATUS OF NATURAL SCIENCE IN NINETY-TWO INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	Period of Years	Usual Year in Which Offered	Usual Length of Course in Weeks
Anatomy	8	46	1	11-12
Astronomy	69	50	3 or 4	12-13
Biology	5	12	1 or 3	12-18
Botany	76	50	2 or 3	12-13
Chemistry	70	50	2 or 3	12-26
Familiar Science . .	8	12	1	-----
Geography of the Heavens	3	14	2	-----
Geology	56	50	-----	12-13
Meteorology	7	20	2 or 3	13
Natural History . .	20	30	1 or 2	12-13
Natural Philosophy .	64	50	1 or 2	12-20
Optics	3	15	4	12-13
Physics	26	45	2 or 3	12-20
Physiology	81	50	1 or 2	10-20
Physical Geography .	61	45	1 or 2	12-13
Science of Common Things . .	3	9	1	-----
Zoology	38	44	1 or 2	12-13

Anatomy, though not offered by many schools, was given throughout almost the entire period. It was first listed in 1854.

Astronomy was a major subject till about 1875 when it began to decline and by the close of the century it had

disappeared from most of the academies. Few schools offered it before the third year.

Biology was first listed in the catalogues examined, in 1887 and had not made its way into many of the institutions at the close of the century.

Botany was found in more schools than any other subject except physiology. An examination of the data by decades shows that it received about the same attention during the entire half-century. Its status was about the same as that of chemistry. It was taught in the first year by fourteen of the seventy-six schools offering it and was given in the fourth or fifth year by only one school.

Chemistry occupied an important position among the science studies not only in terms of the number of schools offering it and the period through which it lasted, but also in terms of the length of course.

Familiar science and the science of common things were no doubt the same thing. The terms are suggestive of the general science found in junior high schools today. The subject first made its appearance in 1858.

Geology was a major science found at all periods in more than one-half of the academies. There was no tendency to give it in any certain year though it was seldom listed in the first year. One school offered it for a term of six weeks, two for ten weeks, and only one for as many as

twenty-six weeks.

Meteorology never occupied an important place in the program of studies. It was listed in a few catalogues from 1854 to 1874.

Natural history, another minor science, was mentioned from 1854 to 1884. It was given for more than twelve weeks by only one school and was placed after the second year in only one school.

Natural philosophy was a most important subject. In fact, it was the most important science in the academy when we consider that it was the same subject later listed as physics. It first appeared in 1850 and was still known by its first name at the close of the century. The term "physics" was found in the catalogue of one academy in 1855. It was not mentioned again till 1864 and was not used more frequently than "natural philosophy" till after 1890. The subject, whatever called, was seldom found in the fourth year.

Physical geography occupied a minor position till after 1860 when it was listed quite as frequently as botany and chemistry, although it was never given for more than twenty weeks.

Physiology was taught in more academies than any other science unless physics and natural philosophy are considered as one. Before 1860 it was listed in fewer than half of

the catalogues but by 1875 it was being offered by ninety per cent of the academies and was by far the most important single subject listed. During the last quarter of the nineteenth century it gradually declined in importance till in 1900 it was receiving less attention than in 1850. The data examined fail to reveal the reasons for this erratic course.

Zoology was offered by very few schools before 1860, but it increased its place in the program of studies till in 1885 it was receiving more attention than astronomy or geology. It was characteristically a short-term course, six academies giving it for less than twelve weeks and only four schools teaching it for more than thirteen weeks.

Geography of the heavens and optics were no doubt phases of astronomy and physics.

An analysis of data by decades reveals an interesting contrast between the mathematics and science offerings. In the case of mathematics the subjects kept, with few exceptions, their relative positions throughout the entire fifty years; but not one of the sciences maintained its position with reference to the others of the group. This may be interpreted as evidence of much uncertainty as to what the science offerings should include. Astronomy, chemistry, botany, natural philosophy, and geology were the most stable of the science group.

In spite of the changing emphasis on the different subjects, the total science offerings remained fairly constant and occupied fully as important place in 1850 as in 1900.

English Studies.— The academies offered an extensive range of English subjects. Table XXII indicates the main features.

TABLE XXII
STATUS OF ENGLISH IN NINETY-TWO
INDIANA ACADEMIES AFTER 1850

Subject	Number of Schools	Period of Years	Usual Year in Which Offered	Usual Length of Course in Weeks
American Literature	13	44	2 or 3	-----
Biography	1	1	1	-----
Debating	4	12	1 or 2	-----
Declamation	7	37	-----	-----
Defining	2	3	1	-----
Elocution	27	48	1 or 2	-----
English Literature.	45	45	2 or 3	-----
English Composition	53	50	1 or 2	-----
English Grammar . .	70	50	1	-----
General Literature.	1	2	4	-----
Letter Writing . . .	8	49	1	-----
Literary Analysis .	1	2	-----	-----
Literary Criticism.	1	2	4	10
Orthoepy	3	17	1	-----
Orthography	42	49	1	11-12
Philology	3	18	-----	12-13
Reading	46	50	1	-----
Rhetoric	74	49	1 or 2	12-13
Word Study	7	29	2	-----
Versification	1	1	2	-----

A glance at the table reveals six major subjects,

namely, English literature, English composition, English grammar, orthography, reading, and rhetoric. Evidence concerning grade placement and length of course was absent in many cases.

American literature was listed as early as 1856 and continued in the program of studies during the period under consideration although it was never offered by many schools. It was seldom placed beyond the third year, but was frequently a freshman subject.

Although biography was listed as a distinct subject, by only one school, it is quite likely that it received some attention in literature classes.

Debating took a minor place as a separate subject, but it was one of the major extracurricular activities, a part of almost every program given by the literary societies.

Declamation occupied a place similar to that of debating except that it was usually confined to the girls.

Possibly defining should be included with word-study, neither of which received much attention.

Elocution was taught in more than a fourth of the academies and could almost be considered a major subject. It was receiving more attention in 1900 than in 1850.

In 1850 English literature occupied a minor position, but it gradually increased in importance until in 1900 it was receiving more attention than any other English subject

except composition. More than three-fourths of the schools taught it in the second or third year.

English composition and rhetoric were both important subjects in the academy, occupying similar positions except that the former was usually given once or twice a week for a two-year period, whereas the latter tended to be a short course of daily recitations.

It seems that English grammar was quite as important in the academy as composition and rhetoric. It was one of the subjects taken from the elementary school. This may account for the fact that it was never offered beyond the third year and in only nine per cent of the schools was it taught beyond the first year. It received slightly more attention before 1875 than after that date.

Letter writing without a doubt received more attention than the table indicates, since it was probably included in composition.

Orthography or spelling was another important subject taken from the elementary school. It maintained about the same position in the program of studies from 1850 to 1900. It was given beyond the first year in only ten per cent of the academies.

Reading was the only other important subject of the English group. It was predominantly a first-year subject with only about five per cent of the schools offering it as late as the second year.

A study of trends by decades reveals less uncertainty among the English subjects than was found in the science group. There was clearly much more attention given to English for production than for consumption although a gain made by literature during the half-century may mean an increasing interest in appreciation.

The outstanding feature of the English offerings was the predominance of subjects from the elementary level.

Social Science.— This group contained the greatest number of subjects, there being thirty-two listed. When considered from the standpoint of the number of schools offering them, none of them occupied as important a place as did certain subjects of the mathematics, natural science, or English groups. Exactly one-fourth of them were found in more than twenty-five per cent of the schools and thirteen of them were listed by only one school each.

There was a range of from ten to forty weeks in the length of social science courses although the usual course lasted not more than thirteen weeks.

Table XXIII presents the status of these subjects and indicates that there were thirteen of considerable importance.

Ancient geography was listed from 1858 to 1894. It maintained its place in approximately twenty per cent of the academies throughout the fifty years studied.

TABLE XXIII
STATUS OF SOCIAL SCIENCE IN NINETY-TWO
INDIANA ACADEMIES FROM 1850 TO 1900

Subject	Number of Schools	Period of Years	Usual Year in Which Offered	Usual Length of Course in Weeks
American Politics . .	1	1	4	11
Ancient Geography . .	20	37	1 or 2	10-13
Ancient History . . .	29	50	2	13-20
Civil Government. . .	24	45	1 or 2	11-13
Constitutional History	1	1	2	20
Constitution of the United States . . .	18	36	3 or 4	12-13
Current History . . .	1	1	4	-----
General History . . .	29	43	1 or 2	-----
Geography	55	50	1	-----
Government of England	1	2	2	12
Government of France.	1	2	2	12
History of Civili- zation.	1	2	3 or 4	-----
History of Eastern Monarchies.	1	2	-----	-----
History of England. .	24	43	1 or 2	-----
History of France . .	6	32	-----	-----
History of Great Events. . . .	1	1	3	12
History of Greece . .	22	43	1 or 2	12-13
History of the Reformation	1	1	3	12
History of Rome . . .	20	44	1 or 2	12-13
International Law . .	3	10	-----	-----
Law of Nations. . . .	2	5	4	14
Medieval History. . .	10	27	1 or 2	12
Modern History. . . .	24	50	1 or 2	12-13
Political Economy . .	37	49	3 or 4	12-13
Political Science . . .	1	1	4	12
Profane History . . .	1	1	3	-----
Roman Antiquities . .	3	13	2	20
Science of Gov't. . .	4	27	2	12
Sociology	1	1	2	10
Study of Man.	1	1	3	11
United States Hist. .	69	49	1	-----
Universal History . .	5	15	1 or 2	-----

Ancient history occupied a more important place than ancient geography although its status did not remain so nearly the same throughout the half century. It received much more attention after 1885 than before that date.

Civil government was only a minor subject in 1850, but it gradually received more attention till in 1900 it was taught in more academies than any other social science.

The Constitution of the United States was listed as a separate subject by almost twenty per cent of the schools and was doubtless a part of the course in civil government in others. It seemingly had disappeared before 1900.

General history was taught in only a few academies before 1860, but at the close of the nineteenth century it was almost as important as United States History. It was usually taught to freshmen or sophomores.

With reference to the total number of schools offering geography, this subject maintained its place in the social science group throughout the fifty years under consideration; but when considered in relation to the attention given to other social sciences, it occupied a minor position after 1890. It was predominantly a first-year subject.

English history received but little attention before 1860, but in 1900 was listed almost as often as United States History.

Greek history had about the same status as English history for the fifty-year period as a whole, but it seemed more stable in that it received about the same attention year after year.

Roman history received less consideration in the academies than Greek history till after 1875 when the two appeared with equal frequency.

Modern history occupied a position similar to that of ancient history. Each of them was found in slightly more than twenty-five per cent of the schools and appeared twice as often as medieval history.

Political economy ranked next to geography in importance. It maintained a uniform position with reference to the number of schools offering it till about 1885 when it came to be one of the most popular subjects of its group.

United States history was the most important of the social sciences. Not until the very close of the nineteenth century was any other subject of the group taught in as many schools.

The other subjects listed in Table XXIII were of minor importance. There was a noticeable contrast in the uniform position maintained by geography and United States history and the more shifting position of all other subjects.

Foreign Language.— The ancient languages occupied a much more important place than the modern languages. Forty

per cent of the schools taught Latin for three years; forty per cent for two years; ten per cent for one year; nine per cent for four years; and one per cent for five years. The work consisted almost entirely of grammar and composition, Caesar, Cicero, and Virgil. There were slight offerings of Tacitus, Terence, Livy, Sallust, and Cornelius Nepos. Virgil was frequently taught before Cicero.

French and German were usually given throughout the third year, the number of weeks depending upon the length of the school year.

The status of the various subjects is given in Table XXIV.

TABLE XXIV
STATUS OF FOREIGN LANGUAGE IN NINETY-TWO INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	Period of Years	Usual Year in Which Offered	Usual Length of Course in Weeks
French	32	49	3	30-38
German	47	47	3	30-39
Greek	53	50	-----	72-80
Hebrew	2	13	-----	-----
Latin	72	50	1-3	72-108
Spanish	3	19	-----	-----

The purpose of teaching Latin gradually shifted from that of mental discipline to that of practical application. An early catalogue (342:1850-1,p.16) of the Wabash Manual

Labor Institute strongly recommended the study "of the Latin language to such an extent as to secure a proper balance of intellectual discipline." A quarter of a century later the catalogue of Merom Academy (234:1874-5, p.26) listed the following reasons for teaching Latin:

1. To teach the structure of the language.
2. To see differences and likenesses of Latin and English idioms.
3. To teach the force which words obtain from their composition and arrangement.
4. To lead students to pay attention to the formation of words.

A few years later the Indiana Baptist Manual Labor Institute (180:1881-2,p.23) was attempting "to dispel the impression that Latin is a dead language by revealing the practical importance of the knowledge of Latin to professional, literary, and commercial life."

Greek was next to Latin in importance although there was much more variability as to the years in which it was taught. It was usually offered for two years. The total range of weeks represented was from thirty-nine to 108. It too came to be taught for practical purposes. As early as 1881 Hanover Academy (138:1881-2,p.13) taught Greek "to fit students to use intelligently scientific terminology which is so largely derived from that tongue." In the same year the subject was being taught at the Indiana Baptist Manual Labor Institute (180:1881-2,p.24) "to give a comprehensive view of Greek literature and show our indebtedness

to the past." Before that time it had been justified mainly as disciplinary training. After studying Greek grammar students read the Greek Testament, and works of Homer, Herodotus, Demosthenes, Xenophon or Thucycides.

The four studies already mentioned constituted the major offerings in the language group. Examination of the data by decades has revealed certain trends not shown by the table.

The supremacy of the ancient languages over German and French was evident throughout the last half of the nineteenth century. In 1850 Latin and Greek were found in the same number of academies, but the latter gradually dropped from its place until in 1900 it was surpassed by German although it was still more common than French. Latin, however, held its position from the beginning and in 1899 was offered by all of the existing academies used in this study.

All of the major studies of the language group except Greek were gaining from 1890 to 1900. The cause for this increased popularity does not appear in the data obtained.

Religious and Moral Studies.- The moral and religious nature of the academies is well illustrated by the wide range of such subjects offered. The range was not as great as the number of subjects might indicate, since some of them were listed under different names. Bible history,

Scriptural history, sacred history, and Biblical history were evidently much the same. Biblical geography and sacred geography were probably one subject.

Specific details of the offerings are given in Table XXV.

TABLE XXV

STATUS OF RELIGIOUS AND MORAL STUDIES IN NINETY-TWO INDIANA ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	Period of Years
Analogy	23	41
Bible	16	50
Biblical Antiquities.	6	9
Biblical Geography.	1	1
Biblical History.	1	1
Biblical Literature	1	1
Christian Doctrine.	2	14
Church History.	6	44
Ecclesiastical History.	1	1
Elements of Criticism	18	49
Ethics.	5	10
Evidences of Christianity	36	48
Natural Religion.	1	7
Natural Theology.	15	27
Revealed Religion	1	1
Sacred Geography.	2	6
Sacred History.	3	34
Scripture History	1	1

There was a definite attempt to reconcile science and religion. This was evidently the sole purpose of teaching analogy, which was referred to in a catalogue of Hanover Academy (138:1868,p.23) as "the analogy of

Religion, Natural and Revealed, to the constitution and the course of nature." The terms "Natural Religion" and "Natural Theology" are indicative of a similar purpose.

The columns pertaining to the year in which the subjects were usually taught and the usual length of the course are omitted from Table XXV because in only four subjects was there anything like uniformity of practice. Analogy, ethics, elements of criticism, and evidences of Christianity, were almost always taught in the last school year for a term of thirteen or fourteen weeks. Other subjects were just as likely to be given in one year as another and for terms varying from thirteen weeks to four years.

An outstanding feature brought out by the table is the proportion of subjects enduring for only a short time. Biblical antiquities, which was offered by twenty-two per cent of the schools listed from 1850 to 1859, did not appear after 1860. Ethics did not appear till 1890 and four of the other subjects were found listed for only one year.

The principal religious subjects maintained their position in the program of studies throughout the entire fifty years represented, but at no time did they constitute the major part of the academic offerings.

Pedagogical Subjects.- The attempt of the academies to train teachers is indicated in Table XXVI. The many

subjects listed do not indicate so much breadth of offering as confusion of terms. It is quite likely that the courses in intellectual philosophy, mental philosophy, intellectual science, mental science, mind, and human nature could all be classed as psychology. The entire offering could be classified under five headings: psychology, methods, administration, history of education, and philosophy of education.

TABLE XXVI

STATUS OF PEDAGOGICAL SUBJECTS IN NINETY-TWO
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	Period of Years
Art of Education	2	19
Class Instruction. . . .	1	1
Common School System . .	1	1
History of Education . .	4	21
History of Pedagogy. . .	1	1
Human Nature	1	1
Indiana School Law . . .	1	1
Intellectual Philosophy.	10	41
Intellectual Science . .	1	1
Mental Philosophy. . . .	35	37
Mental Science	6	37
Methods of Teaching. . .	5	25
Mind	4	8
Pedagogy	9	19
Philosophy of Education.	2	17
Psychology	16	35
School Discipline. . . .	1	1
School Law	2	4
School Management. . . .	3	17
Science of Teaching. . .	1	1
Theory and Practice of Teaching.	7	19
Theory of Arithmetic . .	1	1

Psychology, under various names, was a major subject in the academies as early as 1850 and continued to be the most important subject for teachers throughout the life of these private secondary schools. The term "psychology" was first noted in 1865, but it did not come into common use till about 1890.

The methods courses had not appeared before 1860, though they rapidly increased their position in the schools until in 1900 they were almost as important as psychology.

Courses in administration and history of education began in the decade following the close of the Civil War and were never offered by more than about ten per cent of the academies.

Philosophy of education had about the same status as history of education although it did not appear till early in the eighties.

Information relative to the year in which each subject was given and the length of the course is too meager to serve as the basis for a valid conclusion. Such facts as are available, however, indicate short courses of from ten to thirteen weeks taught in the first or second year. This may mean that a student could finish his preparation for teaching without completing the work required for graduation.

The table does not present the entire scope of teacher-training subjects, since the greater part of such training consisted of a review of the common branches.

Commercial Subjects.— The academy student who did not wish to go to college or enter the teaching profession, could find subjects preparing for positions in the business world. Table XXVII shows the extent of the opportunity for such training.

TABLE XXVII
STATUS OF COMMERCIAL SUBJECTS IN NINETY-TWO
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	Period of Years
Banking	4	34
Bookkeeping	50	50
Business Arithmetic	1	1
Business Practice	3	8
Business Transactions	2	35
Commercial Arithmetic	4	30
Commercial Law.	10	30
Letter Writing.	8	49
Penmanship.	44	50
Phonography	8	38
Rapid Calculation	1	1
Stenography	6	15
Typewriting	6	15

A glance at the table shows that bookkeeping and penmanship were the most important subjects of the group. The former was quite as important in 1850 as in 1900, and the latter more than maintained its position.

Stenography, at first known as phonography, was next in importance, appearing first in 1861.

The other subjects were of minor importance. Letter writing and banking extended over a long period of time, but were never found in many schools. Typewriting was first listed in 1885 for a term of thirteen weeks. Commercial law first appeared in 1870.

Domestic and Industrial Arts.- Only a slight beginning had been made in domestic arts before the beginning of the present century. Bloomington Female College offered a course in Domestic Economy in 1856. A textbook course in Domestic Science was taught in the Collegiate Institute at Lafayette in 1864 and a similar course in the Moravian Seminary for Young Ladies at Hope, in 1871. In 1890 Coates' College for Women, at Terre Haute, gave work in Home Life. Slight offerings in Embroidery, Needle Work, and Sewing, completed the work in domestic arts.

Even less was offered in the field of manual and industrial arts. In view of the fact that so many subjects were listed, it is surprising that not a single school gave a course in manual training. It is interesting to note that seven schools in this inland state gave work in Navigation. Roads and Railroads was taught in three academies. Nothing of what is usually considered industrial arts was found in these schools.

Music and Art.- Music and art appeared throughout the fifty years covered by this study and were given about equal attention, each being offered by slightly more than eight per cent of 321 institutions.

From the beginning, art included more than free-hand drawing. The typical offering in the best girls' academies is stated in a catalogue (297:1886,p.12) as follows:

... oil, pastel and crayon portraits; landscapes in oil and pastel; flowers and designs in oil, pastel, and water colors; painting on wood, plaques, velvet, satin and silk; china painting; perspective and free-hand drawing.

In 1864 the Indianapolis Female Institute included in its art course drawing, crayoning, monochromatics, water colors, pastel painting, Grecian oil painting, wax, fruit, flowers, and ornamental needlework.

Both vocal and instrumental music were offered, the latter receiving more attention. It included lessons on the piano, guitar, melodeon, harp, organ, and violin. As a rule both music and art were considered extras and were not covered by the usual tuition. The general practice was one or two lessons a week for as long a period as the student was willing to pay for.

Miscellaneous Studies.- The foregoing discussion has dealt only with the major groups of studies. The limited information relative to sixty-four others is presented in Table LXI (Appendix,p.200). Some of these are interesting

because they are so unusual. Ascension Seminary at Sullivan, Indiana, in 1873 gave a twelve-weeks course in phrenology using a textbook. About the same time the Phrenological Journal was on the reading list of the Merom Academy. Two academies offered a course in political grammar, although the catalogues did not indicate the nature of the work.

A striking feature was the extensive use of the term "philosophy." In the list of studies were philosophy, mental philosophy, moral philosophy, mathematical philosophy, intellectual philosophy, philosophy of education, philosophy of history, and history of philosophy.

Summary

It has been the purpose of this chapter to show the nature of the program of studies in the Indiana academies after 1850. An attempt has been made to show the extent of the academic offerings, not alone in terms of the number of subjects, but also by a series of tables to show the number of schools offering them and the length of time for which they were given. The result has been to diminish greatly the scope of the academic program as indicated by the number of subjects alone.

The status of the individual subjects has been presented by summary tables covering the whole period of fifty years.

The verbal comment has been limited to calling attention to the main features brought out by the tables and to pointing out certain facts not otherwise indicated. To comment even briefly on each of the subjects would be to extend this study far beyond what the purpose requires.

An analysis of the textbooks would no doubt aid in understanding the exact nature of the academic offerings, but that alone is a field for a number of major studies and has not been undertaken here. A beginning, however, has been made by summarizing in Table LXII (Appendix, p. 206) facts relative to the texts listed in 132 catalogues.

CHAPTER V

INSTRUCTION: THE FACULTY, METHODS, AND THEORIES

Teachers

Sex.- The teaching force of 156 academies was noted to determine the percentage of men and women. This information was taken in the main from catalogues and reports, however, lists given in local histories were included if they were quoted from catalogues. The results are summarized in Table XXVIII.

TABLE XXVIII

SEX OF TEACHERS EMPLOYED IN 156 INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Decade	Male	Female	Total	Percentage of Males	Percentage of Females
1850-9	172	106	278	61.9	38.1
1860-9	124	94	218	56.9	43.1
1870-9	218	116	334	65.3	34.7
1880-9	223	122	345	64.6	35.4
1890-9	221	139	360	61.4	38.6
Total	958	577	1535		

Men outnumbered women in every decade represented. Only during the Civil War period did they constitute less than sixty per cent of the staff. This was no doubt due to the fact, frequently mentioned in histories, that many of the men teachers joined the army.

For the fifty years covered, there were approximately

three men teachers for every two women. This tabulation represents only persons teaching in the academy proper. Had those of the lower grades been included, the percentage of women would have been much higher since few men taught in the lower departments.

The total number of teachers represented in the table is somewhat less than the totals indicate since some teachers were listed in more than one decade.

Preparation.- Little information could be found as to the type of preparation the teachers had received, but some idea of the extent of their training is indicated by the degrees they held. Table XXIX presents facts as revealed in ninety-three catalogues and newspaper advertisements.

TABLE XXIX

COLLEGE GRADUATES TEACHING IN SIXTY-FIVE INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Decade	Number of Teachers	Men	Women	Percentage of Men with Degrees	Percentage of Women with Degrees
1850-9	114	76	38	60.5	5.3
1860-9	141	83	58	73.5	24.1
1870-9	108	66	42	60.6	14.3
1880-9	113	72	41	68.0	36.6
1890-9	148	88	60	45.5	31.7

Teachers included in the foregoing table were selected entirely from lists where some degrees were mentioned

so that it would be reasonably safe to assume that if no degree was indicated, the teacher did not possess one.

A comparison of the percentage of men and women holding degrees shows a much greater proportion of the former. This is to be expected since women, as a rule, were the assistants who taught the elementary branches or subjects like music and art in which degrees were not common.

The figures indicate that academy teachers were fairly well prepared. This is in agreement with the usual opinion expressed by persons who attended these schools. The poorer preparation after 1890 is more apparent than real, for about that time colleges began to make it much more difficult to obtain a degree.

Lack of uniformity in granting degrees is shown by the fact that there were twenty-three different kinds held by these teachers. This phase of the situation is set forth in Table XXX.

The predominance of master's degrees might be taken to mean great attention to graduate work. That such was not the case is evident from published requirements for this distinction. Sometimes the A.M. and M.S. were not graduate degrees at all. Moores' Hill College (250:1856, p.16) for a time, upon the completion of a four-year course, gave the boy the Bachelor of Arts degree and the girl the Mistress of Arts degree. The Mistress of Science degree was given by North Western Christian University

(261:1857-8,p.19) to women who completed only the three-year "Female Collegiate Course."

TABLE XXX

DEGREES HELD BY 279 TEACHERS IN INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Degree	Number Held by Men and Women										Total
	1850-9		1860-9		1870-9		1880-9		1890-9		
	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	
A.M.	34	...	40	2	22	1	22	5	10	1	137
A.B.	7	...	8	2	8	3	9	7	13	6	63
B.S.	1	...	5	...	3	...	4	1	4	2	20
D.D.	...	...	3	...	2	...	6	...	...	...	11
LL.D.	...	...	1	...	1	...	2	...	4	...	8
M.D.	1	...	3	...	1	...	1	...	2	...	8
M.E.L.	...	1	...	6	...	...	...	...	...	...	7
M.S.	...	...	1	...	2	1	...	...	1	2	7
Ph.B.	...	...	...	...	...	...	1	...	3	3	7
Ph.D.	1	...	...	...	1	...	2	1	1	...	6
LL.B.	...	...	...	1	...	...	...	...	...	3	4
M.P.L.	...	2	...	...	...	...	...	...	...	...	2
M.C.S.	1	...	...	...	...	...	...	...	1	...	2
M.E.S.	...	...	...	...	...	1	...	...	...	...	1
M.P.	...	...	...	1	...	...	...	...	...	...	1
M.L.	...	...	...	1	...	...	...	...	...	...	1
B.M.	...	...	...	...	...	...	...	...	...	1	1
B.C.L.	...	...	...	...	...	...	1	...	...	...	1
B.L.	...	...	...	...	...	...	...	...	...	1	1
C.E.	...	...	...	...	...	...	...	...	1	...	1
L.L.	...	...	...	...	...	...	...	1	...	...	1
M.E.I.	...	...	...	1	...	...	...	...	...	...	1
B.D.	...	...	...	...	...	...	1	...	...	...	1
Total	45	3	61	14	40	6	49	15	40	19	292

Before 1890 most Indiana colleges granted the master's degree without any extra work. Moores' Hill College (250:1872,p.16) bestowed the Master of Arts degree upon all of the "Bachelor of Arts of three years' standing"

who had "sustained a good character." De Pauw University in 1874 (96:1874-5,p.41) conferred the Master of Arts degree on all graduates of three years' standing who had maintained a good moral character and who had pursued professional or scientific studies during that time. Wabash College from 1859 till 1899 conferred the Master of Arts degree upon all graduates of three years' standing who had "pursued professional or literary studies" and paid a fee of five dollars. Similar practice was found in other Indiana colleges of the time.

In view of these requirements it is likely that the master's degrees held by academy teachers were secured by paying five dollars and furnishing evidence of good moral character and employment in professional, scientific, or literary pursuits.

Tenure.-- No reports are available concerning the tenure of academy teachers. The information here presented was derived from catalogues of thirty schools. The procedure followed was to list the names of all teachers and note the number of years that they were listed in subsequent catalogues. The results are given in Table XXXI.

It is very evident that tenure was short with this group of teachers. Almost half of them remained only one year in the same school; approximately seventy per cent stayed not longer than two years; more than eighty per cent left before four years; and only five per cent

were still present after ten years.

TABLE XXXI
TENURE OF TEACHERS IN THIRTY INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Tenure in Years	Number of Teachers	Percentage of Teachers
1	78	46.2
2	40	23.7
3	18	10.6
4	8	4.7
5	3	1.8
6	7	4.1
7	5	2.9
8	1	0.6
9	1	0.6
10	2	1.2
11	2	1.2
12	1	0.6
13	1	0.6
14	0	0.0
15	0	0.0
16	0	0.0
17	1	0.6
18	0	0.0
19	0	0.0
20	0	0.0
21	1	0.6
Total	169	100.0

The causes of the frequent change of teachers are not revealed in this study. In the larger academies the principal was more secure, but in the smaller schools the principals changed about as often as the teachers.

Salaries.— Information concerning the salaries paid in the academies is too meager to serve as the basis

for a valid conclusion, but the few references to the subject indicate that teachers were not highly paid. According to a local history (243:193-5) the entire cost of teaching for the first two years in Liber College was "about \$1050." A similar source (24:50-55) states that the lady principal of Oxford Academy in 1870 received \$55 a month. Three years later she was employed to furnish the building and the teachers for all the pupils of the town for \$710 a year. The Rising Sun Seminary (148:395-6) paid a lady principal \$500 a year in 1854. In 1852 the principal of Wolcottville Seminary was to keep the building in repair and have all she could realize from the tuition which was \$3.50 for a term of eleven weeks (65:169). A graduate of Mount Holyoke Seminary took charge of the Young Ladies Seminary at La Grange (65:149) in 1855 for \$300 a year.

Methods

Catalogues furnish only scanty information about the methods of teaching employed, but sufficient to show that modern methods were being tried. A catalogue of Bloomington Academy (28:1882-3, p.9) states that the teachers taught things rather than about things. In 1884 in the same school natural philosophy and chemistry were illustrated by experiments and pupils attempted to analyze all the flowers of the neighborhood, more than one hundred in a single term. Birds and insects of the locality were

studied and classified. By the close of the nineteenth century students there were having individual laboratory work in physics.

As early as 1877 Central Normal College and Commercial Institute (49:1877-8,p.16) claimed to be following the nine principles of Pestalozzi:

1. Activity is the law of childhood: accustom the child to do--educate the hand.
2. Cultivate the faculties in their natural order: first form the mind and then finish it.
3. Begin with the senses and never tell the child what he can discover for himself.
4. Reduce each subject to its elements: one difficulty at a time is enough for a child.
5. Proceed step by step--be thorough.
6. Let every lesson have a point.
7. Develop the idea, then give the term.
8. Proceed from the known to the unknown.
9. Synthesis, then analysis: not the order of the subject, but the order of the child.

In this institution Herbartian methods were also in evidence.

By sense perception, observation, and attention the mind is stored with facts. The phenomena of passing events, the objects of external nature are examined and their properties and relation determined and collected. By reasoning from the known to the unknown, by comparison and generalization, the facts are arranged methodically, results obtained, conclusions drawn, and new truths developed.

A few years later Borden Institute (35:1889,p.10) emphasized the same Pestalozzian principles.

Promotion by subject and individual instruction were practiced in the Moravian Seminary for Young Ladies (251:1871-2,p.11) as early as 1871.

Something of the direct method in teaching foreign language was found in the Indianapolis Female Seminary (196:1878-9,p.8) where daily conversational exercises were conducted in German "especially at the table."

Some of the schools were none too modest in the claims made for the effectiveness of their methods. One catalogue (315:1897-8,p.30) describes the results as follows:

Our students are constantly supplied with all the work they can perform. They are soon stirred and inspired to the most diligent and energetic effort by our quickening and vitalized methods of teaching.

Although there were evidences of newer teaching procedures, traditional methods had not disappeared. Thirty-four former students of academies during the last quarter of the nineteenth century answered a questionnaire concerning the methods used by their teachers. The results are set forth in Table XXXII.

TABLE XXXII

METHODS OF TEACHING USED IN THIRTY-FIVE
INDIANA ACADEMIES AFTER 1875

Method	Number of Schools	Percentage of Schools
Question and Answer .	32	91.4
Textbook.	29	82.9
Discussion.	24	68.6
Lecture	20	57.1
Laboratory.	13	37.1
Demonstration	9	25.7
Socialized Procedure.	4	11.4
Project	3	8.6

The four methods most frequently mentioned are the older procedures while the remaining four belong to the group of newer practices. In the interpretation of this information, however, certain limitations should be borne in mind. Thirty-five academies are hardly enough to base conclusions upon if the information were strictly accurate and it is quite likely that people old enough to have been students in these institutions now have faulty memories. Since these thirty-five schools all belonged to the last quarter of the century, the sampling may be considered larger than if they represented the entire period of fifty years covered by this study. It can be stated that the information received points toward greater emphasis on traditional methods. The scarcity of laboratory equipment tends to confirm this opinion.

Educational Theories

Sources failed to reveal many definite theories, still there were many references to disciplinary values of certain subjects. In Bloomingdale Academy (28:1882-3, p.10) the purpose of all subjects was to give "that drill of the mind which alone can make it master of the situation--king over time, circumstances and space." Latin especially was given to serve "as a sort of grindstone to the wits." Merom Academy (234:1874,p.25) taught mathematics for "thoroughness of knowledge and exactness and readiness of discipline." Two extracts from a single

catalogue (49:1877-8,p.11-13) of another institution show that it was a theory difficult to relinquish even after being discredited. On one page is found the following statement:

We have no sympathy with the silly and sentimental idea that pupils should study certain branches for the Mental Discipline (?) to be derived from them without any bearing upon their real life work.

Two pages farther a reference to mental power declares, "Nothing can take the place of mathematics for the development of this power."

In the discussion of methods, mention has been made of the influence of Pestalozzian and Herbartian theories. Possibly a reference in a catalogue (293:1870-1,p.15) of Rockport Collegiate Institute was in accord with the second Pestalozzian principle, "form the mind and then finish it." At any rate this statement is found:

Believing that true success in any science depends upon thorough mastery of its principles, therefore, before Piano Students shall be permitted to touch the Instrument, a thorough knowledge of the principles of music will be imparted and their mastery required.

Results

Since the private academies were not subject to public supervision and control, the quality of instruction ranged from poor to exceptionally good. It is doubtful if it ever reached the degree of perfection claimed by some of the schools. One published report

(49:1877-8,p.11) implies that attendance at a certain school would give the solution to all of life's problems.

A large majority of those educated here find ... a propelling force that carries them beyond the questions of school life to an accurate solution of the problem of a happy life.

One of the later schools (184:1892-3,p.12-13) was very confident of its efficiency.

With all deference to other schools, we fully believe that we do better work in the Common School Department than in any other school of this character ... the work in all subjects is so thoroughly done that they come out with such a hungering and thirsting after knowledge, that they are sure of promotion and never fail to make themselves felt in the school room, institutes, and educational circles.

Another institution printed on the front cover of its catalogue (232:1897-8) the following statement: "We promise less and do more for our students than any other similar institution in the United States."

It was not necessary for some of the academies to make such extravagant claims. The fact that they employed teachers like Caleb Mills, John Clarke Ridpath, Barnabas C. Hobbs, and Samuel K. Hoshour, was sufficient assurance of good instruction. Most academies operating after the close of the nineteenth century were accredited by the State Department of Public Instruction as having met the requirements for high school equivalency.

CHAPTER VI
ACADEMY LIFE

This chapter deals with the nature, conduct, interests, and activities of the student body.

Students

Sex.- Tabulation was made of 33,769 enrollments in 151 catalogues and reports of eighty schools to determine the proportion of boys and girls. The results are presented in Table XXXIII.

TABLE XXXIII
RELATIVE NUMBER OF BOYS AND GIRLS ENROLLED IN EIGHTY
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Date	Boys Enrolled	Girls Enrolled	Total	Percentage of Boys	Percentage of Girls
1850-9	2,276	1,049	3,325	68.5	31.5
1860-9	2,279	1,767	4,046	56.3	43.7
1870-9	4,206	2,828	7,034	59.8	40.2
1880-9	7,090	5,147	12,237	57.1	42.9
1890-9	4,864	2,263	7,127	68.2	31.8
Entire Period	20,715	13,054	33,769	61.3	38.2

It should be understood that the figures indicate enrollments and not the number of different students, for those who completed the course would be enrolled each year preceding graduation. During the entire period boys outnumbered the girls approximately two to one. In view of the growing opportunities for the education of women it

would seem that there should have been a gradual increase in the enrollment of girls in the academies, but the percentage in the last decade was almost exactly the same as it was in the fifties. The great percentage of girls enrolled from 1860 to 1869 was no doubt partly due to the Civil War.

Age.- Records fail to give the ages of the students and those persons who filled out questionnaires usually failed to give information on this point. The few references found were to the effect that academy students were older than high school students today. The fact that ex-soldiers and experienced teachers were frequently in attendance indicates a mature student body.

Character.- Many academies required a certificate of good moral character for entrance. This together with the strict regulations and the religious atmosphere of the place should have resulted in a student body with high ideals of conduct. Occasional statements in catalogues bear out this expectation. In 1885 and for fifteen years thereafter a report (28:1885,p.10) of one of the best known Friends' academies bore this statement: "Cases of discipline or serious disorder are almost unknown."

Discipline

Theory.- The foregoing statement indicates that severe measures were not necessary in this one academy. In general the theory of total depravity was supplanted by

that of innate goodness. Thus in a catalogue (120:1872-3, p.2) of one school is found the following statement:

The youngest child has an innate sense of justice. There is a cord in every heart that vibrates in unison with any expression of sympathy and kindness... there is a divinity in every soul.

The superintendent of the same institution said (120:1869-70, p.34), "As I do unto these growing souls, so will the All-Father draw me nearer to his heart of hearts." He even recommended discarding all rules of government. A similar belief in mild measures is evidenced by the terms describing discipline in the academies. Catalogues of most schools referred to the discipline as "mild and firm" or "parental."

Rules and Regulations.- Although the general policy was that of persuasion, many schools felt that it was necessary to publish long lists of rules of conduct. Regulations were sometimes stated as requirements and sometimes as prohibitions. Table XXXIV summarizes requirements taken from catalogues.

The most frequent requirement was that of attendance at religious worship, which was common till about 1890. The general practice was to allow the student to attend the church of his or his parents' choice; but in case of no preference, he had to attend church with the principal. Attendance at daily chapel exercises was designed to inculcate ideals for the regulation of conduct. Former

academy students, when interviewed concerning these chapel programs, have stated that as a rule conduct was in harmony with the spirit of the occasion; but that sometimes the practical joker was in evidence.

TABLE XXXIV

RULES FOR GOVERNING THE CONDUCT OF STUDENTS IN NINETY-TWO INDIANA ACADEMIES BETWEEN 1850 AND 1900

Rule	Number of Schools	Percentage of Schools
Church attendance on Sunday	25	27.2
Chapel attendance	10	10.9
Daily report by student of conduct in and out of school.	7	7.6
Regular hours of study.	7	7.6
Written excuse for absence or tardiness	5	5.4
Approved list of correspondents furnished by parents.	3	3.3
Retirement at stated hours.	3	3.3
Inspection of letters by the principal.	2	2.2
Spending money deposited with school treasurer.	2	2.2
Pay for damage to property.	2	2.2
Exercise in open air one hour daily . .	2	2.2
Boys to use hats instead of caps. . . .	1	1.1
Raise open hand to leave the room and closed hand to leave the desk	1	1.1
Attend public examinations and other school exercises.	1	1.1
Sign pledge to obey rules	1	1.1

Interviews have also revealed the fact that students were not always honest in making public reports of their daily conduct.

Certain regulations like specified study hours, time for retiring, and inspection of letters, applied only to boarders.

Regulations usually took the form of prohibitions.
The most common ones are listed in Table XXXV.

TABLE XXXV
PROHIBITIONS FOUND IN NINETY-TWO INDIANA ACADEMIES
BETWEEN 1850 AND 1900

Prohibitions	Number of Schools	Percentage of Schools
Using tobacco about premises	16	17.4
Associating with opposite sex. . . .	12	13.0
Playing cards.	12	13.0
Using intoxicating liquors	11	11.9
Dancing.	9	9.8
Defacing property.	9	9.8
Visiting on the Sabbath.	7	7.6
Keeping late hours	7	7.6
Visiting saloons	7	7.6
Leaving premises without permission.	7	7.6
Gambling	7	7.6
Attending parties without permission	6	6.5
Leaving town without permission. . .	6	6.5
Carrying fire arms	5	5.4
Carrying concealed weapons	4	4.3
Amusements and visits of pleasure. .	4	4.3
Unnecessary noise in building. . . .	4	4.3
Having gun powder on premises. . . .	3	3.3
Communication except by permission .	3	3.3
Visiting circuses or theater	3	3.3
Leaving or returning on the Sabbath.	3	3.3
Attending musical plays.	3	3.3
Spitting on the floor.	3	3.3
Communication between sexes to or from school	3	3.3
Disrespect toward faculty.	3	3.3
Indolence.	2	2.2
Slovenliness	2	2.2
Vulgarity.	2	2.2
Visiting railway depot	2	2.2
Visiting stores.	1	1.1
Throwing snowballs	1	1.1
Playing checkers or chess.	1	1.1
Playing musical instruments.	1	1.1
Chewing gum.	1	1.1
Tight lacing	1	1.1

There seems to be some inconsistency between so many rules and regulations and belief in the theory of innate goodness of the students. It must be remembered, however, that no academy had all of these rules and the greater percentage of them published no rules at all. It is interesting to note that more than half of these forbidden activities could be engaged in by the student of the modern high school without breaking the moral code. The only rules remaining in the catalogues after 1890 were those relating to use of tobacco or intoxicating liquors, dancing, playing cards, and defacing property.

Penalties and Rewards.- In addition to rules and regulations, penalties and rewards were used as disciplinary devices in a few schools. Battle Ground Collegiate Institute (17:1875-6,p.22) employed merits and demerits. A similar plan was used in Smithson College (312:1872-3, p.21) where each demerit reduced the department grade five per cent; five demerits required an explanation; twelve called for public reproof; and twenty resulted in expulsion. The Indianapolis City Academy (52:1867,p.12) kept an honor roll. Other schools gave prizes for perfect conduct and published the standing of all students.

Punishment.- Severe punishment was seldom resorted to. Table XXXVI shows the common methods employed. Expulsion was the final resort used by most academies, not so much

to punish the offender as to protect the other pupils. The catalogue (293:1866-7,p.18) of Rockport Collegiate Institute expresses this theory when it states, with reference to profanity, card playing, and drinking, "We hold that no teacher has the right to retain such contaminating influences among the pure and innocent minds of youth."

TABLE XXXVI
PUNISHMENTS EMPLOYED IN FORTY-THREE INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Punishment	Number of Schools	Percentage of Schools
Expulsion	43	100.0
Reprimand	9	20.9
Suspension.	5	11.6
Note to parent. . . .	4	9.3
Corporal punishment .	3	6.9
Payment of damages. .	2	4.7

Corporal punishment had very little place in these schools, partly because of the maturity of the students and partly because of the belief that it was wrong in principle. Some of the best teachers, however, used the rod occasionally. According to an official report (282:1905-6,p.61) Samuel K. Hoshour believed in the philosophy, "He that spareth the rod hateth his son," and although he used it seldom, he employed it so effectively that he won the reputation of being a strict disciplinarian. One of his students was inspired to write a little rhyme a part

of which went as follows: "O Lord, preserve us every hour from the birch of S. K. Hoshour."

Extracurricular Activities

In spite of the emphasis on study and the many limitations on student privileges, there was still time for some extracurricular activities.

Organizations.- Although information concerning student organizations is not extensive, yet a mere catalogue of their names and frequencies may have some significance. The situation is presented in Table XXXVII.

TABLE XXXVII

ORGANIZATIONS IN FIFTY INDIANA ACADEMIES BETWEEN 1850 AND 1900

Name	Frequency
Sigournean Society . . .	5
Ciceronian Society . . .	3
Philogean Society. . . .	3
Union Literary Society .	3
Atheneum Society	2
Young Men's Christian Association.	2
Adelphian Society. . . .	1
Adelphoi Society	1
Addisonian Society . . .	1
Alpha Phi.	1
Astronomy Club	1
Athenian Society	1
Baconian Society	1
Calliopean Society . . .	1
Children of Mary	1
Chapin Literary Society.	1
Crescent Society	1
Delaware Lyceum.	1
Dilettanti Society . . .	1

TABLE XXXVII (Continued)

Name	Frequency
Eldorado Society	1
Eleutheron Society	1
Epsilon Rho	1
Excelsorian Society	1
Floudian Society	1
Franklin Society	1
Germaniae Society	1
Glee Club	1
Glisco Society	1
Hesperian Band	1
Holy Angels	1
Ionian Society	1
Irving Society	1
Jeffersonian Society	1
Julia Dumont Society	1
Liconia Society	1
Lucernian Society	1
Lyceum	1
Mathesian Society	1
Neotrophian Society	1
Oriental Society	1
Periclean Society	1
Philo-Franklin Society	1
Philolathian Society	1
Philological Society	1
Philomathean Society	1
Philoneikean Society	1
Philosonian Society	1
Photozetean Society	1
Pierian Society	1
Platonean Society	1
Prayer Meeting	1
Pynthanomian Society	1
Pythonian Society	1
Reading Circle	1
Reynolds Society	1
Seminary Society	1
Shakespeare Club	1
Spicewood Literary Society	1
Thalonian Society	1
Young Women's Christian Association	1
Zetalathean Society	1

It is evident that these organizations were local in scope, for only one was found in as many as five schools. Usually an academy had two societies, one for boys and one for girls; although some were open to both sexes. Merom Academy in 1874 and Bedford Academy in 1882 each had four societies, the most found in any one school.

Most of these organizations are classed as "literary societies" whose purposes, according to statements in catalogues, were mainly educational. They claimed to give ability to speak in public and experience in parliamentary procedure. Examination of programs and personal interviews with former students indicate that the literary exercises and exhibitions given by these societies were an important social function with a considerable element of entertainment.

Sources do not indicate that any of them were secret societies although the names of two of them, Alpha Phi and Epsilon Rho, are suggestive of modern fraternities. The democratic spirit of the academies in general was not favorable toward such organizations. Near the close of the last century a catalogue (329:1896-7,p.19) of one institution was severe in condemnation.

The management is opposed to secret societies. No greater bane to healthful student life exists. We would not attempt to run a school with any such thing in it. If at any time a student or number of students should attempt to organize one, we should have to expel them from the institution.

A few organizations were strictly religious in character. In this group belong the Children of Mary, Holy Angels, the Young Men's Christian Association, the Young Women's Christian Association, and possibly the Hesperian Band. The first two were Catholic societies. The Young Men's Christian Association was mentioned in catalogues of only two academies, first in Merom Academy (234:1874,p.29) and in the Southern Indiana Normal College and Commercial Institute (315:1897-8,p.34) where it was organized along with the Young Women's Christian Association in 1894.

In the Astronomy Club and the Shakespeare Club is seen the beginning of modern departmental clubs. Both appeared in the Bedford Academy in 1882.

The single Glee Club mentioned began quite early in Jay County, according to a local history (204:118).

In 1855 the Liber Glee Club was formed... In the summer of 1856 it gave concerts at different places, which were the first ever given in the county.

Exhibitions.- People came for miles to see the exhibitions which sometimes were given as a part of the commencement exercises. The programs, usually very long, consisted of music, orations by the boys, declamations by the girls, debates, and an occasional play. Typical programs are given in the appendix (p.223). Further illustration of the types of materials used may be seen

in a list of topics for the exhibition of Oxford Academy in 1870 as given in a local history (24:53-5) of that community. The following orations were given:

What Shall be Our Harvest?
Curiosity
Wealth and Education Contrasted
Patriotism

On the same occasion the following essays were read by the girls:

Memory's Hall
Morning of Life
Evening of Life
Conversation
Looking Onward
Oxford Now and Ten Years Hence
Life's Roses
Music
Disappointments
True Friendship
How Soon We Forget

The declamations for the same program included the following subjects:

Taming a Shrew
Why Should the Spirit of Mortal Be Proud?
Harp of a Thousand Strings
Freedom of the Press
What is Your Standing at Home?
Sut Lovegood's Candy Pull
Fuss and Fires

Altogether this program consisted of thirty-seven numbers including a "Woman's Rights Convention" given by sixteen students.

The scholastic level of these endeavors may be illustrated by extracts from actual speeches made at the exhibition of Brookston Academy and published in the school

paper (39:1872, March, p.2) of that institution. The following is an extract from an essay by Annie Ripley:

It may be that they will advance far nearer perfection in the arts and sciences, than any degree which we have yet attained, and may build beautiful structures upon the foundations that we have laid through hours of deep unwearied study and persevering search; but in their hours of happiness, when in the enjoyment of all the blessings that mortals ever know, will they ever think of us? Where and by whom shall monuments be raised to remind them that earth was once our dwelling place? Shall it be that over the mouldering remains which lie in the church-yard, reared by the dear ones who gathered around us in the parting hour? No! that marble structure alone will not suffice, but a living monument is required to perpetuate our memory, one raised by our own hands, a memorial of good works for the benefit of humanity, upon which coming generations will look and feel that we are worthy of the age in which we lived. It is by good works alone that we may establish a deathless name, which will be remembered and cherished in the hearts of the good and the great, long after we are laid in the cold and silent grave. Though we may never attain the eminence and world-wide fame acquired by some of our ancestors, yet let us strive to be worthy of a record on memory's page with those who have to the best of their ability faithfully performed the work given unto their hands. If we but do this and leave the result with that power which guards us from the dawn to the setting of existence, we will reap the rewards of true greatness, and rear a monument not subject to decay in the remembrance of millions yet to come.

On the same program the question of whether one race should rule another was debated. Extracts from each side of the question follow:

We have proof that every person of the same color and the same language collected into nations and went to themselves, and had their own forms of government, made their own laws and were governed by no other race of people. If it were not so, why is it that all in Africa were black, all in China, brown, all in America, red, and all in Europe, white? For it was impracticable

for one nation to govern another of different color and language. So it is in the present day. We also have proof of nature, that there should be a separation in government. The earth is divided into five great divisions, on each division was placed a different colored nation, and between each division was placed a mighty rolling Ocean; so that the people of one color could not govern or make laws for another, these separations were made by the all-wise Being and made for the benefit and happiness of mankind.

The other side of the question was supported in the following manner:

To have people separate in government is contrary to the general law of brotherhood. What hurt would an American do in a Chinese court helping to govern? This question would prevent him from meddling with dark India, where the people are in a degraded state. All who listened to the lecture of that lady lately from India, knows the sad condition its inhabitants are in. Would you not gladly send men there to help govern them? It would be an honor to any nation to send men there and be the cause of its becoming a rising country. It is only by mingling sentiments in matters of government that the world is maturing and leaving behind the scenes of antiquity. As long as nations have kept to themselves, they have remained in an unchanging state and have become no better. China 4000 years ago was the same she is today; but lately she has permitted Americans to land on her shores, and she has begun to make some advancement. The East, today are hiring statesmen of this country to help them, and one is to depart on this same mission to Japan, from our nearest city next June. If such a small amount of mingling is productive of so much good, why not have open the door of every nation to brown, black, white, or red?

The height of amateur oratory was reached in the extract given below.

The emblem of freedom is the American eagle, the king of birds, free from all fear. See him as he leaves his perch, he flaps his broad wings and moves heavenward. Slowly he lifts himself above the horizon till the inspiration of a freer air quickens him.

Now there is a new light in his eye and new strength in his pinions. See how he mounts. Now he is midway in the heavens. Higher he rises--still higher till he soars above the clouds and beyond mortal sight.

But what is our country? The beautiful lakes are navigable by the great ships of commerce, gliding over the billows bidding defiance to the storm.

The beautiful valleys are inhabited by a free people, scattered over a broad land, yet linked together by the iron tracks and electric wires, so that one man can stand on the Atlantic shore and speak in whispers to his friend on the peaceful shores of the west, and the Iron horse shrieks in defiance as it rushes by the canal, dashing over the great rivers, climbing the mountains and on to the west.

Debates.— Some of the organizations were little more than debating societies in which both serious and silly questions were debated. A list of questions assembled from local histories, newspaper advertisements, questionnaires, and personal interviews is here given. The questions are copied in the form in which they were stated.

Which has more right to complain, the negro or the Indian?

Resolved that capital punishment should be abolished.

Which could we do best without, horses or cows?

What will be the effect on the coming generation of the Emancipation Proclamation?

Should the slave owners have pay for the slaves?

Did Bacon write Shakespeare's works?

Which is more important, precept or example?

Who was the greater, Lincoln or Washington?

Should a gentleman dictate in regard to a lady's dress?

Does gay society injure taste for study?

Resolved that fire is more destructive than water.

Resolved that the United States should acquire Canada.

Is it a blessing to be compelled to labor?

Should difference in color separate people in government?

Does school change the character of the child more than home influence?

Which is the greater evil, war or intemperance?

Which is more valuable, pursuit or possession?

Resolved that the deportation of criminals would have a greater effect than sending them to prison.

Should we resist a government that we believe to be morally wrong?

Is a Christian justified in taking up arms in defense of his country?

Would a world congress be a benefit to mankind?

Has a preacher the right to discuss politics?

Resolved that a lady has the right to give a gentleman the mitten in company.

Resolved that the American people should erect a monument to Benedict Arnold and be compelled to respect his name.

Commencement.-- The commencement was an important event in academy life. It often began with public examinations and closed with a program furnished by students, much like the exhibition program. In fact, the exhibition was sometimes a part of the commencement activities.

Lecture Courses.-- Some of the best academies maintained lecture courses for both students and teachers. The high quality of the lectures may be inferred from the speakers sometimes employed. Bloomingdale Academy (28:1888,p.16) had in a single year the following talent:

Pres. W. W. Parson, Indiana State Normal School -

Julius Caesar

Esther G. Frame - Our Foremothers

Benjamin Trueblood - Work and Worth

Pres. J.J.Mills, Earlham College - Faith and Philosophy

Dr. A. A. Willits, D.D. - Sunshine

Rev. M. M. Parkhurst, D.D. - Japan

Pres. Mendenhall, Rose Polytechnic Institute - Earthquakes

Rev. B. F. Ivy - Literature of the Bible

Corporal Tanner - American Citizenship

Pres. David Starr Jordan, Indiana University - Evolution

Student Publications.-- References to student publications in the academies are scarce. The first school paper included in this study was the Liber Lamp published at Liber College in Jay County in 1856. All of the contents with the exception of a few advertisements were of a religious and moral nature. Under a column entitled "The Casket" is found the following: "Men are so sharp now-a-days that they can compass by their shrewd heads what their fathers used to do with their heads and hands."

The few other student publications show a variety of types. The Brookston Student of 1872 and the Borden Quarterly of 1889 were similar to the usual school papers of today. The Hybla Bee, put out by the Academy of the Immaculate Conception at Oldenburg in 1899, seemed to be a real adventure in journalism with essays, poems, editorials, reports, amusing incidents, and school news. The Ivy Leaf of St. John's Academy, Indianapolis, in 1888, was seemingly not published but composed by students and read twice monthly.

Athletics and Games.-- The activities so far discussed have been rather serious in character. The academies did not place much emphasis on mere recreational activities. Athletics had not received much attention before the close of the nineteenth century in the secondary schools of Indiana. The first reference to organized athletics in the catalogue (28:1898-9,p.13)

of Bloomingdale Academy was in 1898. It states that an active interest in sports was maintained, an interest which was "decidedly helpful to the students, intellectually, morally as well as physically."

The findings summarized in the next two tables were secured by means of questionnaires. Evidently there was wide variety without much emphasis on any one game.

TABLE XXXVIII

GAMES PLAYED BY BOYS IN TWENTY-NINE INDIANA ACADEMIES BETWEEN 1850 AND 1900

Game	Number of Schools	Percentage of Schools
Town Ball . . .	9	31.0
Base Ball . . .	7	24.1
Foot Ball . . .	6	20.7
Bull Pen. . . .	5	17.2
Black Man . . .	4	13.8
Shinny.	3	10.3
Mumble Peg. . .	2	6.9
Hat Ball. . . .	2	6.9
Anthony Over. .	1	3.4
Cat Ball. . . .	1	3.4
Crack Whip. . .	1	3.4
Hand Up	1	3.4
Hop Scotch. . .	1	3.4
Ice Shinny. . .	1	3.4
Leap Frog . . .	1	3.4
Marbles	1	3.4
Old Sow	1	3.4
Pull Away . . .	1	3.4
Roly Boly . . .	1	3.4
Scrub	1	3.4
Soak About. . .	1	3.4
Stump Ball. . .	1	3.4
Tag	1	3.4
Tennis.	1	3.4

TABLE XXXIX
GAMES PLAYED BY GIRLS IN TWENTY-NINE INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Game	Number of Schools	Percentage of Schools
Drop Handkerchief .	4	13.8
Black Man	3	10.3
Ring Around Rosie .	2	6.9
Tennis.	2	6.9
Anthony Over.	1	3.4
Base.	1	3.4
Blackboard Games. .	1	3.4
Bowling	1	3.4
Jack Straws	1	3.4
Mumble Peg.	1	3.4
Skip Rope	1	3.4
Tag	1	3.4
Town Ball	1	3.4

It may be seen that most of the games were the same as those played in the elementary school. Town ball was first mentioned in 1852; base ball, in 1860; and foot ball in 1870. The last was referred to as "old style foot ball" in which the ball was merely kicked about. Basket ball was not mentioned till after 1900.

Pranks.- Records and reports of the academies give but little information about student life. The reader of these sources is likely to get the impression that academy students were much more serious than the young men and women of today; but personal letters and interviews reveal the fact that some of the energy that might have

been better utilized in organized play expressed itself in the form of practical jokes. Among the most common pranks were the following: placing a cat in the teacher's desk; tying a cow, horse, or sheep in the classroom; placing a calf in the belfry; ringing the school bell at night; carrying off gates and side-walks; turning the bell over; turning the bell upside down and filling it with water; turning the pump upside down in the well; tying a grazing animal to the end of the bell rope so that as the animal moved the bell would ring; placing a rooster in the organ; placing a wagon on top of the house; tick-tacking the teachers; and taking new students snipe hunting.

Most of these pranks were carried on at night, but some of them were executed during school hours. One young woman threw match heads over the floor so that when the pupils returned from chapel exercises they could enjoy miniature fire works. Occasionally an alarm clock would break into the seriousness of a recitation. In one school of collegiate pretensions, the boys all jumped out of the window and left the teacher alone when a band passed by. In another institution the boys engaged in a battle of snow balls and when one side took refuge in the school building the others continued the attack from the outside without regard for window panes.

When all of the evidence is considered, it leads to

the conclusion that student life in the old academy days was not all humdrum and serious.

Expenses

Education during the academy period was much less expensive than now, the entire annual cost in some cases being less than tuition alone in private schools today.

Board and Room Rent.— The cost of furnished room with board is set forth in Table XL.

TABLE XL
COST OF ROOM AND BOARD IN FIFTY-ONE INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Cost per Week	Frequency ¹	Percentage of Frequency
\$1.50	7	11.3
1.75	5	8.1
2.00	13	20.9
2.50	13	20.9
2.75	2	3.2
3.00	4	6.5
3.25	2	3.2
3.50	3	4.8
4.00	11	17.7
4.50	1	1.6
5.00	1	1.6

More than one-half of the schools charged not more than \$2.50 per week for furnished room with meals, and in

1. The same school is sometimes represented more than once in a table. This results in a greater frequency than the actual number of schools.

some cases laundry was included. On the whole there was a slight tendency for charges to increase throughout the entire fifty-year period included. The range in price per week before 1870 was from \$1.50 to \$4.00 with \$2.00 as the most frequent charge, whereas the range after 1870 was from \$1.50 to \$5.00 with \$3.00 as the most frequent price.

In some cases the actual cost was greatly reduced by allowing the student to work. This was especially true of the manual labor institutes. The Union Literary Institute in 1850 advertised (287:1850, April 7, p.4) board at \$1.00 a week, twenty-five cents cash and the remainder in work. An early catalogue (28:1860-1, p.10) of the Western Manual Labor School, later known as Bloomingdale Academy, bears the following statement:

Many young men and women have greatly curtailed their expenses by labor. The supply of work, at a fair price, is generally quite equal to the demand for it. An axman can generally find work at all seasons at a fair price, and hoes are in much demand in summer.

About the same time Brookville College advertised (40:1858-9, p.16) that by boarding themselves, students were able to reduce the cost to \$1.00 per week. In a few cases students rented vacant rooms and by bringing a week's supply of products from the farm reduced expenses still further.

The reasonableness of the price can be better understood when the quality and quantity of food are known.

One institution published in its catalogue (184:1892-3, p.10-11) the exact menu for one week, secured, "the manager not knowing that notes were being taken." The entire menu is here reproduced.

Breakfast

Monday;-rice omelettes, oat meal, plum butter.
 Tuesday;-fried eggs, oat meal, cucumber pickles.
 Wednesday;-hominy, sausage, grape jelly.
 Thursday;-boiled rice, stewed tomatoes.
 Friday;-oat meal, batter cakes.
 Saturday;-browned bread, fried eggs, crab-apple butter.
 Sunday;-oat meal, apple sauce, rice omelettes.

Dinner

Monday;-boiled beef, boiled cabbage, apple pie.
 Tuesday;-boiled beef, soup and crackers, vinegar pie.
 Wednesday;-pork steak, baked beans, grape pie.
 Thursday;-sausage, green beans, apple pie.
 Friday;-stewed chicken with gravy and dumplings,
 corn bread, custard pie.
 Saturday;-beef steak, sweet potatoes, peach pie.
 Sunday;-fried fish, turnips, corn starch pudding,
 apple pie.

Supper

Monday;-cold sliced beef, boiled rice, ripe grapes.
 Tuesday;-dried beef, hominy, baked apples.
 Wednesday;-stewed tomatoes, cold baked beans, hash.
 Thursday;-cold slaw, canned corn, watermelon.
 Friday;-boiled rice, sweet potatoes, sausage, tapioca
 custard.
 Saturday;-rice omelettes, sliced beef, bread pudding.
 Sunday; boiled rice, fried apples, watermelon.

The aim was "to give our students all they can eat, well cooked, and of sufficient variety." Consequently there were supplied certain other foods to supplement the foregoing menu.

Bread, butter, and potatoes are furnished in unlimited quantities every meal...the best quality of molasses every meal; coffee for breakfast with milk and sugar; tea for supper with milk and sugar.

Club board could usually be secured for not more than

\$1.50 a week. Board and room were seldom listed separately. Table XLI shows the charges made by the few schools that gave the price of room alone. The cost is about what should be expected in view of the charge for board and room together.

TABLE XLI
ROOM RENT CHARGED IN FOURTEEN INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Price per Week	Frequency
\$1.00	1
0.75	3
0.50	3
0.46	1
0.42	1
0.40	3
0.39	1
0.35	1
0.31	1
0.30	1
0.25	1
0.21	1
0.20	1
0.16	1
0.13	1

The lowest priced rooms were unfurnished or supplied with bed, chairs, stove, and table only. One institution advertised (49:1877-8,p.28) nicely furnished, carpeted rooms at forty or fifty cents per week.

Frequently board, room and tuition were all included in one fee. Table XLII presents the cost of all three of these items. Usually the rates were given per term, but

in order to make them comparable, they have been reduced to weekly rates. This explains the presence in the table of a few unusual prices. These few cases prove nothing, but only tend to indicate that costs were lower than today.

TABLE XLII
COST OF TUITION, ROOM, AND BOARD IN TWENTY-THREE
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Rate per Week	Frequency
\$7.50	1
5.63	1
5.00	3
4.50	3
4.05	1
3.86	1
3.75	5
3.48	1
2.75	1
2.61	1
2.00	1
1.51	1
1.26	1
1.25	1
1.00	1

Laundry.-- Charge for laundry was frequently included with room and board. When given separately it was always priced at so much "per dozen," the usual rate being fifty cents, but ranging from thirty to seventy-five cents per dozen pieces.

Books.-- Textbooks constituted an almost negligible item of expense in some institutions. Central Normal College and Commercial Institute (49:1877-8,p.28) maintained

a complete textbook library from which students could rent books at the rate of ten cents for eleven weeks.

Total Cost.- The total cost including tuition, which is disposed of in Table XLIII, was sometimes almost unbelievably low. The Wabash Manual Labor Institute in 1850 estimated (342:1850-1,p.23) the annual cost per student as follows:

Bills	\$30.00
Board	50.00
Wood and Light	3.00
Textbooks	2.00
Total	<u>\$85.00</u>

Fifteen years later the same items in this school were listed at \$127.00 for a year of forty weeks. About the same time Borden Institute (320:43) estimated the total cost for a year of forty weeks at \$120.00.

Summary

Life in the academies was not all study and worship, although records indicate that the student body, in the main, was serious and well behaved. This is what might be expected of a group of young men and women selected on the basis of moral character.

The fact that the students were young men and women instead of mere boys and girls, led to social interests and activities not unlike those found in the colleges of the time. The many literary societies, a few with names suggestive of the modern fraternity, constituted most of

the organized social program. The literary exercises and exhibitions of these organizations made the academies social centers to which people gathered from the surrounding country to witness the display of literary ability, forensic skill, and amateur oratory.

The many restrictions on student conduct only indicate that these young people were full of life characteristic of their age; yet, according to the records, were so well behaved that severe disciplinary measures were seldom necessary.

Certain phases of academy life have not been adequately recorded in print. Information concerning the practical jokes and pranks resides mainly in the memory of former students. With due allowance for inaccuracies of memory, evidence is sufficient to indicate that much of the effort now given to organized sports was, in academy days, used to annoy fellow-students and teachers. These activities, however, are not to be considered proof of viciousness. The same students who tick-tacked the teachers were also active in religious work.

The games participated in were, in many instances, more on the elementary level than are the games found in the modern high school. Town ball and "old style" football were sufficient for exercise, while bull pen and shinny were rough enough to develop will power and endurance.

The expense of student activities was at a minimum. The entire cost of education in the old academies was much less than that of the private secondary schools today, and less than the cost of maintaining good standing in a single college fraternity now.

On the whole, evidence indicates that there was a wholesome moral and social life in the schools that have constituted the basis for this study.

CHAPTER VII

ADMINISTRATION: FINANCIAL SUPPORT AND GENERAL MANAGEMENT

Means of Support

The most difficult problem faced by the academies was that of financial support. The main sources of revenue were tuition and fees, but these were supplemented by income from endowments, gifts, scholarships, public funds, advertising, and sometimes by lotteries.

Tuition.- Sometimes tuition was payable annually, sometimes semi-annually, in a few cases weekly, but usually by the term. Rates as published in catalogues of 113 institutions have been reduced to cost per week and summarized in Table XLIII.

TABLE XLIII

TUITION IN 113 INDIANA ACADEMIES BETWEEN 1850 AND 1900

Rate per Week	Frequency	Percentage of Frequency
\$0.00-\$0.25	14	10.0
0.26- 0.50	45	32.1
0.51- 0.75	49	35.0
0.76- 1.00	21	15.0
1.01- 1.25	7	5.0
1.26- 1.50	3	2.1
1.51- 1.75	1	0.7

Here it is shown that more than ninety per cent of the schools had rates of one dollar a week or less; and

more than two-fifths of them, fifty cents or less. Since most academies had a school year of forty weeks, the cost per year for tuition ranged from nothing to \$70.00

An analysis of rates by decades fails to show any general trend higher or lower. The percentage of frequency for the different rates remains approximately the same for the half century. Some institutions gradually increased their rates, while others gradually lowered them to compete with the free public high school.

It is interesting to note that some of the church schools hoped to offer secondary education on the same terms as the high school, that is, without charge. Thus Hanover (138:1868-9,p.15) discontinued all tuition in 1869 making "tuition free to all without denominational distinctions." This applied to both the academic and collegiate divisions and enabled "the Church College to offer as free education as the State College." A few years later De Pauw University (98:1875-6,p.89) likewise abolished all tuition charges, and continued in this way till 1892 when an "incidental fee" of \$15.00 per semester was required.

It was a practice in some church schools to make reduced rates to ministerial students or children of ministers. This was announced in a catalogue (108:1870, p.89) of the Female Academy of Indiana, at Greencastle,

although the exact rates were not stated. Franklin College in 1870 offered (180:1874-5,p.45) free tuition in both the academy and college to persons studying for the ministry and continued to do so till the close of the nineteenth century.

Reduced rates were sometimes made to students other than those related to the ministry. In 1890 Bloomingdale Academy (28:1890-1,p.13) gave free tuition to anyone who induced three new students to attend. The same institution eight years later gave a year's free tuition "to the county graduates making the highest grade in their respective townships." After the Civil War "honorably discharged soldiers" who had lost an arm or a leg in service, were allowed to attend Stockwell Collegiate Institute (322:1865-6,p.19) free of charge.

Reduced terms sometimes took the form of payment in scrip as in North Western Christian University where until 1878 there was no charge in the preparatory department. A few years later the catalogue (261:1883-4,p.22) stated that there would be a charge of \$6.00 per term payable in college scrip at a cost of seventy-five cents. In 1890 this six dollars worth of scrip could be purchased for fifty cents.

Fees.- In some academies tuition charges covered all subjects, while in others extra fees were charged for

certain subjects, usually for instrumental music, art, and foreign language. Practically all schools had fees of some kind. Table XLIV shows the practice in this matter as given in advertisements and catalogues of seventy-three schools.

TABLE XLIV
FEES CHARGED IN SEVENTY-THREE INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Kind	Number of Schools	Range in Cost per Week	Most Frequent Charge
Drawing	35	\$0.17-\$1.25	\$0.50
Instrumental Music.	28	0.04- 2.00	1.00
Use of Instrument .	28	0.06- 0.35	0.20
French.	28	0.15- 0.62	0.50
German.	25	0.25- 0.62	0.50
Incidental.	24	0.03- 0.50	0.50
Janitor	6	0.05- 0.35	.....
Chemical Laboratory	6	0.08- 0.75	0.25
Commercial Work . .	5	0.25- 0.67	0.50
Library	4	0.02- 0.08	.....
Fuel.	1	.....	0.02

Here, as in the table on tuition, rates are given per week for purposes of comparison. In addition to the fees appearing in the table five schools had graduation fees ranging from fifty cents to ten dollars. It is evident that charges were so low as to cover little more than the actual cost of service.

Endowments.- References to endowments are so infrequent as to indicate that this was not an important

means of support. A county history (333:185) gives the endowment of Ridgeville College as slightly less than \$10,000 in 1872 and \$30,000 nine years later. About the same time the La Grange Collegiate Institute had an endowment of \$10,000 and Smithson College, \$12,500 (307:222). Spiceland Academy (317:1872-3,p.15) from 1872 to 1899 increased its endowment from \$3,000 to \$10,000. The colleges had more adequate resources, but there was no indication as to how much of it should be credited to the preparatory departments.

Sometimes these permanent funds were derived from sale of stock and sometimes from outright gifts. Liber College (204:114) in 1852 sold shares at \$20.00 each with the understanding that a purchaser of five shares would be given a perpetual scholarship. Five years later the Rockport Collegiate Institute (183:1915,March,p.19) organized with a capital stock fixed at \$20,000 in shares of \$20.00 each. Mitchell Seminary (155:227) in 1860 sold stock at \$25.00 a share.

The financial records of most academies are not available so that the exact amount of revenue derived from these permanent funds is unknown. A report (64:479) of Central Academy in 1904 gives the annual income from this source as \$250.00.

In addition to gifts and donations for increasing the endowments, there were offerings for various other purposes such as erection of buildings, payment of debts, buying equipment, and helping to pay tuition. It is reported (309:605) that at one time the Union Literary Institute at Spartanburg employed solicitors to travel about collecting funds for which service they were given ten per cent of all they collected. All kinds of donations were received including "one day's work, one horse collar, one steel trap, five pounds of coffee, six pounds sugar, fifty pounds flour, four bushels of wheat." In 1854 the White Water Presbyterian Academy (360:1854-5,p.15) at Dunlapville applied the donations to endowment. Each donor became a stockholder for ten years and was allowed one vote for each ten dollars donated. When Rome Academy (183:1914,March,p.346) opened in 1860, \$2,000 had been subscribed, the interest on which was to be used for equipment and repairs.

Scholarships.-- Some institutions sold scholarships the returns from which might be used to build up endowment or to reduce the cost of tuition rates. The 1854 catalogue (360:1854-5,p.15-16) of White Water Presbyterian Academy lists five kinds of scholarships ranging in price from \$25.00 to \$100.00 and good for tuition for from

three to fifteen years. Hartsville College advertised in a local paper (92:1883, August 10, p.2) as follows: "Scholarships for 1883-84 covering all charges for admission to the regular classes for the entire year only \$15.00."

Public Funds.- During the transition period from the private academy to the public high school, some communities gave public support to the academies. Thus in 1888 Fairmount Academy (64:480) contracted to take one hundred pupils from the town for which the corporation paid \$720.00 for tuition and \$145.00 for rent and fuel. At Spiceland, according to a local history (152:353), the academy received public funds and the town school was a department of the institution. At Sullivan the support did not come in the form of public funds, but the school authorities allowed the academy to occupy the upper story of the public school building. A similar arrangement was made with the local authorities at Orleans (155:558), at State Line (56:266), and at Bluffton (30:1864, August 25, p.2).

Advertising.- In some academies advertising was resorted to for funds. One catalogue (359:1866, p.18-34) of Centerville Collegiate Institute, sometimes called White Water College, is almost half given to advertisements including one for "Avery's Little Giant Liver Pills"

and "Avery's Gin Bitters prepared by charging pure Gin with the nourishing and alterative principles of Roots, Barks, and Buds."

This section of the catalogue is prefaced by two and one-half pages explaining its purpose and calling special attention to certain advertisements. The purpose was "to assist in defraying expense" and to enable the readers to "know who are the enterprising men of the country." Evidently the local photographer was the most enterprising man of the community for he received the following publicity:

We called at the Gallery of the excellent artists, Maxwell and Estell, and were greatly pleased with the extent and variety of their work, and more particularly with the very fine manner in which they finish their pictures. They have a great collection of Stereoscopic Views, fine Oil Paintings, both Landscape and Portraits, among the latter, the one Abraham Lincoln is the best we have ever seen. Among the curiosities is a Photograph of the Moon, 20 x 24 inches, that every one should see.

We advise all our friends to go to Maxwell and Estell's to get their photographs, or other kind of Picture taken, for they do superior work in every respect. No one should neglect to get such work done while they are in health. So go now.

Special attention was also called to the advertisement of the Indiana State Gazette by adding the following information:

In politics it will continue to be strongly Republican, upholding the party which has carried the Republic through the last terrible war. It is published at one dollar and fifty cents a year - the cheapest weekly in the state.

The catalogue (28:1890-1) of Bloomingdale Academy carried four pages of advertising. This means of securing financial support was employed by comparatively few of the academies.

Lotteries.-- In order to meet the urgent financial needs it was necessary to resort to many devices for raising money. Perry Center Seminary (24:50-5) sold lead pencils at one dollar each and gave a lottery ticket with each one. The prizes were a wagon and harness, a couch, a piano, and an arm chair.

With all these various means of raising money, most academies found their funds inadequate. A report of the Lafayette Literary Institute (282:1853,p.133) shows that the annual income of that institution for 1852 was \$750.00, six hundred of which came from tuition; one hundred, from buildings; and fifty, from a farm.

Administrative Agencies

The academies were owned and managed by different agencies, many by churches, some by stock companies, and others by individuals. The information here given is based upon a study of 302 institutions.

Churches.-- Religious groups managed 111 of these schools. This kind of management has been sufficiently discussed in connection with types of academies (p.34-36).

Proprietors.-- Forty-three academies were owned by one

or more individuals and operated as a financial enterprise. At least twenty-one of these were owned and managed by a single individual.

Stock Companies.- If more than two persons owned a school, a stock company was usually formed. Some of the church schools were so organized. Altogether slightly less than nine per cent of the academies were managed in this manner.

Board of Trustees.- In all types of academies with the exception of those individually owned, oversight was vested in a board of trustees. There was little uniformity in the size of these boards as Table XLV indicates.

TABLE XLV

SIZE OF BOARD OF TRUSTEES IN SEVENTY-NINE
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Number of Members	Frequency	Percentage of Frequency
1-5	17	17.7
6-10	30	31.3
11-15	28	29.2
16-20	9	9.4
21-25	10	10.4
26-30	2	2.1

The actual range in the number of members was from three to twenty-nine with more than three-fourths of the schools having boards of not more than fifteen members.

Tabulation by decades failed to show any definite trends toward smaller or larger boards.

These administrative bodies were composed almost entirely of men with ministers predominating. Out of a total of 908 academy board members only thirty-one were women, all of whom served Quaker institutions. Of these thirty-one, the first listed was in 1883. North Western Christian University had its first woman on the board in 1870, but this institution in addition to being an academy had a collegiate department.

The term of service and the manner of election were seldom stated, although sufficient information has been secured to indicate considerable variation in practice. In some schools board members served for only one year, while in a few instances they served for life. In some places they were elected by the annual conference of the church while elsewhere they were elected by the stockholders. The White Water Presbyterian Academy (360:1854-5, p.15) in 1854 had a board of twelve members, one-half appointed by the Presbytery and the others selected by the stockholders. The charter for West Point Literary and Agricultural College (223:1850,p.197-200) provided for a board of twelve, one-fourth to be elected annually by "the legal voters of Wayne Township, Tippecanoe County, Indiana." Vacancies were to be filled by the

remaining members of the board.

Person in Charge.- The academy boards usually entrusted the administration to a single individual, though sometimes two persons were jointly in charge. Table XLVI shows the various names by which these administrators were known. Throughout the period studied the term "principal" was most frequently used, but the term "superintendent" was found as early as 1851. The "presidents" were as a rule found only in institutions called colleges, although three of them presided over female seminaries. All of the other titles applied to Catholic institutions.

TABLE XLVI
TITLES OF ADMINISTRATORS IN 138 INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Title	Frequency	Percentage of Frequency
Principal . . .	99	63.9
Superintendent.	14	9.0
President . . .	35	22.6
Directress. . .	2	1.3
Headmaster. . .	2	1.3
Preceptress . .	1	.6
Superioress . .	1	.6
Rector.	1	.6

Organization for Administration

Departments.- The term "department" was frequently used to refer to subject groups within the academy such

as the English department. As an administrative device a "department" was one of the vertical divisions of the institution, the upper division being the academy proper unless there was a collegiate department. In other words, many academies included in the same building a part or all of the lower grades and some higher work. The extent to which the schools had these various divisions is indicated in Table XLVII. Almost two-thirds of the academies maintained the elementary grades and in this respect were similar to the modern township consolidated school. Forty per cent of them offered collegiate work thus resembling the junior college.

TABLE XLVII

DEPARTMENTS ABOVE AND BELOW THE ACADEMY PROPER
IN 106 INDIANA ACADEMIES BETWEEN 1850 AND 1900

Department	Number of Schools	Percentage of Schools
Primary	64	60.4
Collegiate.	42	39.6
Preparatory	28	26.4
Intermediate.	26	24.5
Grammar	17	16.0

Absence of standardization is evidenced by the various meanings of the terms used. The preparatory department in one school might include the same grades as the primary department in another institution. The collegiate

department in some places was the same as the academy in other places. The preparatory departments here listed, however, were never college preparatory, but always below the academy proper. None of the academies contained all of the departments listed. The number of these administrative divisions is set forth in Table XLVIII.

TABLE XLVIII

NUMBER OF DEPARTMENTS IN 106 INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Number of Departments	Number of Schools	Percentage of Schools
1	11	10.4
2	52	49.1
3	36	33.9
4	6	5.7
5	1	.9

When just one department is listed the school was an academy only. Only about ten per cent of them belonged to this group and ninety per cent were combined with the elementary or collegiate grades.

Classes.— The academies were organized into classes, there being as many as there were years required to complete the work for graduation. Thus in most academies there were three or four classes, but some had only two, and a few maintained five or more. There was little uniformity in names used; e.g., the junior class might be

either the first, second, third, or fourth years. The list of various combinations given below will make the situation clear.

First Year, Second Year
 First Year, Second Year, Third Year
 First Year, Second Year, Third Year, Fourth Year
 Juniors, Seniors
 Juniors, Middle Class, Seniors
 Seniors, Juniors, Templars
 Freshmen, Juniors, Seniors
 Freshmen, Sophomores, Juniors, Seniors
 Freshmen, Juniors, Middle Class, Seniors
 First Year, Second Year, Seniors
 Preparatory Senior, First Senior, Second Senior,
 Graduating Class
 Juniors, Intermediates, Teachers, Seniors
 Alpha, Beta, Sophomore, Junior, Senior
 Juniors, Templars
 Fifth Year, Fourth Year, Third Year, Second Year,
 First Year (The First Year was the highest).

Terms.— There was also great variation in the number and length of school terms. Tables XLIX and L present these features.

More than two-thirds of the academies had three or four terms per year, three being most frequent. Each decade showed two terms to be fairly common but more than four were much less frequent. The five and six-term school year did not appear till after 1870 when an extra term was introduced to accomodate teachers. This extra session usually came in the spring or early summer, but sometimes it was held in August.

TABLE XLIX
NUMBER OF TERMS PER YEAR IN 110 INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Number of Terms	Percentage of Schools by Decades				
	1850-9	1860-9	1870-9	1880-9	1890-9
2	37.1	27.7	13.0	31.2	15.8
3	42.8	47.2	56.5	50.0	52.6
4	20.0	25.0	26.1	12.5	15.8
5	00.0	00.0	4.3	6.2	10.5
6	00.0	00.0	0.1	0.0	5.2
Number of Schools	35	36	23	16	19

Table L shows the great predominance of short terms, ten to fourteen weeks in length, throughout the entire period represented. The most frequent length at first was twenty weeks, but this gradually gave way to shorter terms till at the close of the nineteenth century only slightly more than five per cent of the schools included in the table had terms of more than fifteen weeks. It may be seen that there was a difference of nineteen weeks in the lengths of the shortest and the longest terms.

The shortest terms, as a rule, were introduced for the special convenience of elementary teachers, who entered after the close of their schools for a review of the common branches

TABLE I
LENGTH OF TERM IN 120 INDIANA ACADEMIES
BETWEEN 1850 AND 1900

Length in Weeks	Percentage of Schools by Decades				
	1850-9	1860-9	1870-9	1880-9	1890-9
4	0.0	0.0	2.4	0.0	0.0
5	0.0	0.0	2.4	3.8	0.0
6	0.0	2.4	0.0	0.0	5.4
7	0.0	0.0	0.0	0.0	2.7
8	0.0	2.4	2.4	0.0	2.7
9	0.0	0.0	0.0	0.0	2.7
10	4.6	19.0	17.1	15.4	13.5
11	13.8	4.8	4.9	11.6	13.5
12	12.3	16.6	26.8	26.9	24.3
13	20.0	16.6	14.6	7.8	10.8
14	15.4	7.2	2.4	0.0	8.1
15	3.1	2.4	12.3	19.2	10.8
16	4.6	4.8	4.9	0.0	0.0
17	0.0	0.0	0.0	0.0	0.0
18	0.0	2.4	0.0	3.8	0.0
19	0.0	0.0	0.0	0.0	0.0
20	23.0	19.0	9.8	7.8	5.4
21	3.1	2.4	0.0	0.0	0.0
22	0.0	0.0	0.0	0.0	0.0
23	0.0	0.0	0.0	3.8	0.0
Number of Schools	65	42	41	26	37

School Year.— There was more of a tendency toward uniformity in the matter of the school year, although considerable variation in length is revealed by Table II. A year of thirty-six weeks, thirty-nine weeks, or forty weeks included almost three-fourths of the cases. The year of thirty-six weeks usually consisted of three terms of twelve weeks each and the year of thirty-nine weeks

ordinarily contained three terms of thirteen weeks each. The forty-week year was produced by various combinations, sometimes by four terms of ten weeks each, sometimes by two terms of twenty weeks each, and in a few cases there were two twelve-week terms followed by one of sixteen weeks.

TABLE LI
LENGTH OF SCHOOL YEAR IN 105 INDIANA
ACADEMIES BETWEEN 1850 AND 1900

Length in Weeks	Frequency	Percentage of Frequency
22	1	.8
30	1	.8
33	1	.8
34	3	2.5
35	1	.8
36	16	13.4
37	1	.8
38	6	5.0
39	21	17.6
40	49	41.2
42	7	5.9
43	1	.8
44	6	5.0
45	1	.8
47	1	.8
48	3	2.5

Lack of uniformity was found not only among the various institutions, but sometimes within a single school. Twenty-nine per cent of these academies had a school year consisting of terms of unequal length,

sometimes no two the same. This seems to indicate that the plan of giving credits corresponding to time units had not been inaugurated.

The variation in the length of the year no doubt had its effect upon the time of beginning and closing. In Table LII are set forth the various dates of the beginning of the school year as listed in 115 catalogues and newspaper advertisements.

TABLE LII
BEGINNING OF THE ACADEMIC YEAR IN NINETY-FOUR
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Date of Beginning	Frequency	Percentage of Frequency
First week in September	55	48.7
Second week in September	17	15.0
Third week in September	14	12.4
Fourth week in September	7	6.2
Fourth week in August	6	5.3
First week in October	5	4.4
Second week in October	2	1.8
Third week in August	2	1.8
First week in November	2	1.8
Second week in August	1	.9
First week in August	1	.9
Second week in March	1	.9

More than four-fifths of all these schools began the school year in September. In 1887 Ridgeville College (288:1887,p.13) had the academic year to begin in March and end in November thus placing the school year all in

the same calendar year.

Table LIII presents the situation with reference to the ending of the school year.

TABLE LIII
CLOSING OF THE ACADEMIC YEAR IN EIGHTY-SEVEN
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Date of Closing	Frequency	Percentage of Frequency
Second week in June . . .	20	22.9
Third week in June . . .	20	22.9
Fourth week in June . . .	19	21.8
First week in June . . .	7	8.0
First week in July . . .	6	6.9
Fourth week in July . . .	4	4.6
First week in August . . .	3	3.4
Second week in August . .	2	2.3
Third week in August . . .	2	2.3
Third week in May	1	1.1
Third week in July	1	1.1
Second week in September .	1	1.1
Fourth week in November .	1	1.1

June includes more than three-fourths of the cases represented in the table. Reference to the sources shows that the schools running through July and August are mainly those giving courses for teachers.

Vacations.— In addition to the summer vacation of two or more months almost all academies had a Christmas vacation of one or two weeks. Occasionally an institution considered it poor policy to allow a vacation during

the academic year. The De Pauw College for Young Ladies in 1873 (95:1873-4,p.13) gave no vacation "except on Christmas Day, thereby saving expense to the parent and promoting the good of the pupil." Many academies had a spring vacation of one week.

Student Accounting

Records and Reports.- Only a few institutions explained the system of reports used. Statements in catalogues of twenty-one schools show that records were kept of scholarship, conduct, attendance, and punctuality. Reports on the same items were made to students and parents monthly or at the close of each term. In Rockport Collegiate Institute (293:1866-7,p.20) a record of each pupil's conduct and achievement was made public at the close of each term.

Examinations.- In the best academies both oral and written examinations were held at the close of each term. These were not for the mere purpose of evaluating the achievements of the students, but were a means of publicity as well. The public was therefore invited to attend these examinations either to observe or to help conduct them. Sometimes these exercises lasted two or three days in the presence of a visiting or examining committee. In the case of church schools these committees were composed mainly of ministers.

In addition to these formal examinations, teachers could have as many written tests as they wished. In one year forty-nine students of the North Western Normal School and Commercial Institute (262:1874-5,p.19) wrote 1,760 examination papers.

Administrative Standards

Entrance Requirements.- Catalogues of ninety-two schools have furnished the information on this point. The fact that sixty-five per cent of them published no definite requirements indicates a rather liberal policy. However, if complete catalogue files for all the institutions had been available, it is probable that at some time in their history most of them made some statement as to entrance conditions. Twenty-two per cent of those represented in this study did require an entrance examination. Most of these, however, used the test not to determine whether or not the student should enter, but rather to serve as a means of proper grade placement. This was especially true of those schools that gave instruction below the academy proper. Thus Brookville College (40:1858-9,p.14) examined its students to see what class they should enter and in the Moravian Seminary for Young Ladies (251:1871-2,p.12) pupils of all grades were received "and after examination, assigned to the classes for which their previous training has fitted them."

In a few schools definite standards were set up and students had to meet them before entering the institution. Bloomingdale Academy (28:1871-2,p.9) made its first definite scholastic requirements for entrance in 1871 when it demanded that the pupil be able to "read, write, and spell well and be over ten years of age." In 1869 the school at Kentland (189:1869-70,p.6) required that the candidate be "well grounded in the first principles of English Grammar, Modern Geography, and Arithmetic to Fractions."

A certificate of good moral character was required quite as often as examinations for entrance, nineteen per cent of the schools demanding such a certificate. One academy (28:1860-1,p.10) adopted the policy of returning the fees and sending the student home if he had not given a statement of good moral character by the end of the first month. A Catholic academy (215:1872-3,p.1) required children "to be from respectable parents morally considered" and stated that "bad influence or moral contagion will never be suffered to tarnish the innocence of the children confided to the care of the Sisters."

Although a moral requirement was usually set up, in only a few schools were religious requirements imposed. In 1897 St. Joseph's College (298:1897-8,p.77) admitted only Catholic boys, but most Catholic institutions were open to Protestants also.

Catalogues of only four schools set forth age requirements, ranging from ten to fifteen years. The general policy seemed to be the same as that of Indiana Female College (181:1866-7,p.17) which was prepared "to receive students of any reasonable age, and degree of education." One institution (232:1897-8,p.57) took special pains to point out that the entrance requirements were low.

A great many persons have a wrong idea.... They think that only those well qualified can enter. We accept students of all grades of advancement, and we take as much, if not more, pains with the young lady or gentleman whom we are teaching to multiply and divide as with the one who is studying the higher mathematics.

Another school (315:1897-8,p.29) asked only that the student have "good moral character and an earnest desire to get an education." Evidently no great emphasis was placed on the moral requirement by this school for it added the following explanation:

We do not require a certificate signed by all the acquaintances of a student, nor is a student subjected to a long list of rules before he is permitted to matriculate.

Graduation.-- The requirements usually called for "completion of the course," which might mean a course of one, two, three, or four years. In 1888 Bloomingdale Academy (28:1888-9,p.13) awarded diplomas to all who completed "either the Preparatory, Teachers', or Academic Department" and prepared a theme for commencement. Some

schools gave diplomas for completing certain courses, and certificates for finishing others. The Indianapolis Female Seminary (196:1878-9,p.8) awarded diplomas only to students who took Latin, French, or German. Sometimes the completion of different courses was recognized by different kinds of diplomas. This was the practice at Center-ville Collegiate Institute (359:1866,p.15) where students who finished both the English and the Classical courses received the "diploma of first degree" while those who completed only the English course were given the "diploma of second degree."

Most academy catalogues failed to mention the exact standard of work required for graduation. A few schools recognized various qualities of work by the type of diploma given. Culver Military Academy (72:1898-9,p.33) gave A, B, or C diplomas, the last of which did not carry recommendation to college. In only a few catalogues was the passing grade stated. Ridgeville College (288:1887, p.12) had eighty per cent as its standard.

As a rule graduation from an academy did not entitle the graduate to a degree, although the charters for many academies gave them the power to confer honors. Thus Laporte Female Seminary (223:1847-8,p.129-31) was chartered with power "to confer literary honors and degrees." Similar rights were given by the charter to the Fairview

Academy (223:1847-8,p.562), the Female Seminary of St. Mary's of the Woods (223:1845-6,p.9), Waveland Collegiate Institute (183:1914,March,p.352-3), and Bloomingdale Academy (28:1861-2,p.8). An advertisement (346:1863,March 24) of Ladoga Academy gives the following information:

"Persons completing the academic course will receive the degree of Bachelor of Science." Several so-called "colleges" of no more than secondary grade did grant degrees.

Relation to Other Schools

Caleb Mills believed that the academies had a vital relationship to the entire school system. When he was the State Superintendent of Public Instruction, he reported (282:1856,p.24) to Governor Wright as follows:

Colleges, academies, and schools are but parts of a great national system of education. Numerically considered, the common schools may be regarded as the base of the system, the academies and colleges, the symmetrical superstructure, whose summit reflects the dawning rays of science through many a retired valley and sequestered nook.... Historically and logically considered, the apex is the true base Colleges give rise to academies, and these in turn nourish and foster schools.

In his first address to the State Legislature he advocated a system of "individual enterprise and public patronage" by which money from the state school funds would be appropriated to one academy in each county to

pay the tuition for such young men and women as would pledge themselves to become teachers.

Financial Relationship.- The plan of making the Indiana academies an individual enterprise was carried out, but public patronage was spasmodic and local. St. Joseph's Collegiate Institute advertised in a local paper (299:1857, September 5, p.3) in these words:

.... arrangements have been made between the officers of the Institute and the Directors of the Public Schools, whereby pupils residing in the corporation will be received and the Tuition paid out of public funds.

The county commissioners of White County bought \$5,000 worth of stock in Brookston Academy (136:132) in return for which the academy was to educate orphans.

.... the Board of Trustees of said Brookston Academy shall from henceforth forever, educate all orphan children, and all children of widows who are not owners of real estate worth \$500 and shall be bona fide residents of the county of White, free from tuition of all kinds, until said children shall attain their majority.

An early catalogue (342:1850-1, p.24) of Wabash Manual Labor Institute describes a provision that was in force for more than twenty years.

By an act of the Legislature, the County Commissioners of each county in the State are authorized to appoint one person to receive the advantages of this institution for five years, free of charge for tuition.

The county commissioners of Lake County gave the Northern Indiana Normal School and Commercial Institute

(223:1877,p.58) \$1,000 a year for a period of ten years.

Sometimes concessions in the form of free tuition or exemptions from fees were made by the church college to academy students of the same denomination.

Working Relationships.- In certain respects there was cooperation between the academies and the public elementary schools. Private academies that required examinations for entrance, waived such tests for pupils who held eighth grade diplomas from the public schools.

In a few instances the private academies were partially controlled by the public. The articles of incorporation (223:1850,p.197-200) for West Point Literary and Agricultural College provided that three trustees be elected each year by "the legal voters of Wayne Township."

There was similar cooperation between the private secondary schools and the colleges. Not only were the graduates from the best academies admitted to private colleges without examination, but they were also admitted to the state colleges on the same terms. Thus graduates of Central Academy at Plainfield in 1888 were allowed to enter Indiana University, Purdue University, De Pauw University, Butler University, Earlham College, and Wabash College without examination. The private academies thus bridged the gap between the elementary school and the college in communities where there were no public

high schools. Many academies gradually changed into public high schools. As early as 1871 the school at Amboy was known as Amboy Academy and Jackson Township High School. Diplomas from this institution were signed by the county superintendent and the township trustee.

Summary

The outstanding feature of academy administration was the lack of uniformity of practice due to the fact that private schools were not subject to regulation by state or by other standardizing agencies. Variation was evident in almost every phase of management including the types of administrative agencies, the rates of tuition, the size of the board of trustees, the number and names of classes, vacations, records and reports, and relation to other schools.

Considerable similarity was seen in a few general characteristics. They relied mainly on tuition for support; the school year was divided into a number of short terms instead of semesters; entrance requirements were very liberal; and there was a constant struggle for sufficient funds to keep them going.

CHAPTER VIII

MATERIAL EQUIPMENT

Information is fairly plentiful concerning the types of buildings, but scarce with reference to grounds and instructional apparatus. It has therefore been necessary to draw rather heavily on secondary sources for the content of this chapter.

Buildings

Type.-- Table LIV combines information secured from forty-four catalogues and reports, and fifty-three county and local histories on the assumption that the writer of a local history would not likely make a mistake in recording whether a building was frame or brick.

TABLE LIV

TYPES AS REPRESENTED BY SEVENTY-EIGHT ACADEMY
BUILDINGS IN INDIANA BETWEEN 1850 AND 1900

Type	Number of Buildings	Percentage of Buildings
Brick . .	50	64.1
Frame . .	24	30.8
Log . . .	3	3.8
Stone . .	1	1.3

The fact that almost two-thirds of the schools were able to have brick buildings seems to indicate that they were rather thoroughly established. Some of the frame

structures were quite substantial and served for many years. The three log buildings were occupied by Carthage Academy, Carthage (123:353); Union Literary Institute, Spartanburg (309:602); and Farmers' Academy, five miles south of Frankfort (183:1914, March, p.343). Only one of the log houses was erected after 1850. The single stone building was that of the Eleutheron Institute at Lancaster (183:June, 1923, p.112).

In addition to the buildings listed in the table, temporary quarters were frequently established in churches, halls, or private residences. Twelve schools for a time were conducted in churches; three, in town halls; two, in private residences; and one, in a doctor's office.

Dimensions.- Although information on this point was seldom given, such facts as were secured are presented in Table IV. The percentage column has been omitted because it is not necessary for the interpretation of so few cases.

Lack of standardization is reflected here, there being only three instances in which two buildings had exactly the same dimensions. About the only conclusion to be drawn is that most of the buildings were small rectangular structures.

Academies that were conducted in connection with

the colleges had much more elaborate buildings, usually the college buildings themselves.

TABLE LV
DIMENSIONS OF TWENTY-FOUR ACADEMY BUILDINGS
IN INDIANA BETWEEN 1850 AND 1900

Dimensions in Feet	Number of Schools
10 x 108	1
14 x 20	1
20 x 30	1
25 x 36	1
26 x 38	1
30 x 40	1
30 x 50	2
30 x 60	1
36 x 50	1
40 x 50	2
40 x 72	1
44 x 88	1
45 x 65	1
45 x 100	2
50 x 60	1
50 x 90	1
50 x 130	1
55 x 100	1
60 x 80	1
60 x 102	1
65 x 109	1

Number of Stories.— Information on this point was secured for ninety-six buildings, more than one-half of which had two stories. Some buildings of three stories had only two besides the basement. All of the three and four-story buildings and eighty-one per cent of the two-story structures were constructed of brick. The single

stone building had three stories and two of the log houses had two stories. All of the single-story structures shown in Table LVI were of frame construction.

TABLE LVI

NUMBER OF STORIES IN NINETY-SIX INDIANA
ACADEMY BUILDINGS BETWEEN 1850 AND 1900

Number of Stories	Number of Buildings	Percentage of Buildings
1	4	4.2
2	53	55.2
3	32	33.3
4	7	7.3

Number of Rooms.- Such information as could be found in catalogues and local histories concerning the number of rooms is summarized in the table below.

TABLE LVII

NUMBER OF ROOMS IN THIRTY-TWO INDIANA
ACADEMY BUILDINGS BETWEEN 1850 AND 1900

Number of Rooms	Number of Schools	Percentage of Schools
2	3	9.4
3	3	9.4
4	10	31.3
5	6	18.8
6	5	15.6
7	1	3.1
8	1	3.1
12	1	3.1
16	1	3.1
18	1	3.1

From such inadequate data it is unsafe to draw general conclusions; however, the indications are that the ordinary academy building had fewer rooms than the usual high school today.

Cost.- Data on the cost of academy buildings are too meager to tabulate. Statements of costs for eighteen buildings give a range of from \$350.00 to \$20,000 with only two structures costing the maximum and all except five costing less than \$10,000.

Special Buildings.- The foregoing discussion refers only to the buildings in which classes were held. Usually there was a single building which contained the recitation rooms, housed all equipment, and many times furnished living quarters for girls. Sometimes girls who could not stay at home found accommodations in the home of the principal. Boys, as a rule, either stayed at home or took rooms with the private families of the neighborhood. Mention of dormitories was found with reference to only four academies not connected with colleges. Occasionally an additional frame building would be used for a boarding house without sleeping quarters.

Grounds

Even less is recorded about academy grounds than about the buildings.

Size.- Some idea of the size of academy grounds may be secured from Table LVIII.

TABLE LVIII
SIZE OF SCHOOL GROUNDS OWNED BY FORTY-EIGHT
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Area in Acres	Number of Schools	Percentage of Schools
Less than 1	1	2.1
1-5	24	50.0
6-10	8	16.7
11-15	4	8.3
16-20	2	4.2
21-25	1	2.1
26-30	1	2.1
31-35	0	0.0
36-40	2	4.2
More than 40	5	10.4

The outstanding fact is that fifty-two per cent of them had less than five acres. The range was from one-half acre to sixteen hundred acres.

Uses.- It is evident that all this acreage was not used for playground. In fact only one of the forty-eight institutions represented in the foregoing table indicated that any of the ground was used for recreational purposes. In this school, Culver Military Academy, (72:1899,p.29) the grounds included parade grounds, athletic field,

half-mile track, bicycle track, and tennis court. In view of the fact that academy students did play games, it is evident that a part of the grounds in many schools was used for play purposes.

Some of the best established Catholic academies owned grounds which were cultivated as a means of support for the institution. To this class belong St. Mary's of Notre Dame, and the Academy of Immaculate Conception at Oldenburg. The Quaker schools and all those that were organized as manual labor institutes also cultivated the grounds. This was the practice at Bloomingdale Academy, Friends' Boarding School, and the Grand Prairie Harmonical Institute.

Instructional Supplies

The meagerness of information in most catalogues and local histories is suggestive of a lack of teaching equipment.

Laboratory Equipment.— The discussion of teaching procedures shows that the laboratory method was not greatly employed. This would imply that no great amount of apparatus was used. This implication is supported by such information as could be secured from the catalogues, referred to in Table LIX.

TABLE LIX
TYPES OF EQUIPMENT LISTED IN CATALOGUES OF THIRTY-
EIGHT INDIANA ACADEMIES BETWEEN 1850 AND 1900

Type of Apparatus	Number of Schools	Percentage of Schools
Chemical Apparatus	23	60.5
Philosophical Apparatus.	23	60.5
Charts	12	31.6
Geological Cabinet	10	26.3
Electrical Apparatus . . .	9	23.7
Maps	8	21.1
Globes	7	18.4
Physiological Apparatus.	7	18.4
Piano	6	15.8
Mineral Cabinet.	6	15.8
Astronomical Apparatus . .	6	15.8
Microscope	5	13.2
Melodeon	1	2.6
Telescope.	1	2.6
Herbarium.	1	2.6

This table is quite as significant for what it does not contain as for what it includes, since catalogues of fifty-four other schools failed to mention any laboratory equipment. Thus, more than fifty-eight per cent of all the schools whose catalogues were examined either had no laboratory apparatus or did not take the trouble to mention it.

Evidently chemistry and natural philosophy were best equipped for laboratory work. The practice was to purchase a cabinet for each science; thus, there would be a "chemical apparatus," and a "philosophical apparatus."

One of the best Quaker Academies in 1884 listed in its catalogue (28:1884-5,p.10) equipment for natural philosophy as follows: Holtze electric machine with accessories, magnetic electric machine, telegraph machine, electric engine, four galvanic batteries, an air pump, and a condenser. In addition to these the school possessed a telescope, a microscope, a surveyor's compass and chain, a "well selected supply of chemicals," and an oxy-hydrogen blow pipe. Subsequent catalogues repeated this same list till 1898 when the following equipment was mentioned: air pump and accessories, induction coil, Toepler-Holtz Machine, Wheatstone bridge, resistance coil, batteries, dischargers, incandescent bulbs, electro-magnetic machine, dynamo, Geissler Tubes, telegraph instruments, galvanometer, voltmeter, gyroscope, thermometers, hydraulic bellows, and sonometer. At this time there were two microscopes for botany; a telescope, and a "good collection of minerals and fossils."

The foregoing is about what was found in the best academies at the beginning of the twentieth century. Even the institutions known as colleges or universities were, as a rule, poorly equipped. One outstanding exception was Borden Institute, where it is claimed (11:397) there was "a collection of geological, mineral, archaeological and historic specimens not surpassed by any other institution

in Indiana." The proprietor of this institution was a millionaire whose hobby was that of collecting specimens for his museum. It was necessary to erect a special building, still in good condition, to house the collection. It contained a set of the Audubon Books "in four volumes, each forty inches long, thirty inches wide, and four inches thick, containing life-size illustrations of every bird indigenous to America" (320:76). The most important part of the geological exhibit has been given to the Marshall Field Museum in Chicago where it is labeled "The William W. Borden Geological Collection of Indiana, a nucleus for all that will follow."

Library

So scanty is the information on this point that it may be considered evidence of lack of facilities.

Books.-- Catalogues of only twenty-seven schools gave the number of volumes in the library. The range was from thirty to seven thousand with only five institutions having more than eight hundred copies. This included the colleges, since the academy students had access to the college libraries. In as much as the numbers were almost always reported in even hundreds the statements were evidently estimates rather than actual counts.

It is interesting to note that in one manual labor institute (342:1875-6,p.24) for several years it was

optional whether or not the students used the library. A fee of fifty cents per term was required if the student decided to avail himself of the library facilities.

Magazines and Newspapers.- Only three institutions referred to papers taken by the library. The most extensive list was reported by Union Christian College where all the papers and magazines were donated. In 1874-5 the list included the following:

Alliance (O.) Monitor
Church Union
Cincinnati Enquirer
Clermont (O.) Monitor
Crawfordsville Journal
Dwight's Journal of Music
General Baptist Herald
Herald of Gospel Liberty
Indiana School Journal
Indianapolis Journal
New York Witness
Our Rest
Phrenological Journal
Richmond Telegram
Robinson (Ill.) Argus
Robinson (Ill.) Constitution
Sullivan Democrat
Terre Haute Express
Terre Haute Gazette
Terre Haute Mail
Y.M.C.A. Review

The other schools listed Public Opinion, Review of Reviews, Scientific American, Ladies' Home Journal, McClures, and the American Friend.

Other Equipment

With the exception of the ordinary school-room furniture, the only other equipment mentioned consisted of

musical instruments, usually only a piano, and gymnasium apparatus. The girls' schools especially had the musical instruments. One of the older Catholic academies reported (301:1869-70,p.5) "forty music rooms each containing a harp, and a piano."

In 1894 Coates' College for Women (57:1894-5,p.2) mentioned a "well equipped gymnasium." A picture shows what seemed to be a frame building heated by a stove and containing a piano, horizontal bars, suspended rings, spring board, long bench, suspended ladder, Indian clubs, and wall apparatus for exercising the arms and chest.

Summary

Such information as is available indicates that the material equipment of the Indiana academies was fair as regards buildings and grounds, but generally inadequate with respect to library, laboratory, and classroom apparatus.

Although many academies began in temporary quarters like the basement of a church or town hall, the most successful ones eventually had substantial buildings, usually two- or three-story brick structures, sufficiently commodious to care for all the students who could be induced to attend.

As a rule the school grounds were adequate for all needs, especially since organized athletics had not yet

appeared. Evidence of this is presented in Table LVII where it is indicated that only one out of forty-eight academies had less than one acre in the school grounds. Further evidence may be seen in the fact that catalogues frequently called attention to urgent need for money to buy books and equipment but in none of the catalogues examined was there an appeal for more adequate grounds.

The limitations with respect to equipment for the library, laboratory, and classroom were not so keenly felt as they would be now, since courses in the social and natural sciences were usually completed in twelve or thirteen weeks. Naturally the usual textbook and lecture methods would consume all of the available time.

Most of the academy libraries contained only a few volumes, in many instances consisting entirely of the private libraries of the teachers themselves.

As a rule the laboratory equipment was limited to a few chemicals, a microscope, and a few pieces of apparatus to be used by the teacher in demonstrating the facts of natural philosophy.

A single piano often supplied the music department, all other instruments being furnished by the students.

Most of the private secondary schools still existing at the beginning of the present century were furnished with little more than the minimum equipment demanded by the state for a certificate of high school equivalency.

CHAPTER IX

SUMMARY AND CONCLUSIONS

This chapter is an attempt to summarize the information revealed in the foregoing chapters and to draw such conclusions as the facts seem to justify. The summary is given in the form of the composite picture set up as one of the major objectives of this study. Some of the conclusions are based upon such evidence as to render them unquestionable, but other inferences need to be validated by further study.

The Findings

The many tables presenting the features of the different institutions constitute a view, not of any one school, but of the Indiana academy movement in general. Although it would be as difficult to select a typical academy as to find an average man, yet it is possible to construct a picture of such an institution by combining the features most frequently found among the many schools studied. Thus the typical Indiana academy of the last half of the nineteenth century may be summed up in the following statements:

1. It was an institution of more than local significance, drawing more than sixty per cent of its enrollment from outside of the immediate vicinity.

2. It was non-public in support and control, financed mainly by tuition.

3. It existed not more than ten years.

4. The main purposes were to prepare students for college, to train teachers for the elementary schools, and to fit young men and women for commercial pursuits.

5. The program of studies contained approximately twenty-five subjects.

6. It was a religious coeducational school.

7. The average enrollment was eighty students, thirty of whom were girls.

8. There were five teachers, two of whom were women.

9. It was a three-year institution.

10. Half of the teachers stayed not more than one year.

11. Half of the courses offered were less than twenty weeks long.

12. The prevailing teaching methods employed were the question and answer, the textbook, the discussion, and some laboratory methods in science.

13. The older subjects were justified on the basis of disciplinary values.

14. The students were young men and women, older than high school students today.

15. Discipline was "mild and parental."

16. Expulsion was permitted for misconduct but was seldom necessary.

17. Extracurricular activities consisted of literary societies, exhibitions, debates, and games.

18. Town ball, base ball, and "old style" foot ball were played by the boys.

19. Room and board could be secured for \$2.00 per week.

20. Tuition varied from fifty cents to seventy-five cents per week according to departments, with an extra fee of \$1.00 per week for instrumental music and fifty cents for drawing.

21. The board of trustees consisted of ten men.

22. The person in charge was called a principal.

23. The institution maintained an elementary division.

24. Students were divided into three classes or years.

25. There were four terms of ten weeks each.

26. The school year began in September and closed in June.

27. A public examination was held at the close of each term.

28. A certificate of good moral character was required for entrance.

29. Entrance examinations were used for grade placement only.

30. The building was a two-story brick structure located on a plot of less than five acres.

31. Laboratory equipment consisted of "a philosophical apparatus" and a few chemicals.

These statements present the most frequent situation with reference to the various features, but the fact remains that one of the principal characteristics of the academies was lack of uniformity.

Conclusions

Achievement of Objectives.- The foregoing presentation indicates the extent to which the general objective of producing a composite picture of the academy movement in Indiana has been achieved. In fact, all of the specific details presented in this study may properly be considered a contribution since previous information concerning academies in Indiana could almost be summed up in the general statement that there were several such schools.

The extent to which a contribution has been made to the knowledge of the academy movement in general may be indicated by a comparison of the information presented regarding Indiana academies and that of the academies throughout the country. Table II reveals the fact that treatment of the general subject is limited mainly to discussions of history and development, program of studies,

purposes, support, administration and control, contributions to education, and principal characteristics.

This study not only presents much more specific information on these same topics, but also gives details of such phases as types of academies, character of the student body, student life, discipline, extracurricular activities, teachers, financial matters, entrance requirements, methods, buildings, educational theories, and equipment. It is not maintained that this study contributes to knowledge of the academy movement in the country as a whole, in proportion to the amount of detail here presented; but since the Indiana academies were a part of the general movement, additional information concerning these local schools does contribute something to the larger movement.

This study may also lay claim to further contribution since it is based so largely on primary source materials representing many schools; whereas the works dealing with the academy movement in the entire country, are largely based upon secondary sources.

Contributions Made by Indiana Academies.- Every one familiar with the educational history of Indiana knows that court decisions rendered it difficult to use local taxes for the support of public schools from 1854 to 1885. As a result the income from the state school funds

was applied to the support of elementary education and many of the high schools closed. Even the high school in Indianapolis was closed from 1858 to 1864.

It is evident that the private academies by furnishing secondary education at a minimum cost rendered a great service during the time that public high schools were not available. Not only did these private secondary schools render worthy service during an emergency; they were also so successful in creating a demand for secondary education that the people became willing to tax themselves for the support of public high schools. Thus the great success of the academies became the chief cause of their downfall.

✓ The contribution to secondary education did not cease with the passing of the academies. They furnished a liberalized curriculum that was adopted by the public high school. In some communities the academy actually became a high school without any change in the academic offerings. In many places the high school first made its appearance as an upward extension of the elementary school. Evidence of this fact is found in newspaper advertisements. Year after year notices of the academy would appear in the local paper. Eventually there would appear in the same issue advertisements of both the academy and the high school. Invariably the latter would list only subjects offered by the former. Even the newer subjects like

home economics and general science were found in academies before 1860.

The private secondary schools furnished not only the program of studies for the public high school but many of the ideals and practices also. Early Indiana high schools conducted a daily opening exercise of a religious nature similar to the daily chapel exercise of the academy. Extracurricular activities, laboratory methods of teaching, community service, and emphasis on terminal courses for students not planning to go to college, clearly had their beginnings in the private academy.

The private institutions contributed to the cause of higher education. They regularly gave preparation for college, a function not assumed by the early Indiana high schools. The public high school, for example, seldom taught Greek although that subject was required for entrance to Indiana colleges as late as 1880. The result was that the academies continued to enroll those young men and women who were planning to enter higher institutions of learning.

The contribution to higher education was not all in the form of college preparation. Some colleges made their first appearance as academies. This was true of Wabash College, Franklin College, Hanover College, De Pauw University, and other less known higher institutions of learning.

The curriculum of the academy undoubtedly affected that of the college. Reference to Table LXII (Appendix, p.206) shows a range of subjects quite as extensive as was found in the universities of the time. In some instances the change from an academy to a college required no other readjustment than a new charter changing the name and providing for the granting of degrees. In this way certain subjects previously considered as secondary came to be recognized as regular college subjects. No doubt the liberal offerings of the academies forced the colleges to liberalize their entrance requirements.

The academies may, with some justification, lay claim to introducing the junior college idea. The aims of the junior college according to a recent text (100:133) are five: "preparatory, finishing or terminal, democratizing and socializing, reorganizing of education, and guidance." The preparatory function here mentioned refers to pre-professional training for law, medicine, and other professions. Some of the early academies gave such work as well as terminal courses for commercial and teaching positions. The fact that the academies penetrated every part of the state meant that opportunity for some higher education was made available for many boys and girls unable to attend college. Even the rural communities had their "Farmers' Academies." Extracurricular activities

gave a chance for the development of social responsibility and leadership. Catalogues frequently referred to small classes, and to the attention given to the individual student. Thus the early academies in Indiana were performing in some degree the major functions of this supposedly new educational institution.

Reference has already been made to the terminal function of the academy as exemplified in teacher-training. This constituted a major contribution of the private secondary schools. Even before 1850 the charters of some of the academies called attention to the important duty of preparing teachers for the common schools, a task seldom undertaken by the public high schools. These academies became the first normal schools in the state and for many years after the establishment of a state normal school, they were attended by more teachers than were enrolled in the state institution.

Possibly the greatest contribution of the academies was reflected in the character of the men and women who attended them. The alumni lists contain the names of religious, educational, literary, and political leaders. Some of these men and women have attributed much of their success to the training received in the academies. Personal interviews with former students duplicate the

the opinion expressed in a statement relative to the graduates of Barnett Academy.¹

And let me tell you, when in the end they were graduated in the white gowns and satin slippers, and the essential and always present, yards of white ribbon, they were accomplished young ladies. When they were asked to perform on the piano, or harpsichord, or to lend their voices in songs of pleasure or religion they did not say "Oh, I can't; I haven't my notes; my throat is sore; I am so hoarse." No indeed! They obeyed all such requests, and were as ornamental as they were useful. Would that we were more like them.

The alumni organizations of some of the academies still function in the form of reunions at regular intervals although the institutions may have been closed for more than a quarter of a century. Communities are still proud of the fact that a private academy once existed in the neighborhood.

Boone's statement (34:51) relative to the old county seminaries was evidently applicable to the private academies later.

From no school or system of schools has been taught a truer patriotism, more generous living or safer habits than in those old seminaries.

Inadequacies.- It has been pointed out concerning certain features of this study that the data are too meager to serve as the basis for valid conclusions. This is true with reference to educational theories, pranks, records

1. From a brief sketch loaned by Mrs. J. L. Cole, Charlestown, Indiana, March 17, 1933.

and reports, standards of work required, and teachers' salaries.

Need for Further Study.-- The foregoing inadequacies represent need for additional investigation. Some of the needed information can be secured only from interviews with many more people than are represented in this study; other facts can be found only in the records of organizations or individual institutions; and still other items will require a careful examination of many biographies and personal memoirs.

A study of the contribution made to secondary education by the different religious denominations should be worthwhile.

A special study of biography and family records is necessary for a fair evaluation of the contribution made by the academies to religious, educational, literary, and political leadership.

Supplementary investigations to determine more accurately the status of private secondary education in Indiana during the time of the county seminaries and after 1900, are needed to complete the somewhat incomplete picture presented by this study.

Detailed studies of high school and college curricula paralleling the academy movement should establish more valid conclusions relative to the effect of these different

types of educational institutions upon each other.

A thorough analysis of textbooks used in the academies should add much to the knowledge of the curriculum content of the time.

Finally, several intensive studies of academies in other states would make possible a more adequate treatment of the movement in the country as a whole.

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APPENDICES

APPENDIX A

SUPPLEMENTARY TABLES

The tables here included present certain detailed information not found in the body of the thesis.

TABLE LX

THE 321 INDIANA ACADEMIES REPRESENTED IN THIS STUDY

Name	Location	Years Repre- sented
Academic and Boarding School . . .	Lake County	2
Academy of De Pauw University. . .	Greencastle	63
Academy of Immaculate Conception .	Ferdinand	1
Academy of Immaculate Conception .	Oldenburg	3
Academy of Immaculate Conception .	St. Meinrad's	2
Academy of Sisters of Providence .	Madison	2
Amboy Quaker Academy	Amboy	8
American Normal College.	Logansport	4
Anderson Graded and Normal School.	Anderson	2
Anderson Normal University	Anderson	1
Anderson's Collegiate Institute. .	New Albany	5
Anderson's Female Institute. . . .	New Albany	3
Asbury Female Institute.	Greencastle	1
Ascension Seminary	Sullivan	3
Associate Academy.	Crown Point	2
Bainbridge Academy	Bainbridge	2
Baptist Manual Labor Institute . .	Franklin	15
Barnett Academy.	Charleston	3
Battle Ground Collegiate Institute	Battle Ground	7
Bedford Academy.	Bedford	2
Bedford College.	Bedford	3
Bedford Male and Female College. .	Bedford	3
Belleville Academy	Hendricks County	1
Benedictine Academy.	Spencer County	1
Bloomfield Academy	Bloomfield	2
Bloomington Academy	Bloomington	29
Bloomington Female College	Bloomington	4
Bloomington Female Seminary. . . .	Bloomington	2
Blue River Academy	Salem	4
Blue River Academy and Teachers' Institute	Knightstown	1

TABLE LX (Continued)

Name	Location	Years Repre- sented
Bluffton Male and Female Seminary.	Bluffton	3
Blythe-Wood Academy.	Petersburg	2
Borden Institute	Borden	4
Bowman's Academy	Monticello	2
Brookston Academy.	Brookston	2
Brookville College	Brookville	16
Brookville High School	Brookville	2
Burnettsville Academy.	Burnettsville	4
Cadden Seminary.	Tippecanoe Co.	1
Carlisle Collegiate Institute. . .	South Bend	8
Carmel Academy	Carmel	2
Carthage Academy	Carthage	3
Center Point Normal School . . .	Clay County	1
Centerville Collegiate Institute .	Centerville	4
Central Academy.	Plainfield	4
Central Normal College	Ladoga	3
Central Normal College and Commercial Institute.	Danville	8
Charlestown Female Seminary. . .	Charlestown	2
City Academy	Indianapolis	2
Classical Academy and Children's Training School	Lafayette	1
Clear Springs High School.	Mooney	2
Cloverdale Seminary.	Cloverdale	1
Coates' College for Women. . . .	Terre Haute	10
College Hill Normal School . . .	Jefferson County	1
College of Indiana	Marion	1
Crawfordsville Female Academy. .	Crawfordsville	2
Crown Point Institute.	Crown Point	2
Crown Point Academic School. . .	Crown Point	2
Culver Military Academy.	Culver	3
Danville Academy	Danville	3
Darlington Academy	Darlington	1
Dayton Academy	Dayton	4
Delaney Academy.	Newburgh	2
Denver College	Denver	1
De Pauw Female College	New Albany	11
Diagon's High School	Newburgh	2
Dublin High School	Dublin	1
Dunlapsville Academy	Dunlapsville	1
Eastern Indiana Normal University.	Muncie	2
Eel River Seminary	Logansport	2
Eikosi Academy	Salem	4
Eleutheron Institute	Lancaster	6

TABLE LX (Continued)

Name	Location	Years Repre- sented
Elkhart Institute	Elkhart	3
Evansville Male and Female Seminary	Evansville	4
Fairmount Academy	Fairmount	15
Fairview Academy	Switzerland Co.	2
Farmers' Academy	Frankfort	2
Farmers' Academy	College Corner	5
Farmers' Home Institute	Clinton	1
Farmers' Institute	Tippecanoe Co.	1
Fayetteville Academy	Fayetteville	1
Female College of Indiana	Greencastle	2
Flat Rock Seminary	Rush County	1
Ft. Wayne Academy	Ft. Wayne	3
Ft. Wayne College	Ft. Wayne	8
Ft. Wayne Collegiate Institute	Ft. Wayne	2
Ft. Wayne Female College	Ft. Wayne	7
Ft. Wayne Lutheran Male Academy	Ft. Wayne	1
Ft. Wayne Presbyterian Academy	Ft. Wayne	2
Frankfort Institute	Frankfort	1
Frankfort Male and Female Academy	Frankfort	2
Frankfort Seminary	Frankfort	4
Franklin Institute	Indianapolis	2
Friends' Academy	Richmond	3
Friends Boarding School	Richmond	7
Friends' School	Indianapolis	1
Friends' Western Agricultural School . . . . .	.....	3
German and English High School	Indianapolis	1
German Reformed High School	Indianapolis	1
Girls' Classical School	Indianapolis	1
Girls' Literary Academy	Laporte	2
Goodwin Female Institute	West Point	2
Goshen Seminary	Goshen	1
Grand Prairie Harmonical Institute	Warren County	2
Greencastle Female Academy	Greencastle	1
Greenfield Academy	Greenfield	2
Green Hill Academy	Columbia City	2
Green Hill Seminary	Milford	3
Greenmount Seminary	Wayne County	2
Hadley and Roberts' Academy	Indianapolis	1
Hadley's Normal Academy	Richmond	2
Hagerstown Academy	Hagerstown	1
Hanover Academy	Hanover	84

TABLE IX (Continued)

Name	Location	Years Repre- sented
Hartsville Academy	Hartsville	29
Hay's Academy	Indianapolis	1
Highland Seminary	Near Salem	2
Hillsboro Industrial Institute . .	Fountain County	2
Holy Angels Academy	Logansport	4
Hope Normal School	Hope	1
Hope Seminary for Young Ladies . .	Hope	2
Hopewell Academy	Hopewell	4
Howard College	Kokomo	3
Howe Military Academy	Howe	6
Huntington Male and Female Institute	Huntington	1
Indiana Female College	Indianapolis	9
Indiana Female Normal School . . .	Bloomington	1
Indiana Normal School	Covington	3
Indiana State Normal School and Scientific Institute	Kokomo	3
Indianapolis Academy for Boys . .	Indianapolis	1
Indianapolis Baptist Female Institute	Indianapolis	2
Indianapolis Classical Institute . .	Indianapolis	1
Indianapolis Collegiate Institute . .	Indianapolis	1
Indianapolis Female College	Indianapolis	3
Indianapolis Female Institute . . .	Indianapolis	3
Indianapolis Female Seminary . . .	Indianapolis	4
Indianapolis Young Ladies Institute	Indianapolis	5
Jackson's Collegiate Institute . . .	Patriot	3
Jasper College	Jasper	4
Jeffersonville Female Seminary . . .	Jeffersonville	1
Jennings Academy	Vernon	3
Knickerbacker's Diocesan School for Girls	Indianapolis	2
Knightstown Academy	Knightstown	1
Ladoga Female Seminary	Ladoga	3
Ladoga Normal School	Ladoga	1
Ladoga Male Academy	Ladoga	4
Ladoga Seminary	Ladoga	3
Lady of Angels Academy	Madison	1
Lafayette Collegiate Institute . . .	Lafayette	1
Lafayette Female Seminary	Lafayette	1
Lafayette Literary Institute	Lafayette	2
Lagrange Male and Female Seminary	Lagrange	1

TABLE LX (Continued)

Name	Location	Years Repre- sented
Lancastrian Academy	Laporte	1
Laporte Collegiate Institute . . .	Laporte	2
Laporte Female Seminary	Laporte	1
Laporte Male and Female Seminary.	Laporte	1
Laporte Union Seminary	Laporte	1
Laurel Academy	Franklin County	3
Lawrence High School	Bedford	2
Lawrenceburg Academy	Lawrenceburg	1
Lawrenceburg Institute	Lawrenceburg	1
Lebanon Presbyterian Academy . . .	Lebanon	2
Liber College	Portland	5
Logansport Presbyterian Academy .	Logansport	4
Logansport Seminary	Logansport	3
McLean Seminary	Indianapolis	4
Madison Academy	Madison	2
Manchester Academy	North Manchester	2
Marengo Academy	Marengo	2
Marion Academy	Marion	4
Marion Normal College	Marion	4
Martinsville Female Academy . . .	Martinsville	3
Merom Academy and College	Merom	5
Methodist Female College	New Albany	2
Mitchell Academy	Mitchell	2
Monroe County Female Seminary . .	Bloomington	2
Moravian Seminary for Young Ladies	Hope	3
Moore's Hill Male and Female Institute	Moore's Hill	44
Moore's Seminary	Waterloo	1
Moore'sville Academy	Moore'sville	2
Morse Academy	New Albany	1
National Literary, Commercial and Telegraphic College . . .	Indianapolis	1
New Albany Collegiate Institute .	New Albany	1
New Albany Female Seminary . . .	New Albany	3
Newcastle Academy	New Castle	2
New Lebanon Academy	New Lebanon	3
New London Academy	New London	1
New Providence Normal School . .	New Providence	2
Newville Academy	Newville	1
Nineveh Academy	Nineveh	1
Northern Indiana College	South Bend	5
Northern Indiana Normal School and Business Institute . . .	Valparaiso	5

TABLE LX (Continued)

Name	Location	Years Repre- sented
North Western Christian University	Indianapolis	45
North Western Normal College and Commercial Institute	Kentland	2
Notre Dame Academy	Notre Dame	1
Oakland City College	Oakland City	2
Oakland Institute	Oakland City	2
Orland Academy	Orland	3
Orleans Academy	Orleans	2
Owensville Seminary	Owensville	1
Oxford Academy	Oxford	7
Peoria Academy	Harrison, O.	3
Perry Center Seminary	Allen County	1
Pittsburg Literary Institute	Pittsburg	1
Plainfield Seminary	Plainfield	1
Point Commerce Academy	Greene County	1
Poplar Ridge Academy	Near Carmel	1
Portland Normal School	Portland	2
Princeton Female Academy	Princeton	3
Princeton Male and Female Academy	Princeton	2
Princeton Male Seminary	Princeton	1
Richland Academy	Carmel	1
Richland Academy	Palmyra	6
Richmond Classical High School	Richmond	1
Richmond Commercial College and Industrial Academy	Richmond	1
Richmond Normal School	Richmond	3
Ridgeville College	Ridgeville	3
Rising Sun Seminary	Rising Sun	3
Roanoke Seminary	Roanoke	2
Rochester Normal University	Rochester	1
Rockport Academic School	Rockport	1
Rockport Academy	Rockport	3
Rome Academy	Rome	4
Rural Home Academy	Huntington	2
Rushville Academy	Rushville	2
Rushville Female Institute	Rushville	3
Russellville Academy	Russellville	2
Sacred Heart Academy	Ft. Wayne	2
Sacred Heart Academy	Fowler	1
St. Agnes Academy	Indianapolis	1
St. Agnes Hall	Terre Haute	2
St. Ambrose's Academy	Michigan City	1

TABLE LX (Continued)

Name	Location	Years Repre- sented
St. Augustine's Academy	Ft. Wayne	1
St. Bonaventure's Academy	Terre Haute	2
St. Charles Academy	Montgomery Co.	1
St. Ignatius Academy	Lafayette	1
St. John's Academy	Indianapolis	6
St. Joseph's Academy	Evansville	1
St. Joseph's Academy	Ft. Wayne	1
St. Joseph's Academy	Indianapolis	10
St. Joseph's Academy	South Bend	2
St. Joseph's Academy	Terre Haute	2
St. Joseph's Academy	Tipton	1
St. Joseph's College	Rensselaer	2
St. Joseph's Collegiate Institute	South Bend	1
St. Joseph's Indiana Normal School	Rensselaer	2
St. Joseph's Seminary	Indianapolis	1
St. Mary's	New Albany	1
St. Mary's Academy	Indianapolis	3
St. Mary's Academy	Notre Dame	4
St. Mary's Hall	Indianapolis	2
St. Mary's Seminary	Indianapolis	2
St. Mary's Seminary	Terre Haute	4
St. Meinrad's College	St. Meinrad	5
St. Michael's Academy	Plymouth	4
St. Patrick's Academy	Indianapolis	1
St. Patrick's Academy	Terre Haute	1
St. Paul's Academy	Putnam County	1
St. Paul's Academy	Valparaiso	1
St. Peter's Academy	Indianapolis	1
St. Rose's Academy	Ft. Wayne	1
St. Rose's Academy	Laporte	4
St. Rose's Academy	Vincennes	2
St. Simon's Academy	Washington	3
Salem College	Bourbon	1
Salem Female Collegiate Institute	Salem	1
Salem High School	Salem	1
Salem Presbyterian Female College	Salem	1
Sand Creek Seminary	Azalia	5
Scribner School	New Albany	1
Sisters of Charity Seminary . . .	Indianapolis	1
Sisters of Providence Day School.	Indianapolis	1
Smithson College	Logansport	3
South Bend Male and Female High School	South Bend	1

TABLE IX (Continued)

Name	Location	Years Repre- sented
South Bend Seminary	South Bend	2
South Eastern Indiana Female Seminary	Rising Sun	3
Southern Indiana Normal College and Commercial Institute . .	Mitchell	11
South Wabash Academy	Wabash	1
Spiceland Academy	Spiceland	41
Spicewood Academy	Near Boxley	1
Springfield Academy	Mt. Carmel	1
Springfield Academy	South Whitley	1
State Line Seminary	State Line	2
Stockwell Collegiate Institute . .	Stockwell	7
Sugar Grove Academy	Tippecanoe Co.	2
Sullivan Female Academy	Sullivan	2
Taylor University	Upland	1
Terre Haute Female College	Terre Haute	5
Townley's Academy	Crown Point	2
Towsley's Academy	New Albany	1
Tri-State Normal College and Commercial Institute	Angola	31
Union Agricultural Institute	Henry County	1
Union Female Institute	Indianapolis	2
Union High School	Westfield	5
Union Literary Institute	Spartanburg	7
Union Male and Female Seminary . .	Farmington	3
Valparaiso College	Valparaiso	6
Valparaiso Collegiate Institute . .	Valparaiso	5
Valparaiso Male and Female College	Valparaiso	8
Valparaiso University	Valparaiso	1
Vermillion Academy . . . . .	.....	1
Vigo Collegiate Institute	Terre Haute	2
Vincennes University	Vincennes	3
Vincennes University Female Seminary	Vincennes	2
Wabash Academy	Wabash	2
Wabash Institute	Logansport	2
Wabash Manual Labor Institute . .	Crawfordsville	48
Wartberg College	Whitley County	2
Waveland Academy	Waveland	29
Wesley Academy	Montgomery Co.	4
West Lebanon	Warren County	1
Westminster Seminary	Ft. Wayne	2

TABLE LX (Continued)

Name	Location	Years Repre- sented
West Point Literary and Agricultural College	West Point	1
White Water College	Centerville	7
White Water Presbyterian Academy.	Dunlapsville	4
Wilmington Seminary	Wilmington	1
Winchester Seminary	Winchester	1
Wolcottville Seminary	Wolcottville	6
Young Ladies' High School	New Castle	1
Young Ladies' Seminary.	Covington	1
Young Ladies' Seminary.	Lagrange	1
Young Ladies' Seminary.	Laporte	1

TABLE LXI

SUBJECTS LISTED IN CATALOGUES OF NINETY-TWO
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Subject	Number of Schools	First Listed	Last Listed	Year Given	Weeks Taught
Aesthetics.	2	1856	1860	2,3	13
Algebra	90	1850	1899	1,2,3	12-80
American Antiquities.	1	1871	1871	.....	.....
American Literature	13	1856	1899	1,2,3,4	10-72
American Politics	1	1899	1899	4	11
Analogy	23	1852	1892	1,3,4,5	6-20
Analysis of English	12	1851	1888	1,2	13-15
Analysis of Poetry.	5	1864	1871	1,2	10-11
Analysis of Prose	1	1864	1865	2	.....
Analysis of Sentence.	12	1851	1888	1,3	11-20
Analytcs	1	1870	1871	3	12
Anatomy	8	1854	1899	1,3	11-12
Ancient Geography	20	1858	1894	1,2,3	10-27
Ancient History	29	1850	1899	1,2,3	10-36
Ancient Literature.	2	1881	1898	4	.....
Archeology.	1	1866	1867	.....	.....
Arithmetic.	80	1850	1899	1,4	10-52
Art of Education.	2	1866	1884	.....	26
Astronomy	69	1850	1899	1,2,3,4	8-40
Banking	4	1864	1897	.....	.....
Bible	16	1850	1899	1,2,3,4,5	26-40
Biblical Antiquities.	6	1852	1860	1,2,3	13-20
Biblical Geography.	1	1871	1872	1	13
Biblical History.	1	1886	1886	1,2,3,4	.....
Biblical Literature	1	1856	1857	4	.....
Biography	1	1883	1883	1	.....
Biology	5	1887	1899	1,3,5	12-18
Bookkeeping	50	1850	1899	1,2,3,5	10-39
Botany.	76	1850	1899	1,2,3,4,5	10-38
Business Arithmetic	1	1899	1899	.....	.....
Business Law.	2	1864	1896	3	10
Business Practice	3	1892	1899	1	26
Business Transactions	2	1862	1896	.....	.....
Calculus.	15	1854	1898	2,3,4	10-26
Chemistry	70	1850	1899	1,2,3,4	8-40
Christian Doctrine.	2	1886	1899	1,2,3,4	.....
Church History.	6	1856	1899	1,2,4	40
Civil Engineering	5	1855	1883	3,5	12-20
Civil Government.	24	1855	1899	1,2,3,4	10-24
Civil Law	1	1874	1875	2	14

TABLE LXI (Continued)

Subject	Number of Schools	First Listed	Last Listed	Year Given	Weeks Taught
Class Instruction . .	1	1879	1880	.....	.....
Classical Antiquities	4	1852	1871	1,2	26
Classical Geography .	2	1863	1896	.....	.....
Commercial Arithmetic	4	1866	1899	1	13
Commercial Law. . . .	10	1870	1899	1,2	6-13
Correspondence. . . .	1	1898	1899	.....	.....
Comparative Geography	1	1864	1865	2	6
Constitutional Law. .	4	1873	1887	2,3,4	12-13
Constitutional History.	1	1870	1871	2	20
Constitution of U. S.	18	1859	1894	1,3,4,5	10-13
Current History . . .	1	1899	1899	4	.....
Dancing	1	1880	1881	.....	.....
Debating.	4	1877	1888	1,2	20
Declamation	7	1850	1886	1,2,3	.....
Defining.	2	1864	1866	1	.....
Domestic Economy. . .	1	1856	1856	.....	.....
Domestic Science. . .	2	1864	1873	5	.....
Drawing	29	1851	1899	1,2,3,4	10-78
Ecclesiastical History.	1	1852	1853	2,3	.....
Elements of Criticism	18	1851	1899	3,4,5	12-20
Elocution	27	1852	1899	1,2,3,4	12-23
Embroidery.	2	1856	1857	.....	.....
English Composition .	53	1850	1899	1,2,3,4,5	11-76
English Grammar . . .	70	1850	1899	1,2,3,4,5	40-120
English Literature. .	45	1855	1899	1,2,3,4,5	10-72
Ethics.	5	1890	1899	3,4,5	5-10
Etiquette	1	1899	1899	.....	.....
Evidences of Christianity . . .	36	1851	1898	2,3,4	10-20
Familiar Science. . .	8	1861	1873	1	20
Floral Work	1	1856	1856	.....	.....
French.	32	1851	1899	1,2,3,4,5	30-126
General History . . .	29	1857	1899	1,2,3,4	12-34
General Literature. .	1	1897	1898	4	.....
Geography	55	1850	1899	1,2	10-40
Geography of the Heavens.	3	1852	1866	2	11
Geology	56	1850	1899	1,2,3,4,5	6-26
Geometry.	75	1850	1899	1,2,3,4,5	12-68
German.	47	1853	1899	1,2,3,4,5	18-80
Government of England	1	1875	1876	2	12

TABLE LXI (Continued)

Subject	Number of Schools	First Listed	Last Listed	Year Given	Weeks Taught
Government of France	1	1875	1876	2	12
Greek.	53	1850	1899	1,2,3,4,5	34-108
Greek Antiquities. .	2	1856	1891	2	.....
Greek Classical					
History	1	1875	1876	3	12
Gymnastics	3	1856	1866	.....	.....
Hebrew	2	1855	1867	.....	.....
Higher Arithmetic. .	25	1850	1899	1,2,3	11-38
History of					
Civilization. . .	12	1856	1897	2,3,4	12-20
History of Eastern					
Monarchies. . . .	1	1890	1891	5	.....
History of Education	4	1879	1899	2,3	10-12
History of England .	24	1857	1899	1,2,3,4	10-23
History of France. .	6	1866	1897	1,2,3,4	13
History of					
Great Events. . .	1	1875	1875	3	12
History of Greece. .	22	1857	1899	1,2,3,4	10-25
History of Pedagogy.	1	1897	1898	3	10
History of					
Philosophy. . . .	1	1885	1886	.....	.....
History of					
Reformation . . .	1	1880	1881	3	12
History of Rome. . .	20	1856	1899	1,2,3,4	10-15
Home Life.	1	1890	1891	1,2	.....
Human Nature	1	1881	1882	1	.....
Hygiene.	4	1854	1882	1	.....
Indiana School Law .	1	1883	1883	.....	4
Intellectual					
Philosophy. . . .	10	1852	1892	2,3,4,5	13-28
Intellectual Science	1	1858	1859	5	.....
International Law. .	3	1865	1874	3,4	.....
Italian.	3	1856	1874	2,5	39
Latin.	72	1850	1899	1,2,3,4	36-180
Latin Classical					
History	1	1875	1876	3	12
Law.	2	1858	1898	4	.....
Laws of Nations. . .	2	1852	1866	3	11-14
Letter Writing . . .	7	1851	1889	1,2	14
Literary Analysis. .	1	1888	1890	.....	.....
Literary Criticism .	1	1897	1898	4	10
Logic.	45	1851	1899	2,3,4,5	10-40
Map Drawing.	3	1856	1884	1,3	39

TABLE LXI (Continued)

Subject	Number of Schools	First Listed	Last Listed	Year Given	Weeks Taught
Mathematical					
Philosophy	1	1873	1873	3	12
Mechanical Drawing . .	2	1893	1899	1	13
Mechanics	8	1856	1887	3,4	10-26
Mediaeval History . .	10	1873	1899	1,2,3,4,5	10-18
Mensuration	1	1850	1850	.....	.....
Mental Arithmetic . .	5	1858	1895	1	26
Mental Philosophy . .	35	1850	1886	2,3,4,5	6-22
Mental Science	6	1860	1896	1,3,4,5	10-24
Metallurgy	1	1893	1893	4	13
Metaphysics	3	1881	1899	4	.....
Meteorology	7	1854	1874	1,2,3	13-20
Methods of Teaching .	5	1874	1898	1,2,3	10-20
Military Training . .	4	1870	1895	.....	.....
Mind	4	1854	1861	1,2	.....
Mineralogy	12	1850	1899	1,2,3,4	11-20
Modern History	24	1850	1899	1,2,3,4,5	10-40
Moral Philosophy . . .	31	1850	1899	2,3,4,5	13-28
Moral Science	18	1858	1897	3,4,5	10-40
Morals	2	1883	1886	1	10
Music	27	1851	1899	1,2,3,4	.....
Mythology	13	1851	1899	1,2,3,4	12-15
Natural History . . .	20	1854	1884	1,2,3	12-20
Natural Philosophy . .	64	1850	1899	1,2,3,4,5	10-40
Natural Religion . . .	1	1861	1867	4	10
Natural Theology . . .	15	1850	1876	2,3,4	10-20
Navigation	7	1851	1874	1,2,3,4,5	13-20
Needle Work	5	1852	1882	1,2	.....
Optics	3	1856	1871	3,4	10-13
Orthoepy	3	1883	1899	1	40
Orthography	42	1851	1899	1,2,3,4	11-12
Ouranography	1	1861	1862	2	.....
Outline Study of Man .	1	1896	1896	3	11
Painting	16	1851	1899	1,2,3	.....
Parliamentary Law . .	3	1874	1887	1	14
Parsing	1	1851	1852	2	14
Pedagogy	9	1881	1899	1,2,3	10-24
Penmanship	44	1851	1899	1,2,3	12-39
Philology	3	1869	1887	2,4	12-13
Philosophy	12	1851	1898	1,2,3	10-40
Philosophy of					
Education	2	1881	1897	1	.....
Philosophy of History	6	1856	1875	1,2,4,5	11-13
Phonography	8	1861	1898	.....	.....

TABLE LXI (Continued)

Subject	Number of Schools	First Listed	Last Listed	Year Given	Weeks Taught
Phrenology	1	1872	1872	2	12
Physical Culture . . .	3	1892	1899	.....	.....
Physical Geography . .	61	1855	1899	1,2,3,4	6-39
Physical Training . . .	9	1861	1899	.....	.....
Physics	26	1855	1899	1,2,3,4	10-38
Physiology	81	1850	1899	1,2,3,4	6-38
Polite Learning	1	1855	1855	.....	.....
Political Economy . . .	37	1851	1899	1,2,3,4,5	8-20
Political Grammar . . .	2	1872	1886	3	.....
Political Science . . .	1	1887	1887	4	12
Profane History	1	1899	1899	3	.....
Psychology	16	1865	1899	1,2,3,4,5	10-24
Pyrography	1	1899	1899	.....	.....
Rapid Calculation . . .	1	1888	1889	2	11
Reading	46	1850	1899	1,2	13-28
Revealed Religion . . .	1	1861	1861	4	.....
Rhetoric	74	1851	1899	1,2,3,4	10-51
Roads and Railroads . .	3	1864	1896	1,4	24
Roman Antiquities . . .	3	1855	1867	2	20
Sacred Geography	2	1859	1864	1	13
Sacred History	3	1851	1884	2	.....
School Discipline	1	1879	1880	.....	.....
School Law	2	1881	1884	1	.....
School Management . . .	3	1883	1899	1,2	10
School Organization . . .	4	1874	1898	1,2,3	10-14
Science of Common Things	3	1858	1867	1	12
Science of Government	6	1856	1898	2,3	12-15
Science of Teaching . .	1	1887	1887	4	12
Scripture History	1	1860	1861	3	.....
Sewing	1	1899	1899	.....	.....
Sociology	1	1896	1897	2	10
Spanish	3	1856	1874	3,5	39
Stenography	6	1885	1899	1,5	13-36
Surveying	33	1850	1896	1,2,3,4	10-40
Synonyms	5	1852	1882	1,2,3	12-20
Technology	1	1852	1853	3	.....
Telegraphy	5	1874	1898	.....	.....
Theory and Practice of Teaching	7	1859	1897	1	14
Theory of Arithmetic . .	1	1889	1889	1	13
Tissue Flowers	1	1856	1856	.....	.....
Trigonometry	47	1851	1899	2,3,4	10-26

TABLE LXI (Continued)

Subject	Number of Schools	First Listed	Last Listed	Year Given	Weeks Taught
Typewriting	6	1885	1889	1,2	13
United States History	69	1851	1899	1,2,3,4	10-40
Universal History . .	5	1852	1866	1,2,4	39
Uranology	1	1874	1875	1	12
Versification	1	1899	1899	.....	.....
Vocal Culture	1	1883	1883	1	.....
Wood Carving.	1	1899	1899	.....	.....
Word Analysis	5	1867	1883	.....	.....
Word Study.	2	1883	1896	1,2	10-20
Working of Common School System. . .	1	1879	1880	.....	.....
Zoology	38	1856	1899	1,2,3,4	10-36

TABLE LXII

TEXTBOOKS LISTED IN CATALOGUES OF NINETY-TWO
INDIANA ACADEMIES BETWEEN 1850 AND 1900

Subject	Text	Frequency of Mention
Aesthetics	Moffit	2
Algebra.	Ray	27
	Robinson	21
	Wentworth	10
	Davies	8
	Milne	6
	Schuyler	5
	Loomis	3
	Dodd	2
	Olney	2
	Bower	1
	Hall and Knight	1
	Henkle	
	and Stoddard	1
	Hagar	1
	Johnston	
	and Burritt	1
	Towne	1
	Thompson	
	and Quemby	1
	Wells	1
American Politics.	Johnson	1
Analysis of Sentence	Greene	6
	Elligott	2
	Parker	1
	Pinneo	1
	Reed and Kellogg	1
Analytics.	Loomis	1
Analysis of Poetry	Boyd	1
Analogy.	Butler	21
Anatomy.	Huxley	1
	Cutter	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Anatomy (Continued)	Marshall and Hurst Thornton	1 1
Ancient Geography	Mitchell	12
Ancient History	Wilson Myers Robbins Anderson Thalheimer	5 4 2 1 1
Arithmetic.	Ray White Robinson Stoddard Brooks Davies Felter French Indiana Series Loomis Beeman and Smith Colburn Eton Milney Walton Wentworth	26 13 8 5 3 3 3 2 2 2 1 1 1 1 1 1
Astronomy	Robinson Burritt Mattison Steele Loomis Olmsted Herschel Ray Brocklesby Sharpless Butler Davies Peabody Peck	7 5 5 5 4 4 2 2 2 3 1 1 1 1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Astronomy (Continued)	Smith	1
	Stockton	1
	Young	3
Biblical Antiquities.	Nevin	2
Biblical Geography.	Coleman	1
Biology	Bayer	2
	Cooper	1
	Parker	1
Bookkeeping	Bryant	
	and Stratton	8
	Crittenden	7
	Williams	
	and Rogers	4
	Mayhew	3
Botany.	Fulton	
	and Eastman	2
	Gray	30
	Wood	29
	Bastian	1
	Bergen	1
	Bessey	1
	Clarke	1
	Goodale	1
	Steele	1
Calculus.	Mrs. Lincoln	1
	Loomis	4
	Robinson	3
	Davies	1
	Church	1
	Taylor	1
Chemistry	Youman	10
	Steele	8
	Porter	5
	Williams	5
	Remsen	4
	Silliman	4

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Chemistry (Continued)	Johnson	3
	Shepherd	3
	Wells	5
	Storer	
	and Lindsay	2
	Attfield	1
	Barber	1
	Cook	1
	Clarke	1
	Cooley	1
	Draper	1
	Gray	1
	Hooker	1
	Roscoe	1
	Stockard	1
Civil Engineering	Gillespie	1
Civil Government.	Thorpe	4
	Andrews	2
	Rawles	2
	Townsend	2
	Young	2
	Alden	1
	Eclectic	1
	Fairchild	1
Civil Law	Alden	1
Classical Antiquities	Bojeson	1
Classical Geography	Chisholm	1
Commercial Arithmetic	Packard	1
	Williams and Rogers	1
Commercial Law.	Williams and Rogers	1
	Young	1
Correspondence.	Williams and Rogers	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Constitution of United States.	Story	3
	Sheppard	2
	Mansfield	1
	Parker.	1
Constitutional Law	Crane and Moses	1
	Duer	1
	Kent	1
Domestic Science	Beecher and	
	Stowe	1
	Youman	1
Elements of Criticism.	Kames	9
	Dodge	
	and Alexander	1
Elocution	Kidd	3
	Parker	
	and Watson	1
	Hamill	1
English Composition.	Quackenbos	9
	Parker	5
	Hart	3
	Reed and Kellogg	3
	Butler	2
	Abbott	2
	Swinton	2
	Boyd	1
	Bancroft	1
	Keeler and Davis	1
	Chittenden	1
	Kerl	1
	Hill	1
	Harvey	1
	Newcomer	1
	Pinneo	1
English Grammar.	Harvey	13
	Pinneo	8
	Reed and Kellogg	8
	Butler	5

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
English Grammar (Continued) .	Green	5
	Kerl	5
	Wells	4
	Quackenbos	4
	Brown	4
	Bullion	3
	Chandler	2
	Clark	2
	Holbrook	2
	Longman	2
	Swinton	2
	Whitney	2
	Fowler	1
	Indiana Series	1
	Maxwell	1
	Rigdon	1
	Ridpath	1
	Wisely	1
Evidences of Christianity . .	Alexander	11
	Hopkins	7
	McIlvaine	2
	Wright	2
	Cousin	1
	Dodge	1
	Whately	1
Familiar Science	Wells	3
	Peterson	1
French (Grammar)	Fasquelle	3
	Otto	2
	Keetel	1
	Whitney	1
General History	Myers	4
	Swinton	4
	Barnes	3
	Anderson	1
	Harper	1
	Thalheimer	1
	Quackenbos	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Geography	Cornell	7
	Guyot	5
	Mitchell	5
	Barnes	4
	Eclectic	4
	Warren	3
	Frye	2
	McNally	2
	Morse	2
	Hall	1
	Indiana Series	1
	Montieth	1
	Sadlier	1
	Smith	1
Geography of the Heavens . . .	Burritt	1
Geology	Hitchcock	13
	Dana	12
	Le Conte	5
	Steele	3
	Gray	2
	Shaler	2
	Lyell	2
	Adams	1
	Hooker	1
	St. John	1
	Tenney	1
Geometry	Davies	17
	Wentworth	16
	Robinson	15
	Loomis	14
	Olney	4
	Ray	3
	Sharpless	2
	Bradsbury	1
	Brooks	1
	Chauvenet	1
	Milne	1
	Spencer	1
	White	1
	Lyell	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
German (Grammar).	Wood	3
	Otto	2
	White	2
	Ahn	1
	Comfort	1
	Thomas	1
	Worman	1
Greek (Grammar)	Bullion	4
	Harkness	4
	White	4
	Goodwin	3
	Hadley	3
	Allen	1
	Anthon	1
	Crosby	1
Greek Antiquities.	Fiske	1
	Bojeson	1
Higher Arithmetic.	Mahaffey	1
	Ray	8
	Robinson	8
	Davis	1
History of Civilization.	Wentworth	1
	Guizot	11
History of Education	Sharp	1
History of England	Montgomery	7
	Goodrich	4
	Anderson	3
	Thalheimer	3
	Clark	2
	Lancaster	1
	Smith	1
	Thompson	1
History of France.	Barnes	1
	Goodrich	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
History of Greece	Smith	7
	Goodrich	2
	Collier	1
	Felton	1
	Myers	1
	Thalheimer	1
	Yonge	1
History of Rome	Liddell	3
	Myers	3
	Smith	3
	Goodrich	2
	Leighton	1
	Pennell	1
	Swinton	1
Intellectual Philosophy . . .	Upham	4
	Abercrombie	2
	Hitchcock	2
	Steele	1
	Wayland	1
International Law	Kent	1
	Vattell	1
	Woolsey	1
Latin (Grammar)	Harkness	22
	Collar	
	and Daniell	9
	Allen and	
	Greenough	6
	McClintock	6
	Andrews	5
	Bullion	3
	McClintock	
	and Crook	2
	Smith	2
	Chase and	
	Stewart	1
	Harper	1
	Tetlow	1
	Zumpt	1
Laws of Nations	Vattell	2

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Literature (American).	Brooke	1
	Hawthorne	1
	Jenkins	1
	Painter	1
	Wilson	1
Literature (English)	Shaw	10
	Cleveland	6
	Hart	4
	Arnold	1
	Brooke	1
	Day	1
	Emery	1
	Painter	1
	Pancost	1
	Reed	1
	Smith	1
	Spaulding	1
	Welsh	1
Logic.	Whately	8
	Coppee	7
	Hedge	6
	Atwater	2
	Hill	2
	Schuyler	2
	True	2
	Bowen	1
	Gregory	1
	Mahan	1
	Steele	1
Mathematical Philosophy.	Silliman	1
Mechanics.	Olmsted	6
	Peck	1
	Smith	1
Mediaeval History.	Myers	3
	Fisher	1
Mental Arithmetic.	Colburn	1
	Robinson	1
	Stoddard	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Mental Philosophy	Haven	12
	Wayland	6
	Upham	4
	Abercrombie	2
	Hamilton	2
	Ganot	1
	Hooker	1
	Mahan	1
	Porter	1
Mental Science	Porter	1
Meteorology	Brocklesby	1
Mineralogy	Dana	7
	Gray	1
Mind	Watts	4
Modern History	Wilson	7
	Myers	2
	Robbins	2
	Anderson	1
	Fisher	1
	Freeman	1
	and Fyffe	1
Moral Philosophy	Worcester	1
	Wayland	8
	Haven	7
	Dymond	2
	Hitchcock	2
	Fairchild	1
	Gregory	1
Moral Science	Wayland	10
	Bowne	1
	Chalderwood	1
	Hitchcock	1
Mythology	Seeman	3
	Ely	1
	Guerber	1
	White	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Natural History.	Hooker	5
	Ackerman	1
	Quackenbos	1
	Smellie	1
	Orton	1
	Steele	1
	Tenney	2
Natural Philosophy	Wells	11
	Quackenbos	9
	Steele	8
	Olmsted	4
	Parker	4
	Ganot	3
	Sharpless and Phillips	3
	Norton	2
	Griffin	1
	Hooker	1
	Deschand	1
	Draper	1
	Houston	1
	Johnson	1
	Paley	1
	Silliman	1
Natural Theology.	Parley	9
	Chadbourne	1
	Smith	1
Navigation.	Davies	2
	Robinson	2
Optics.	Olmsted	1
Orthography	Farrel	1
	McGuffey	3
	Northend	1
	Martindale	1
	Webster	2
	Williams	1
	Wright	2
Parliamentary Law	Cushing	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Parsing.	Pollock	1
Pedagogy	Hewett	2
	Hewett and James	1
	Baldwin	1
	White	1
Penmanship	Spencerian	6
	Musselman	1
	Rider	1
Philology.	Peile	1
	Whitney	1
Philosophy of History.	Wilson	6
Phonography.	Eclectic	1
Phrenology	Wells	1
Physics.	Gage	7
	Carhart	
	and Chute	5
	Appleton	3
	Olmsted	3
	Sharpless and	
	Phillips	3
	Silliman	1
	Trowbridge	1
Physiology	Cutter	21
	Dalton	6
	Hutchinson	5
	Huxley	5
	Brown	4
	Martin	4
	Hitchcock	3
	Hooker	3
	Steele	3
	Youman	2
	Attfield	1
	Comings	1
	Draper	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Physiology (Continued)	Dunglison	1
	Jarvis	1
	Jordan	1
	Indiana Series	1
	Thornton	1
	Martindale	1
Physical Culture	Delsarte	2
Physical Geography	Warren	12
	Guyot	11
	Houston	9
	Fitch	5
	Cornell	4
	Eclectic	4
	Mitchell	2
	Appleton	1
	Sadlier	1
	Hinnman	1
	Tarr	1
Political Economy	Wayland	16
	Perry	3
	Bowen	1
	Chaplin	1
	Ely	1
	Gregory	1
	Laughlin	1
	Lay	1
	Walker	1
Psychology	Brooks	2
	Halleck	2
	Bowne	1
	Porter	1
	Schuyler	1
Reading	McGuffey	11
	Wilson	4
	Harper	3
	Sanders	3
	Gilmour	1
	Goodrich	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Reading (Continued).	Edwards	1
	Excelsior	1
	Munroe	1
	Porter	1
	Watson	1
Revealed Religion.	Butler	1
Rhetoric	Quackenbos	16
	Hart	11
	Blair	5
	Hill	5
	Whately	5
	Williams	3
	Bardeen	2
	Boyd	2
	Coppee	2
	Day	2
	Genung	2
	Haven	2
	Chittenden	1
	Lockwood	1
	Scott and Denny	1
Roman Antiquities.	Reed and Kellogg	1
	Waddy	1
Sacred Geography	Bojeson	1
	Coleman	1
Sacred History	Gilmour	1
	Sadlier	1
Science of Common Things . . .	Wells	3
Science of Government.	Alden	2
	Young	2
	Andrews	1
	Fiske	1
Surveying.	Davies	7
	Loomis	4
	Robinson	4
	Gummere	2

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Surveying (Continued).	Schuyler	2
	Carhart	1
	Gillespie	1
	Pierce	1
	Sumner	1
Synonyms	Graham	1
Theory and Practice of Teaching	McMurray	1
	McVicar	1
Trigonometry	Robinson	14
	Loomis	7
	Davies	5
	Wentworth	4
	Crockett	2
	Schuyler	2
	Lewis	1
	Olney	1
	Pierce	1
	Wheeler	1
Universal History.	Wilson	3
	Williard	1
	Parley	1
United States History.	Quackenbos	13
	Wilson	10
	Ridpath	7
	Anderson	6
	Goodrich	4
	Thomas	4
	Barnes	2
	Montgomery	2
	Venable	2
	Bancroft	1
	Beard	1
	Johnson	1
	Joseph	1
	McMasters	1
	Williard	1
	Swinton	1
	Weber and Scott	1

TABLE LXII (Continued)

Subject	Text	Frequency of Mention
Word Study	Swinton	3
	Reed	1
	Sanders	1
Zoology	Tenney	7
	Steele	6
	Agassiz	
	and Gould	4
	Agassiz	3
	Holder	3
	Hooker	3
	Gould	1
	Needham	1
	Orton	1
	Packard	1
	Redfield	1
	Stevens	1

APPENDIX B

EXHIBITION PROGRAMS

The exhibition was an important educational and social event in the academies. Three programs will suffice to show the nature of the exercises.

EXHIBITION¹

of the

PHILOLOGIAN LITERARY SOCIETY

of

Brookston Academy

December 6, 1872

Motto: "Libera Educatio."

PROGRAMME

C. W. Shill Salutatory
Lizzie Smiley Historical Sketch
Estella Powell. Select Reading
Ida Cornell "Cobwebs"
John Holtzman
Eddie Mason
Frank Brown
Chas. Bringham. The Light of Stars
Mattie Adams

Music

Debate

Question: Is it a blessing to be compelled
to labor?

Aff. R. L. Cox

Alice Gress

Neg. George Snyder

Hat. Mendenhall

1. Taken from the Brookston Student, November 1872.
Copy loaned by Mrs. Annie Ripley Wallace, Brookston,
Indiana.

Music

Lida Orth Historical Sketch
 James Parish. Select Reading
 Louie Mendenhall
 Charlie Hays
 Meina Allen
 Charles Craw
 George Cutler

Music

Ida Archibald "Dewdrops."
 Philip Orth Hoffnung
 Esther ----- Paper

Music

Annie Ripley. The Good Old Times
 Lillie Bringham . . "Arma virumque cano."

Music

Play

Hattie Bachus Mrs. Dobson
 Web. Mendenhall Tactic
 Albert Allen. Mr. Hooker
 Dollie Hays Fanny
 Frank French. Fag
 Jennie Hays Juliet Snooks
 John Moore. Victim
 W. C. Lucas Alderman
 C. W. Orth. Constable

Music

Louis Coblin. Valedictory

ADMISSION 25 cents. Students Free

Fayetteville Academy²

"Amicitia Lux et Veritas"

SESSIONAL EXHIBITION

Thursday, June 21, 1860
8 o'Clock P.M.

PROGRAMME

Prayer
MusicIntroductory R. J. C. Dodds
Essay - The Mind Miss M. J. Bovard
Oration - Sacred Literature R. T. Cooper

Music

Essay - Cultivate Taste for Reading . . Miss M. J. Huston
Declamation - Emmet's Defense R. Gatch
Oration - All for the Best G. H. Puntney

Music

Essay - My Visit to Evansville J. C. Wilson
Declamation - Secession O. H. Gregg
Oration - The Law of Order J. C. Wilson

Music

Declamation - The Oak Tree Miss E. C. Frazee
Oration - The Pleasure of the Student D. Stewart
Declamation - Our Republican Experiment H. Heab

Music

A Short Chronicle W. Nash
Declamation - The Pioneer W. Altman
Declamation - The Influence of Women . . . Miss R. Huston

Music

Bashaw's Oration F. Frazee
Declamation - Light Miss E. Altman
Declamation - Look Heavenward Miss M. Summers

Music

Scene By Nine Ladies
Essay - Early Attachments Miss S. Wilson
Oration - The Mission of Genius T. M. Little
Declamation - Farewell to Florence . . . Miss M. B. Martin

Music

Address By Rev. J. W. Locke, of Brookville
Music

BENEDICTION

2. Copied from a program loaned by Mrs. Cora Long
Saxon, Falmouth, Indiana.

JONES' HALL!³

Exhibition

of

White Water College, Centerville

Thursday Evening, Dec. 5th. 1861

Programme. Part I.

Duett - Grand March

Prayer

Chorus - Joy! Joy! Freedom to-day

Oration - Passing Away Robert Polk

Declamation - Hatred of the Poor Against the Rich

Wm. Noble

Chorus - In Light Tripping Measure

Rehearsal - Maud Muller Sophronia Powell

Essay - Great Ideas Rebecca Julian

Chorus - The Water Lilies

Essay - The Light on the Ocean of Life . . . Charlotte Snider

Essay - The Angel of the Battle Field . . . Maria L. Barne

Chorus - Night's Shade No Longer

Part Second

THE DRAMA OF SECESSION

Or Scenes from American History

Principal Characters

Washington Mr. ----- Buchanan Mr. Kramer

Jackson Mr. Polk Cass Mr. I. N. Martin

Calhoun Mr. McMullen Sec. of Navy Mr. Heintz

Wise Mr. Carroll Sec. of Treasury Mr. Commins

Floyd Mr. Noble Lincoln Mr. Burgess

South Carolina Miss Belle Huff Virginia Miss Stratton

Other states by various Ladies, Negroes, Messengers,
& C., different Gentlemen

Trio - Air Suisse

Scene I - Washington delivers his Farewell Address and
Party Strife Arises.

Scene II - Nullification is proposed.

3. Taken from a hand bill given to Indiana State
Library by Harry D. Bertsch, Centerville, Indiana.

- Scene III - Nullification is attempted.
- Scene IV - Virginia hears of John Brown's Invasion.
- Scene V - Virginia is excited by the loss of a favorite son.
- Scene VI - Sister States offer Sympathy and propose rash measures.
- Scene VII - Floyd is a loyal son of Virginia.
- Scene VIII - Members of the Cabinet render their Reports.
- Scene IX - The Southern States are armed.
- Scene X - Lincoln is Inaugurated.
- Scene XI - John Bull and Brother Johnathan talk about the matter.
- Scene XII - The Blocade cuts off supplies.
- Scene XIII - The Southern States are Interrupted in the midst of a scanty meal.
- Scene XIV - The Negroes receive the news.
- Scene XV - The States are again united.
- Scene XVI - A Song for the Union.