HISTORY OF EDUCATION IN POSEY COUNTY

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CHAPTER I

INTRODUCTION

I. THE PROBLEM

To those people interested in the public schools of Indiana and, in particular, Posey County, a study of the educational development should be of interest. Very few people take the time to study the growth of the past of their schools but they think only of the present and the future. The public in general consider the present conditions as natural and to be expected but the factors involved that brought about the present conditions have received but very little consideration.

Politically speaking, Posey County may be just another county but its educational contribution is unique and should be given its just dues in the development of the great educational system of America. Many people, not knowing of the caliber of the educational leaders that lived and did their work in Posey County, may unjustly criticize the schools of Posey County, especially the early ones.

The fact that most of the early settlers of Southern Indiana came from the states south of the Ohio River may lead many people to think that the schools in Posey County
have not developed as rapidly as in other parts of the state. The southern people considered the education of their children as a private matter while the New Englanders, the ones that settled the northern part of the state, accepted education as more of a public responsibility. This southern philosophy would have had a marked effect had it not been for the farsighted leaders in Posey County.

II. METHOD OF PROCEDURE

To make properly an educational study, the political history must accompany the educational and the religious history. It is proposed to divide the educational development into periods corresponding to the phases of the political history of Indiana. The State of Indiana experienced distinct phases in its history and these phases naturally affected Posey County in a proportionate degree. There was the territorial period in which the struggle for existence practically prohibited learning; the period of early statehood when the principle of public taxation for the support of the schools had not been recognized and when the major interest was the establishment of homes; and, the last period which began with the adoption of the second constitution which was guided, in its educational content, by the masterful mind of a Posey County man, Robert Dale Owen. Although the adoption was in the early
1850's real progress was not made until after the Civil War.

Three great men, all lovers of children and their education, were Robert Owen, William Maclure, and Robert Dale Owen. They did their best work while in Posey County and their work is still felt in Posey County and, in fact, wherever there are schools and children. Robert Owen with his Utopian dreams and theories, William Maclure's philanthropic ideals and his desire to do something for the child of the working man, and Robert Owen's son, Robert Dale Owen, with his practical philosophy of equal opportunity for all children, boys and girls alike, surely warrant a study worthy of their efforts. Through their work Posey County became a cradle of learning and the center of many educational principles accepted today by all.

III. PREVIOUS RESEARCH ON THE SUBJECT

Investigation has shown that very little has been done toward giving the public any definite and concise information of the growth of education in Posey County. A few general histories have been compiled but the mention of schools was always incidental and secondary to the political history of the county. The most complete studies found deal only with the New Harmony movement and make little if any mention of the remainder of the county.
CHAPTER II

EARLY HISTORY

The early history of Posey County is much like that of the surrounding territory. Substantial evidence leads to the opinion that the earliest inhabitants of this region were the Mound Builders. What remains are to be found show little of their character or customs but is believed that they attained a stage of development above that of the Indian who followed them. One of the richest collections of the relics of these inhabitants is found in Posey County about ten miles above the mouth of the Wabash River. This place is known as "Bone Bank," which was at one time an island in the river. Due to the river changing its course, this deposit is rapidly being washed away showing the relics of pottery, tablets of stone, and human skeletons.

It seems that these people were miners and agriculturists. Just what became of them is not known but it is believed that they gradually moved south and west and founded the civilization of Mexico and South America.

The Iroquois and Algonquin tribes of Indiana were in a continuous struggle over that part of North America south of the Great Lakes, east of the Mississippi River, north of the Ohio River, and west of the Appalachians. The area now known as Posey County was not inhabited by any one tribe after the white man came as they were pushed ever westward. This area was inhabited by the tribes of the Miami Confederacy at the time of the coming of the white man, about 1770. They were friendly with the French due chiefly to the work of the Jesuits and the traders.

The most prominent of the Indian tribes here were the Pottawatomies and the Weas. A French fort, Ouiabache, was established at the mouth of the Wabash about 1750.

At the close of the French and Indian wars the territory fell into the hands of the English and it was through the daring exploits of George Rogers Clark that American settlers had an opportunity to settle here. The English continued to encourage the Indians in their atrocities against the settlers and many of the early settlers

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3 Albin P. Hovey, History of Posey County (A pamphlet prepared by Alvin P. Hovey for the Centennial celebration in 1916), p. 1.
of what is now Posey County played an important part in the final subduing of the Indians in the Battle of Tippecanoe under William Henry Harrison.

Virginia ceded the Northwest Territory in 1787, and the Northwest Ordinance was passed and it was destined to play such an important part in the social and educational history in later Indiana and Posey County.

"Actual government under the Congress of the United States began in 1792." Territorial Governor St. Clair and the two judges, S. H. Parson and J. M. Varnum, passed several acts concerning the territory at this time. In 1800 practically all of what is now Indiana was included in the County of Knox. In a short time some new counties were made, the first one being Clark. The territorial governors were William Henry Harrison, John Gibson, and Thomas Posey, Posey County receiving its name from the last.

On September 7, 1814, Posey County was formed out of part of the territory of Gibson and Warrick counties, and again in December 1815, and January 1, 1817, parts of Gibson County were attached to Posey County. Afterwards, January 7, 1818, the county of Vanderburg was formed of the

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4 Ibid., p. 2.
then territories of Gibson, Warrick, and Posey counties, leaving the boundaries of Posey County as they now stand.

Posey County is in the extreme southwestern part of the state and is separated from Kentucky by the Ohio River and from Illinois by the Wabash River. On the east is Gibson County and Vanderburg County while the northern boundary is Gibson County alone. The area of the county is over 420 square miles and is divided into ten townships, Black, Point, Marrs, Center, Lynn, Robinson, Bethel, Harmony, Robb, and Smith.

When Indiana Territory was formed it consisted of only four counties, Knox, Harrison, Clark, and Dearborn and when it was admitted into the Union as a state it consisted of thirteen, Wayne, Franklin, Dearborn, Switzerland, Jefferson, Clark, Harrison, Knox, Washington, Gibson, Warrick, Perry, and Posey.

Posey County was so sparsely settled at the time that it commanded but little attention. Two members of the constitutional convention that met in Corydon in 1816, were Dan Lynn and Frederick Rapp of Mount Vernon and New Harmony respectively.

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5 Ibid., p. 3.

6 Ibid., p. 2.

Frederick Rapp was on the committee that selected the site of the present capital of Indiana, Indianapolis.

The constitution, in contrast to the state constitution from which it was largely copied, took a very definite step toward providing education for all its people. One section required that the General Assembly provide by law for a general system of education, ascending in a regular scale, from township schools to a state university in which tuition was to be free and open to all. It was many years before this was successfully done.

It is not definitely known just when the first settlers came to Posey County but the first record of a land entry was made in 1807. Doubtless there were many who had settled there before that time and were known as "squatters" until they took out a land entry. Among these squatters were the McFaddins of which there were several families, and there are at the present time many McFaddins around Mount Vernon who are descendants of the families. Thomas Black was the first one to make a land entry in Black

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8 Leffel, op. cit., p. 77.

Township in 1807. The first land entry in Harmony Township was made by Isaac White. After the battle of Tippecanoe, in which the Indians were crushed, settlers began to pour into all parts of the county. Most of the settlers came from the south of the Ohio River, from Kentucky, the Carolinas, Tennessee, and Virginia. This gave Posey County a distinct southern tendency. Some brought slaves but were not allowed to keep them.

When many people hear Posey County mentioned, they say or think, "Hoop-pole Township." This name arose from the fact that one of the principal products shipped on flatboats to New Orleans and vicinity was hoop-poles to be used in the construction of barrels for molasses.

One of the earliest and most important of these flatboat trading points was in Point Township at the mouth of the Wabash River. The first white man in the county,

10 Leffel, op. cit., p. 46.
11 Ibid., p. 47.
13 Leffel, op. cit., p. 50.
Thomas Jones, settled here before 1800.

Although most of the settlers came singly or in small groups, many colonies came also. The largest of these was the "Harmony Association", headed by George Rapp. They came in 1814 and 1815 and took out land entries in Bethel, Center, Harmony, and Lynn Townships. About ten years later they sold their holdings to another colony headed by Robert Owen. In 1815 a colony of forty-four people came from Cynthiana, Kentucky, and settled in Robb Township. Cynthiana, in Smith Township, was settled by another group from Cynthiana, Kentucky, in 1817. It was in the Mt. Pleasant neighborhood in Smith Township, four miles south of Cynthiana, that the greatest camp meetings and revivals in this part of the state were held. Hundreds of people would attend here, coming for many miles around. The church and the cabins to accommodate the campers made a veritable village.

The various townships were formed at different times from 1817 to 1859 and they have the same boundaries today

14 Leonard, op. cit., p. 20.
15 Leffel, op. cit., p. 51.
16 Leffel, loc. cit.
that they had in the latter year, Center being the last formed.

Black Township, the location of Mount Vernon, the county seat, was organized in 1817 and included what is now Point Township. It was reduced to its present size in 1822. The township was named in honor of the Black family who came there from North Carolina in 1806. Although they were not the first settlers there, the McFaddins being first, they have always played a prominent part in the affairs of the township. Mills for sawing lumber and grinding grain were established by James Black in 1810 and in 1817. William Henry Harrison entered 317 acres of land in the township in 1807. Later he tried to sell it to the Blacks but they refused to buy because the McFaddins, who were on the land, refused to leave. Harrison later sold the land for a horse and some money borrowed from James Black. Quite a few of the settlers of Black Township,

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17 Ibid., pp. 75-85.
19 Leffel, *op. cit.*, p. 87.
20 Leffel, compiler, *op. cit.*, p. 266.
having come from the South, brought slaves with them but
they were forced to sell them. The early industries in
addition to farming were milling lumber and grain, tanning, 21
and distilling.

Thomas Heady is claimed to have been the first
teacher in the township as well as in the county. He
taught in a rude log schoolhouse built at McFaddin's
Bluff, now a part of the corporate limits of Mount Vernon,
in 1814. James Black built a new frame dwelling in 1816
and permitted the public to use his old log house as a
school. The cost of a schoolhouse was not counted as
anything as no money was used in the construction.

The early history of the other townships closely
parallels that of Black Township. According to statistics
compiled by the Goodspeed Publishing Company, the dates
of the organization of the other townships were: Smith,
March 24, 1817; Robb, March 24, 1817; Robinson, about 1820;
Bethel, August 14, 1821; Marrs, March 24, 1817; Point,
May, 1822; Lynn, 1817; Harmony, August 14, 1821; and,
Center, March, 1829.

21 Ibid., p. 268.
22 Ibid., p. 269.
23 Ibid., pp. 282-323.
The settlers in all parts of the county were confronted with about the same problems, the forest, Indians, means of travel, building of homes, and other hardships going with frontier life. Practically the whole of the county was heavily forested with the finest of timber consisting of oak, maple, walnut, ash, and other kinds of timber. One twenty-acre tract in Robb Township produced 75,000 feet of fine walnut lumber alone. Much of the forest was cleared away early to make way for homes and fields. A large part of the timber was burned because there was no market for it. Rail fences were quite often made of walnut rails because it split well and was very durable.

The Indians caused little actual trouble but were constantly a source of worry and uneasiness for the settlers. The people were always afraid of an Indian raid and in many communities, blockhouses were built for protection. According to Leffel, one whole community took refuge from the Indians in the fort at Fort Branch in Gibson County. Andrew Gudgel, the great-grandfather of the late

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24 Ibid., p. 270.

Dr. J. E. Gudgel of Cynthiana, a paralytic from the waist down, refused to go but insisted on staying at home to take care of the things. The Indians complimented him for his bravery and did him no harm.

Travel was slow and tedious. What few roads that had been built were little more than trails and over swampy ground they were corduroy, id est, logs laid side by side across the road. The best transportation was by water, which fact accounts for the earliest and most prosperous settlements being along the Wabash and Ohio rivers. The principal early settlements were Mount Vernon, New Harmony, and one at the mouth of the Wabash River in Point Township. Leffel says that this settlement, the one at the mouth of the Wabash, was so important commercially that the flatboats often extended a mile along the bank waiting for their cargoes. Hoop-poles and whiskey were two of the principal articles of trade. It took weeks and even months to make the trip to New Orleans. Wadesville, the principal settlement in Center Township, was established in 1853 because of the inconveniences involved in marketing their produce and securing their supplies at the neighboring towns since the roads were so poor and there were no waterways available.

26 Ibid., p. 50.
With the establishing of homes came the building of schools and places of worship. For several years the 27 Methodists and Baptists (Hardshells) predominated but now churches of all faiths are found distributed in all parts of the county. A Roman Catholic church at St. Wendel, in Smith Township accommodates the German Catholic element in Smith and Robinson Townships. This church has a congregation consisting of about two hundred families, the largest rural congregation in the Indianapolis Diocese. Other Catholic churches are found at West Franklin, Mount Vernon, and Poseyville. Each of the four Catholic churches maintains a parochial school in connection with the church.

27 Ibid., p. 132.
28 Ibid., pp. 142-143.
29 Ibid., pp. 136-142.
CHAPTER III

POSEY COUNTY SCHOOLS BEFORE 1851

Very little was done in any part of Indiana toward organizing schools before statehood but according to Cotton, Governor William Henry Harrison frequently called to the attention of the legislature of the need for good schools. Although he was primarily interested in teaching military tactics, he expected other things to be taught along with military training. Cotton also states that the first school in southern Indiana was established in Dearborn County in 1796 by a group of sixteen families moving in from Ohio. They brought the first schoolmaster, Isaac Polk, known to that part of the country. Not much is known about that school but it is pretty certain Isaac Polk was the first teacher in Indiana. In 1803, a school was established in Clark County.

The years from 1816 to 1851 were known as the period of district schools because during this time the Congressional township was considered as the unit. In 1824 these


2 Ibid., p. 18.
townships were divided into school districts of convenient size, each one having a board of three sub-trustees.

The district plan was rather popular because the means of communication and transportation were rather inadequate and the population in three fourths of the state was less than two to a square mile. Since education was considered a family matter, a larger unit meant a loss of local power.

The general intelligence of the people of Indiana reached its lowest level about the year 1843 because of poor local self-government, incapable teachers, dishonest trustees, a lack of leadership, and the narrow views on education. The house committee reported, "Our common school system of education is a body without a head."  

Among the earliest schools used in Posey County was one at McFaddin's Bluff in 1814, and also according to Leonard, others started at about the same time was one near there on the Black farm in 1816; one in Robb Township one mile west of Poseyville in 1816 and, one in Cynthiana on the Evansville road at about the same time as the one

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in Robb Township.

When Indiana became a state and provision was made for a public school system ranging from district schools to a university, schools began to spring up in all parts of the county. However, the schools were more or less private affairs since the principle of public taxation for the support of the schools had not been adopted.

The school houses in all parts of the county were very similar and a description of one in Smith Township will be typical of all primitive schools:

Round or hewed logs for the walls; puncheon floor; board roof; fireplace, 4 x 10 feet with stick and clay chimney; heavy door, with wooden hinges and a wooden latch, operated by the proverbial latch-string; windows in the sides, one foot wide by ten to twenty feet long, and covered with greased paper. The furniture consisted of long puncheon seats and writing desks fastened to the sides of the room, or one large double desk sitting in the middle of the room.

The course of study was limited for many years to the teaching of spelling, reading, writing, and arithmetic, and, according to Leffel, a typical contract drawn between the teacher and the parents is,

5 Constitution of the State of Indiana, 1816, Section 2.

I, Ebenezer Phillips, agree to teach an English school (state here county, township, and district) for the term of three months at $ per scholar, to begin (date). Will teach reading, writing, and arithmetic as far as the single rule of three. My government will be: For being idle, two lashes with the beech switch; for whispering, three lashes; for fighting, six lashes; for pinching, three licks across the palm of the hand with my ferrule; for tearing or thumbing the books, four licks across the palm of the hand.

We, the subscribers, agree to pay said Phillips in vegetables, such as potatoes, onions, beets, and cabbage; in fruit, such as peaches and apples; in corn, bacon, and wheat, all at market prices or money in payments, last payment at end of term. (Subscribers signatures)

We, the subscribers, agree to furnish said Phillips a house, or we agree to board him according to the number subscribed.7

A pointed goose-quill was used for the pen, and the ink for the copy-book work was manufactured from oak balls saturated with vinegar. The teachers in those days were expected to be experts in making quill pens and keeping them in order.

The first year or two of the school life of the pupil was taken up in learning the alphabet, both capitals and small letters, fifty-two distinct forms. After the child had accomplished this task he spent another year or two in spelling monosyllables, as meaningless to him as the letters of the alphabet had been. At the end of that

course the child was thought to be prepared to commence the spelling and pronouncing of intelligible words and, finally, he was allowed to read short, simple sentences, fables and stories found in the spelling book. Exceptionally bright pupils were sometimes allowed to read from a reader and cipher from Pike's Arithmetic. But the spelling book was the all-important and indispensable textbook.

At night the school children studied their lessons and "worked their sums" by the firelight or the feeble flame of a "tallow-dip." Often pine knots were burned in the fireplace to produce a good light. The school term was short but the daily sessions were long, beginning at sunrise, or as soon as the pupil arrived, and continuing until sunset.

The pupils regarded the school as a place of torture and punishment and what little knowledge they did get was secured under the greatest disadvantages. It is no wonder that so few people secured the rudiments of an education.

One of the greatest weaknesses of the schools was the lack of good teachers. As a rule, teachers were held in low esteem by the community and were considered as unfit for any other kind of work. The teachers were of many
types. Cotton tells of teachers that were lame or disabled; some were adventurers from the East, England, Scotland, or Ireland; some were men unsuccessful in trade; others were waiting for "an opening in business." Women were considered as incapable to teach, but a few instances may be found of successful women teachers.

The methods of licensing teachers and the qualifications demanded of them lacked uniformity and suitable standards. From 1824 to 1837, according to Leffel, three trustees were authorized to examine applicants for schools as to their qualifications before employing them. It is easy to see how inefficient their examinations must usually have been if they made an examination at all. Quite often the whole matter was turned over by two of the trustees to the third, who was left to carry on the school in his own way. From 1837 to 1853, the law required the county commissioners to appoint three examiners to examine teachers and grant certificates to those found to have the requisite qualifications. No record was required to be kept of the

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8 Cotton, op. cit., p. 36.
10 Leffel, loc. cit.
results of these examinations. It was not expected that the examiners sit as a board, so each acted wholly independent of the others. But they had no standard of qualifications and, in some cases, one of the examiners would issue a certificate without any educational test.

The examiners were men of various pursuits and callings, some were county officers, some were lawyers, but whatever they were the business of examining teachers was of minor importance to them.  

Leffel says that a certain young man went to the county seat to secure his license. Applying to one of the examiners, a young lawyer, that official told him that he was too busy and sent him to another examiner, a preacher. The preacher was just getting ready to attend a wedding and sent him back to the lawyer. He found the lawyer on the street, apparently not very busy, and told him the preacher's reason for not being able to conduct the examination, so the lawyer finally consented. On the way to the office the examiner asked, "How many genders have nouns?" The candidate's answer was, "Four." "All right", said the examiner, "of course you could name them." On to his office and after a little conversation, the examiner wrote out a two-year's certificate.

Leffel, loc. cit.
Some of the early teachers were Thomas Heady, William Hooker, E. Allen, Harrison O'Banyon, J. S. Barwick and Samuel Annoble in Black Township; Robert Curry, Alexander Ferguson, James Rankin, John Cooper, and James Lafferty in Robb Township; Eli Knowles, Ebenezer Phillips, Thomas Barrett, Elijah Goodwin, Josiah Elliot, John Moore, William Blackwell, and Samuel McReynolds in Smith Township; Polly Ball, Turner Nelson, Zachariah Wade, Samuel Gray, John R. Hays, George Grant, Nicholas Harmon, and Thomas Moye in Center Township; John Welborn in Marrs Township; Josiah Elliot, Ezekiel Harmon, William Harper, James Wasson, and Jacob Taylor in Bethel Township.

The state general assembly, in 1818, made it the duty of the governor to appoint for each county a semi­nary trustee who was to accumulate and invest funds arising from the exemptions moneys and fines, as provided in the constitution, for the establishment of a high grade secondary school that should receive pupils from the township schools and fit them for the university. These fines and moneys varied in amount from one cent to many dollars.

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13 Cotton, op. cit., p. 15.
The first trustee of the Posey County Seminary were appointed in 1822 and were Samuel Jones, Joseph Price, and William Hunter.

In 1825, there was a balance of $300.00 in the fund and the law provided that when there was a balance of $500.00 in the fund the trustees, might, at their discretion, erect a seminary building. In 1833 a sufficient amount had been accumulated and the general assembly authorized its erection. Several communities in the county wanted the seminary. Petitions were sent out along with offers in land and money. Mount Vernon's offer of $500.00 and about four acres of land was accepted and the building was begun in 1841 and completed in 1843.

The seminary school operated with varied success until about 1860. As an encouragement to patronage, and to give all parts of the county some benefit of the school, the trustees recommended that free tuition be given to one or two pupils in each township. They also thought that this would stop prejudice.

14 Leffel, compiler, op. cit., p. 271.

15 Leffel, compiler, loc. cit.

16 Leffel, op. cit., p. 131.
The school law of 1853 rendered the seminary unnecessary and about 1860 the building was sold and the proceeds put into the common school fund. The building was later used as a school for colored pupils in the city of Mount Vernon.

17 Leffel, loc. cit.
CHAPTER IV

THE RAPPITE AND OWENITE SCHOOLS

I. THE RAPPITE SCHOOLS

George Rapp, a vine-dresser and farmer of plebeian birth, emigrated with a band of followers from their home in Wuertemberg, Germany, to America as early as 1803. They were being persecuted for their religious beliefs and sought the freedom of worship that America afforded at that time. The particular doctrine that George Rapp taught was the "dual nature" of man which led to the adoption of celibacy. Rapp purchased about five thousand acres of unimproved land about twenty-five miles west of Pittsburg, Pennsylvania. He wrote to Frederick Reichert, a friend in the fatherland, and told him of the opportunities here and within a year several hundred of Rapp's countrymen, including Reichert, came over to join their leader. From the first year to 1814 wonderful


3 Duss, op. cit., p. 7.
progress was made. Evidence of their financial success is shown by the fact that when they were moving to a new location they received no down payment on their $100,000.00 sale and were still able to purchase about 30,000 acres of land in southwestern Indiana.

In 1814, they felt that they needed a better location and a committee of three selected this 30,000 acre tract in Posey County and named their new home Harmony.

Due to the industriousness of the people and the fertility of the location, the Rappite Society, under the guidance of Frederick Rapp, who had been adopted by George Rapp, had accumulated much wealth through farming, manufacturing, and commerce. They even had so much money that they were willing to loan the State of Indiana money at 6 per cent interest. They withstood the hard times of 1819, scarcely realizing that there was anything wrong.

While in Pennsylvania an agreement had been reached stating that a record would be kept of the amount of property that each individual possessed and if he ever wished to withdraw from the society, this or its equivalent would be.

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5 Ibid., p. 21.

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be returned. In 1808, and more decisively in 1818, communism was adopted.

Professor Lockridge says that the reason that so little information about the Rappites has been recorded is that these simple German people were naturally secretive and since they were doing so well, they did not care whether other people knew anything about them or not. Miss Louise Husband, the librarian of the Workingmen's Institute at New Harmony, seems to think that so little stress was placed on the schools in the Society because, due to celibacy, there were so few children and these few were to learn a trade rather than academic knowledge.

Some have accused Father Rapp of trying to keep his people in ignorance of the English language but according to Duss it was proved that they had a special night school.

6 Lockwood, op. cit., p. 19.

7 Professor Ross Lockridge of Indiana University is considered an authority on Indiana History, and especially New Harmony. In an interview with him, he ventured this opinion.

8 Miss Louise Husband, the librarian of the Workingmen's Institute, is an authority on the New Harmony movement and the local history of New Harmony. She expressed this opinion in an interview.

9 Duss, op. cit., p. 61.
for the study of the English language and for ciphering.
Their educational system seems to have been very thorough
and extensive as is shown by the record of a waif taken
in by the Society. He learned both German and English
and became an expert in machine work and watch-making; he
was a wagon-maker; a tin-smith; a gun-smith; a carpenter;
a pattern-maker; an expert finisher in the woolen factory;
and, an excellent musician. This speaks well for the
opportunities with the Rappites.

The Rappites had all of their buildings numbered
and the schoolhouse was number 11. This building was
built in 1822 and was not torn down until 1913. It had
been privately owned for many years and was known locally
as the "Ford" home. It was purchased and torn down by the
trustees of the Murphy Endowment Fund to make way for the
new Murphy Auditorium. Most of the lumber was in perfect
condition and the construction proves that the Rappites
built to last. The following description appeared in the
New Harmony paper when the building was being razed.

Yellow poplar entered largely into its construction

10 Duss, loc. cit.

11 Catalogue of Local History, Working Men's Institute,
New Harmony, Indiana.
and some of the timbers are huge. One beam runs clear across the house and is 47 feet long, 12 by 18 inches. Many of the joists and rafters are hewed poplar and are three times as large as the present day pieces.

The Rappites built to last and the work done almost one hundred years ago is just as sound today as when it was first done. The ceiling was made of Dutch bricks placed in grooves between the joists and these served as lathes on which plaster was put. The bricks are made of oak boards 21 inches long, wrapped in straw and coated with mud. They were laid in grooves in the joists which locked them in. They made for warmth and deadened sound. The nails used in the building are native made and have very small heads.¹²

This building was built for Dr. Christopher Muller, the schoolmaster of the Society, in which he was to live and have the school. The room used for this purpose was in the northeast part of the house, lower floor, and was afterwards used for the printing office of the New Harmony Gazette. Dr. Muller, in addition to being the schoolmaster, was a printer and leader of the Harmony Band. He was quite an accomplished musician and quite often sang with Miss Gertrude Rapp, the grand-daughter of George Rapp and others of the community. He also did the necessary printing of the Society.

Although the Rappites are not given credit for doing much in an educational way, the following concentrated account of their school shows that they were not inferior

¹² Loc. cit.
¹³ Loc. cit.
to their neighbors in their education.

The youth of the community were kept at school until they were 14 years of age. School hours were in the forenoon and the afternoon was devoted to such labor as they could easily perform, it being a branch of the economy of the community to teach the youth to labor as well as to read and write. They were taught both the English and the German language, writing and arithmetic. Those destined for the study of medicine received a college education. At 14 males made a choice of a profession and learned it where it was carried on in the community. Females were occupied with the usual branches of female labor. 14

In 1823, Richard Flower, an Illinois neighbor of the Rappites, was offered a $5,000.00 commission to sell the possessions of the Society. Flower went to England and visited New Lanark in Scotland where he met Robert Owen, a wealthy manufacturer and philanthropist, and laid before him the advantages of Harmony as a site for a communistic settlement in the New World where he might work out some of the theories that he had developed. Mr. Owen was at once interested and in January, 1825, he visited Harmony. The deed was made and the ownership changed at a cost, according to Duss, of $190,000.00, much less than its actual value.

14 Catalogue of local History, Working Men's Institute, New Harmony, Indiana.

Just previous to the sale Frederick Rapp (Reichert) had purchased three thousand acres of land eighteen miles below Pittsburg. The new home was called Economy, characteristic of the Society.

Just what made the Rappites make the change is a matter of conjecture but several possible but not highly probable reasons were given. According to Lockwood, fever, ague, unpleasant neighbors, and remoteness from business centers are all listed. Some thought that the property had become involved financially and had to be sold; others said that Father Rapp wanted to make the sale in order to get the money in his control. The most probable reason was that Frederick Rapp wanted to be nearer the Eastern markets so as to dispose of their products more easily.

The Rappite Society began to disintegrate after the death of Frederick Rapp in 1832 and more so after the death of George Rapp in 1847. At the present time only a few buildings and the cemetery in New Harmony remain as memorials to this wonderful group of people.

16 Duss, loc. cit.
17 Lockwood, op. cit., p. 31.
Whether their communistic attempt was successful or not is irrelevant but a great work was done—the way was paved for the Owens, who did contribute much. The Owens' success was not a communistic one but their contribution was that which Robert Owen and his associates did for the educational uplift of all people who followed them.

II. THE OWENITE SCHOOLS

Robert Owen, while still a wealthy textile manufacturer in New Lanark, Scotland, wished to do something to improve the condition of the children of the working-people of New Lanark. He decided to establish schools for them. Previous to this time the children had to work sixteen or more hours per day in the dusty, over-heated rooms of the cotton mills. This led only to ignorance, ill-health, and crime. Podmore says, quoting from Owen's Autobiography, that,

I know that society may be formed so as to exist without crime, without poverty, with health greatly improved, with little, if any, misery, and with intelligence and happiness increased a hundred-fold; and no obstacle whatsoever intervenes at this moment, except ignorance, to prevent such a state of society from becoming universal.18

Robert Owen had original ideas of his own about the teaching of children but he probably, unknowingly, got some ideas from reading Rousseau and from Rousseau's disciple, Pestalozzi.

Owen's school, the Institution for the Formation of Character, was established in January, 1816, but he had not heard of Pestalozzi's school until his visit to the continent in 1818. While there he visited the schools of Oberlin, Fellenberg, and Pestalozzi. He liked Fellenberg's school so well that he sent his two oldest sons, Robert Dale and William, there to be educated.

In the new school, all children above a year old were, if the parents were willing, to be admitted. In order that the school might not be considered to be a pauper school, the parents were charged three shillings per year per pupil. The children were to be trained and educated without punishment or the fear of it. The infants and young children from two years of age and up

19 Ibid., p. 126.
20 Loc. cit.
22 Ibid., p. 203.
were taught dancing and singing in addition to being instructed by observing actual models or paintings. But in addition there were day schools for all under twelve who wished to attend. An adult class was added for night school. Podmore cites that there were 145 boys and 129 girls from three to ten; 174 boys and 311 girls from ten to twenty-five, a total of 759 in attendance on one day the third month of the existence of the school.

No religious instruction was permitted in the New Lanark school, but moral instruction, some of it direct, but most of it indirect, was given. All rewards and punishment whatever, except as Nature herself provided, were excluded. In his instruction to the teachers Robert Owen said that they were on no account ever to beat any children, nor to threaten them in any manner.

"Every action whatever must be followed by its natural reward or punishment."

23 Podmore, op. cit., p. 136.
25 Ibid., p. 229.
26 Ibid., p. 230.
"A child who acts improperly is not an object of blame but of pity. The fact of wrong action simply shows that he has not been properly trained."

Compared with other schools of the period, the New Lanark school was successful. The school was in progress for about eight years and operating smoothly until some Quaker partners of Owen's began to raise objections over the teaching of religion in the school. The Quaker element dominated and their ideas were incorporated into the system.

For many years Robert Owen had been wanting and planning an experimental community but nothing had materialized. In 1824 an opportunity presented itself and Owen was quick to take advantage. The Rappites had offered to sell and Owen had bought the Rappite holdings for $190,000.00 according to Duss, the only living male trustee of the Rappite Society. Here indeed was an opportunity for his communistic ideas and his schools. On one of his first trips to America after he had bought Harmony he delivered addresses in Congress

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27 Ibid., p. 231.
28 Owen, op. cit., p. 214.
explaining his plan and inviting people to join him at New Harmony as it was now named. People came from everywhere and in a short time he had sufficient numbers.

Owen's great object in life now was to establish a society as a model for the world, in which conditions were perfect. These were to be realized through various sources including infant schools.

In January, 1826, he bought with him some men of science whose leader was William Maclure, a native of Scotland, who had met Owen at New Lanark in 1824. Maclure had come to America about the year 1800 and had almost single-handedly made a geological survey of the United States. Along with his love for Natural Science, he possessed a passionate enthusiasm for popular education. For some time he had wanted to found an agricultural and industrial school for the children of the poor, in which physical labor was to be combined with moral and intellectual labor. The work of the children in the field and the shop was to help defray the cost of the school.

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Although he, Maclure, did not agree with Owen in all ways, they had enough in common to cause him to put several thousand dollars into the experiment.

With Owen and Maclure in 1826, came the "Boatload of Knowledge", composed of Thomas Say a distinguished zoologist and naturalist; Charles Lesueur, a French naturalist; Gerard Troost, a Dutch chemist; Phiquepal d'Arusmont and Madam Fretageot, both Pestalozzian teachers, and several others.

These scientists and educators were the best that Owen and Maclure could find for the work intended. It was in 1805 that Maclure first visited Pestalozzi's school in Switzerland, where, he was soon convinced of the solidity, importance, and usefulness of the Pestalozzian system. Pestalozzi, on being asked by Maclure to name a disciple of his that was capable of carrying on the work in America successfully, suggested Joseph Neef. Maclure supported Neef for two years while he was learning the English language, after which, he established, on the Schuylkill River, five miles from Philadelphia, with Neef as principal, the first .

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34 Lockwood, op. cit., p. 235.
Pestalozzian school in America. After several years of indifferent success the school was transferred to Delaware County, Pennsylvania, where the effort was abandoned because of public prejudice against Neef's boldly proclaimed atheism. Neef moved to Louisville, bought a small farm near the city, and renounced teaching altogether. From this retreat he was brought to New Harmony by Owen and Maclure in 1826.

Maclure and Owen had much in common—both were wealthy and philanthropists, therefore, able and willing to put their ideas to the test; both eliminated religion from their schemes; both were interested in the cause of the working-people; and, both were dissatisfied with the existing social order. Their greatest difference lay in their ideas as to how the reformation might be brought about. Owen was interested in every phase of man's environment but more especially in the social Utopia that he hoped to create while Maclure believed that "free, equal, and universal schools" were the only means of salvation.

35 Lockwood, op. cit., p. 235.

36 Loc. cit.
for the poor people.

Both had observed and believed in the educational principles of Pestalozzi. MacIure said that the fundamentals of the "Improved Pestalozzian System of Education" were: First, never attempt to teach children what they cannot comprehend; second, proceed from the easy to the difficult; third, practice extensive and accurate use of the senses; and fourth, exercising, improving, and, perfecting all the mental and corporeal faculties by quickening combinations, and summing up results free from prejudice.

The keynote to William Maclure's philosophy seems to have been the belief that education must be utilitarian in its aim. His book, Opinions on Various Subjects, contains many ideas to support this. He said that education was of two kinds, productive and non-productive, and added that government should be concerned with the productive only. He lists as useful subjects, Drawing, Chemistry, Natural History, Mineralogy, Geology, Botany, Arithmetic,

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37 Lockwood, op. cit., p. 234.


Mechanics, Natural Philosophy, and Astronomy.

The ornamental subjects, he said, were improper to teach and in this list he included Literature, which he condemned in the following statements: "The flowers of rhetoric and declamation only serve to disguise the truth," and, "Plain simple narrative of facts is all the Literature that ninety-nine one hundredths of mankind have any use for." "Mythology," he said, "cultivates the imagination at the expense of the judgment."

His belief in practical education is well stated: "When we abandon utility as a scale of value, we are adrift on a sea of caprice, fancy, and whim without either rudder or compass."

The "joy-in-work" philosophy was expressed in Maclure's statements that all useful and necessary occupations of life may be so taught as to render them a pastime and an amusement.

40 Maclure, loc. cit.
41 Ibid., p. 57.
42 Ibid., p. 58.
43 Ibid., p. 59.
44 Ibid., p. 61.
"if only teachers could be obtained who would be willing to sacrifice their favorite pursuits to the interest and benefit of their pupils." Perhaps the greatest improvement that be effected in education is to free the pupil as much as possible from the *ipse dixit* of the master, by teaching him to derive his knowledge directly from the things themselves or accurate representations of them.

Maclure had the opinion that after one generation had been taught after the Pestalozzian method, there would be no need of any teachers except the parents themselves. It is true that he was in favor of an education for all but he did not believe that free schools would ever be possible. He, however, had a better plan. His plan was "... instruction be so simplified that the children could feed, clothe, and educate themselves by their own labor." He cites examples of teaching done in other countries in industrial education that were wholly successful.

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48 *Loc. cit.*
He said that if teachers are to be employed, they should be paid according to their usefulness. He also believed that the instruction of the millions ought to be taken out of the hand of those not interested in its consequences and placed under the immediate direction of themselves who are alone to be benefited by it.

An experimental school farm ought to be bought in every district, and the exercise of the pupils expended on the farm as productive labor, to feed and clothe themselves. Every possible means should be used to curtail the instruction within the bounds of the positively useful and necessary by teaching only what they would be forced to as men in the avocation that they might be occupied with in life, annihilating all creations of the imagination, and limiting their studies to the use of their senses.

Robert Owen expressed his views on education in a part of the constitution for the Society in these words,

Children will be educated in the best possible manner in the day schools, and will board and sleep in their parent's homes. Should any members, however, prefer placing their children in the boarding school, they must make a particular and individual engagement with the committee; but no members shall be permitted to bind themselves nor their children to the Society for a longer period than one week.

49 Ibid., p. 72.
50 Ibid., p. 77.
51 Editorial in The New Harmony Gazette, October 1, 1825.
The viewpoint of the members of the Society is expressed in a lengthy editorial in the New Harmony Gazette.

It is on the education of youth, the projector of the new social system relies for ultimate success. He does not expect to new-model the characters already formed under the old irrational system; for he admits, that habit, prepossession, and opinion make up the whole character of man; and to produce a radical change in these, presupposes the interposition of powers, of which we have no conception; all that can be expected in this way, is a degree of modification which naturally flows from surrounding mankind with favorable circumstances.

This Society regards education as public property, in which every individual has an equal interest, and their principles enjoin, that the educating and training of youth should be among the first objects of solicitude and care. To do this with more effect, all children from two to twelve years of age are to be placed in houses fitted up for their accommodation, where they will be educated, boarded, and clothed at public expense. On this plan our principal school is now established, at which about 130 children reside. There are also day and evening schools, where every individual, both young and old, has an opportunity of elementary instruction.

Not only were the children of members of the Society admitted into the school, but, as the advertisement in the New Harmony Gazette shows, children of non-members could take advantage of the school.

A limited number of children, whose parents are not members of the Society, will be received into this institution, on the application (if by letter, post paid) to the committee.

Ibid., October 29, 1825.
Terms—For boarding, lodging, washing, clothing, medical attendance, medicine, and instruction in the various branches taught in this institution, one hundred dollars per annum, payable quarterly in advance.53

At the outset of the Society Robert Owen was the guiding spirit of the school and after the adoption of the constitution on May 1, 1825, he was able to stay only a little over a month and, when he left early in June for England, he left a school of a hundred and thirty children, who were boarded, educated, and clothed at the public expense (principally his own money). There evidently was room for more members in the school than had enrolled as is indicated by the advertisement. Outside members came from as far as New York and Philadelphia.

When Maclure arrived on the scene in January, 1826, he assumed complete charge of the schools under the name of the Education Society. He at once began to put his ideas into effect. He had purchased before July, 1826, over nine hundred acres of land for the experimental farm.

53 Advertisement in The New Harmony Gazette, October 8, 1825.


55 Podmore, op. cit., p. 313.
Girls were received into the school on the same terms as the boys, the course of instruction prescribed for them being the same as that laid down for the boys. Lockwood says that while it is true that previous to the New Harmony venture a few private and endowed schools were founded for the express purpose of providing better educational advantages for girls, yet it is also true that the educational system at New Harmony was the first public school system in the United States that offered the same opportunities to girls that it did to the boys.

The school at New Harmony was patterned closely after the New Lanark school. The organization was the same with some additions by Maclure—the industrial school. Madame Neef, assisted by Madame Fretageot, conducted an infant school of over one hundred pupils. The laws of the social system provided that children should become the property of the community at the age of two and it was in the infant school where they were received. The chief


57 *Loc. cit.*

work of the teacher was to direct the amusements of the children, who were taught various games, some of them instructive, similar to those employed in the present day kindergarten.

The real Pestalozzian school of the system was the one for pupils from the ages of five to twelve. The Principal, Joseph Neef, was assisted by his four daughters and one son, all of whom had been pupils of Pestalozzi. The pupils were taught mechanics and mathematics; science; writing and drawing; music; gymnastics; languages; and manual training. A portion of the time of the pupils of this school was spent in some branch of the work of the industrial school. The industrial school was the one innovation which Maclure grafted upon the educational system. While the pupils were in Joseph Neef's school they were permitted to select a branch of industry in which he wished to be trained. At night the children did not return to their homes but slept in an upper room above the workshop where their daily tasks were performed. After one trade had been learned well the pupil was allowed to learn a

59 Ibid., pp. 236-238.
60 Ibid., p. 242.
Lockwood says that at some time or another the following useful occupations were taught in the industrial school: taxidermy, printing, engraving, drawing, carpentry, wheelwrighting, wood-turning, shoemaking, agriculture, washing, cooking, sewing, housekeeping, dressmaking, and millinery. Some evidence of the good work that was done is shown by the excellency of the printing done on Mc lure's Opinions on Various Subjects which was printed and bound by the pupils. The typographical work was excellent and the binding is still in good condition. The enrollment in this school was nearly two hundred.

The "School for Adults", or pupils over twelve, was held largely at night and had an enrollment of about eighty. Here they received special training in mathematics and the useful arts by Troost, drawing by Lesueur, natural history by Thomas Say, and experimental farming by d'Arusmont.

In December, 1826, Maclure had a bill introduced into the state legislature for the incorporation of the New Harmony Educational Society. The bill stated that

61 Ibid., p. 243.
62 Ibid., p. 242.
William Maclure had bought, in and adjoining New Harmony, one thousand acres of land with suitable buildings erected, devoted to the establishment of schools, and had furnished a liberal endowment embracing many thousands of volumes of books, with such mathematical, chemical, and physical apparatus as is necessary to facilitate education, and is desirous to obtain an act of incorporation to enable him to more fully carry out his benevolent designs. The bill was defeated probably because of the fear of the atheism that was supposed to have been taught in the schools.

It seems that when the schools were organized, it was hoped that under the departmental system the children would come under the guidance of the specialists in the various fields. The opposite actually occurred when each principal of each school assumed the entire charge of the training of a particular group of children. During the most of the life of the educational venture Maclure was traveling elsewhere and left the leadership to Thomas Say who was not equal to the task. These things and the failure of the Pestalozzian System to get the desired

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63 Ibid., p. 251.
64 Loc. cit.
results led Robert Owen to set up a rival school, which also failed in a short time and caused a quarrel between him and Maclure.

Even when the social experiment failed in 1827 and the Educational Society perished with it, Maclure did not give up. In the early part of 1827 he published an announcement of "Maclure's Seminary". The announcement stated that,

Young men and young women are received without any expense to them, either for teaching, or food, lodging and clothing. Hour, from five in the morning until eight in the evening, divided as follows: The scholars rise at five; at half past five each goes to his occupation; at seven the bell rings for breakfast; at eight they return to work; at eleven their lessons begin, continuing until half past two, including half an hour for luncheon; then they return to their occupations until five, when a bell calls them to dinner. Afterward until half past six they exercise themselves in various ways; then the evening classes begin, and last until eight. The basis of the institution is that the scholars repay their expenses from the proceeds of their seven's hours labor, but to effect this will require several years more.

Evidently the "Seminary" was a failure because in May 27, 1827, Maclure announced the "Orphan's Manual Training School". Nothing more is heard of either of these

65 Ibid., p. 252.
66 Ibid., p. 254.
ventures. The "School of Industry" was next and it was more successful although it lasted only a short time. It was in the "School of Industry" that Maclure on January 16, 1828, established the "New Harmony Disseminator", the successor to the New Harmony Gazette. The Gazette had ceased with the failure of the social scheme and Robert Dale Owen with Frances Wright continued it under the name of the "Free Enquirer", in New York City. They hit at all abuses against society in their editorial columns. The pupils of the School of Industry edited, printed, and published the "Disseminator" and good bound volumes of it are still on the shelves of the Working Men's Institute. The "New Harmony Gazette" continued through 1828 and an advertisement was run in it in September advertising a new school founded by Robert L. Jennings, one of the old leaders of the Society. The new school was called the

67 Ibid., p. 254.
68 Loc. cit.
69 Ibid., pp. 254-255.
71 Advertisement in the New Harmony Gazette, September 3, 1828.
"Institution of Practical Education" and it is described in the advertisement as follows:

This school will be divided into two departments, the male and the female—each department, into three divisions: The introductory, the junior, and the senior.

The introductory course of instruction will embrace, reading and writing in English, arithmetic, natural history, geography, the grammar or principles of the English language, and linear drawing, et cetera.

The junior course will be continuation of the above with the higher branches of mathematics, the French, Spanish, German, or Italian languages, and bookkeeping.

The senior course, a continuation of the above, with a general course of historical and other reading, composition in the acquired languages, elocution, stenography, music, drawing, painting, dancing, and admission to the annual lectures on natural philosophy, chemistry, mineralogy, botany, and comparative anatomy, and the female department, needle-work in all its branches.

Terms

Quarterly, half yearly, or yearly in advance.
Introductory class, (per annum) for board, lodging, and tuition .............. $100.00
Junior Class. ......... $150.00
Senior Class. ......... $200.00

Pupils from a distance can have their washing and mending done in the town, at four dollars per quarter extra; and must furnish their own cots, bedding, and clothing.

No record is found of the success or failure of this school therefore it may be assumed that it never amounted to much.

Some time in 1828 Maclure established another school
known as "The Society for Manual Instruction". It was for adults and its objects were to communicate a general knowledge of the arts and sciences to those persons who have hitherto been excluded from a scientific or general education by the erroneous and narrow-minded policy of the colleges and public schools, which have invariably endeavored to confine learning to the rich few, so that they might tyrannize over the uneducated many. Maclure left New Harmony shortly after the formation of this school never to come back. He went to Mexico and his health compelled him to stay there. He left the school and his financial interests under the management of Thomas Say. The institution struggled along for several years and finally folded up.

Maclure lost his faith and interest in the education of the children and his last and really only permanent effort to do something for the working people was to establish a library or rather libraries. The Working Men's Institute that had been formed early in the life of the

72 Lockwood, op. cit., p. 255.
73 Loc. cit.
74 Ibid., p. 256.
social experiment had just about ceased to operate and when Maclure died in Mexico in 1840, he had left almost his entire estate to the inauguration of a system of libraries. Just before his death he had the Working Men's Institute incorporated under the laws of the State of Indiana. He had left an order on a London bookseller for a thousand dollars for the Institute and had arranged for its home in a wing of the old Rappite church.

According to Maclure's will, the sum of five hundred dollars was to be donated to any club or society of laborers who may establish in any part of the United States a reading and lecture room with a library of at least one hundred volumes. One hundred forty-four of these libraries were started in Indiana in eighty-nine of the ninety-two counties. Of all this number, the New Harmony Working Men's Institute has been the only one to survive. This has been possible only through the donations of its

75 Ibid., p. 323.
77 Lockwood, op. cit., p. 325.
many friends. Two of the outstanding ones were the followers of George Rapp, then at Economy, in 1874, and Dr. Murphy, a waif taken and educated by the Owens. The Rappites bought the old church, tore it down and converted it into a school building which they gave to the town of New Harmony. They repaired the wing used by the Working Men's Institute at an expense of two thousand dollars. The door of the old Rappite church is now used in the west entrance of the present school building in New Harmony.

Dr. Murphy, grateful for what the Society had done for him, bought the site of the Institute and helped to erect the building now being used. This was in 1893. At his death in 1900, he had given $155,000.00 besides a fine art gallery and museum. The museum contains the relics of the Rappites and the Owens besides the scientific collections of Maclure, Say, and others. The library now contains over 20,000 volumes.

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78 Leffel, op. cit., p. 107.
79 Learned by observation by the author.
80 Lockwood, op. cit., p. 330.
81 Interview with the librarian of the Working Men's Institute.
Although most of the work attempted by the Owenses resulted in failure, the seeds were sown for movements that were destined to become permanent and world wide. According to Caroline Dale Snedeker these firsts may be claimed for New Harmony:

- The first infant school in America.
- The first kindergarten in America.
- The first trade school.
- The first free public school.
- The first woman's club.
- The first free public library.
- The first town dramatic club. 82

The firsts according to Lockwood were:

- The first infant school established in America.
- The first kindergarten of any type established in the Western world.
- The first use of the kindergarten as a part of the public school system.
- The first distinctively trade-school.
- The first industrial school to be made a part of the public school system.
- The first free public school system.
- The first training-school for teachers in all the West. 83

The people of New Harmony have a heritage of refinement and culture that is still in evidence today. They are proud of their history and there are many descendants of the Owenite group that show the blood of their ancestors in their ability and intelligence. It is said that there is a lower per cent of illiteracy in New Harmony than in any other part of the state or nation.

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82 Snedeker, op. cit., p. 271.
83 Lockwood, op. cit., pp. 286-293.
CHAPTER V
POSEY COUNTY SCHOOLS SINCE 1851

Among the important periods in Posey County school history was the one immediately following the adoption of the second state constitution. Provision was made in the new constitution for the present free public school system. The provision reads as follows:

Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government; it shall be the duty of the General Assembly to encourage by all suitable means, moral, intellectual, scientific, and agricultural improvement; and to provide, by law, for a general and uniform system of Common Schools, wherein tuition shall be without charge, and equally open to all.

The legislature of 1852 enacted a law that provided for a tax of ten cents on each one hundred dollars for school tuition purposes. Up to this time there had been no free schools. Section 32 of this law made incorporate cities and towns independent of townships for school purposes, and gave them trustees with power to establish graded schools, and power to levy taxes for their support,

1 Constitution of Indiana, 1851, Article 8, Section 1.

to erect schoolhouses, et cetera. Section 130 of the same act gave townships the same power as granted cities, in the following words:

The voters of any township shall have power at any general or special election to vote a tax for the purpose of building or repairing schoolhouses and purchasing sites therefor, providing fuel, furniture, maps, apparatus, libraries, or increase thereof, or to discharge debts incurred therefor, and for continuing their schools after the public school fund shall have been expended, to any amount not exceeding annually fifty cents on each one hundred dollars of property and fifty cents on each poll.3

Following this act many new schoolhouses were erected and in many cities and towns high schools were established. But in 1858 both these sections, sections 32 and 130, were declared unconstitutional by the Supreme Court on the grounds that these laws were not general and uniform.4 This practically killed every high school in the state and crippled all other free schools.

In 1853 the General Assembly fixed a standard of qualification and gave to the county commissioners the authority to license teachers, and in case there were not a sufficient number of properly qualified teachers


4 Ibid., p. 125.
in the county, the commissioners were authorized to grant temporary licenses and to employ unqualified teachers, especially in the remote rural districts.

The first real step toward a permanent system of education was made when the new constitution provided that:

The General Assembly shall provide for the election, by the voters of the State, of a State Superintendent of Public Instruction; who shall hold his office for two years, and whose duties and compensation shall be prescribed by law.

Until this time there had been no supervision by the state and most of the progress that has been made is due to the work of the state superintendent with the valuable assistance of the various voluntary educational institutions in the state.

Posey County's contribution to the state superintendent's list was Charles A. Greathouse who served as State Superintendent of Public Instruction from 1910 to 1917. Among the things that he advocated were: four year term for the state superintendent; higher qualifications for the county superintendents; and raising the compulsory

5 Ibid., p. 126.

6 Constitution of Indiana, 1851, Article 8, Section 8.
In the twenty-sixth biennial report of the department of public instruction he said that Caleb Mills recognized and called attention to the necessity of adopting consolidation of schools in Indiana as early as 1856 but nothing was done until 1899 when the legislature passed a law recognizing the right of a township trustee to pay for the transportation of pupils to consolidated schools. After the legislature of 1899 passed the law pertaining to consolidation and transportation, a questionnaire was sent out from the state department of public instruction to the county superintendents. The purpose of this was to feel out the local sentiment on transportation and consisted of the following questions:

1. What is the sentiment among your trustees relative to abandoning small schools and consolidating the schools of the township?

2. In what townships in your county has consolidation been tried, and with what effects?

7 Cotton, op. cit., p. 224.


9 Indiana, State Superintendent of Public Instruction, Twentieth Biennial Report, Years ending July 31, 1899, and July 31, 1900, p. 529.
3. What do you find to be the advantages and disadvantages of the system, if you have tried it?

4. What do the patrons think of the plan where it has been tried?

5. How far do you transport pupils?

6. Give briefly the history of one experiment in the transportation of pupils.

7. General remarks.

Charles Greathouse was superintendent of Posey County at the time and replied to the questionnaire as follows:

1. Generally, they are in favor of holding to the small schools. The idea is a new one and the township trustees of this county are afraid that such consolidation would be condemned by the school patrons of their townships. The subject has been much discussed at the County Teacher's Associations, and also at the Farmer's Institutes. The farmers of the county are of the opinion that the driver of an ambulance conveying children from one school district to another, in the winter season, would probably find a Posey County mud-hole that would block the whole scheme.

2. None.

3, 4, 5, and 6. No answer.

7. It is my opinion that the idea is a good one; but with the consolidation of schools must also come improved and better country roads. I am also of the opinion that the saving in the salary of teachers, improvements of school-houses, together with the better culture that would be afforded by consolidation, would be in a great measure sufficient to improve the roads. I am heartily in favor of the scheme, but am of the opinion that it will be many summers and winters before it can be realized in this county.

Ibid., p. 117.
In 1913, after he had become State Superintendent of Public Instruction, Mr. Greathouse presented a lengthy argument in his report for more consolidation. This was in the form of a recommendation before the legislature that was in session. He said that more consolidation would necessarily require more and better transportation of pupils. He reports the following statistics on transportation and consolidation in Posey County for the school year 1911-1912:

### TABLE I

TRANSPORTATION AND CONSOLIDATION DATA IN POSEY COUNTY FOR THE SCHOOL YEARS 1911-1912

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number district schools in county</td>
<td>57</td>
</tr>
<tr>
<td>Number consolidated schools where children are being transported from abandoned schools</td>
<td>5</td>
</tr>
<tr>
<td>Number vehicles other than wagons used</td>
<td>2</td>
</tr>
<tr>
<td>Number regular school wagons used</td>
<td>8</td>
</tr>
<tr>
<td>Cost of regular school wagon per day</td>
<td>$1.75</td>
</tr>
<tr>
<td>Cost of all wagons per day</td>
<td>$17.50</td>
</tr>
<tr>
<td>Total cost of transportation of all children in the county for 1911-1912</td>
<td>$2800.00</td>
</tr>
</tbody>
</table>

*Tbid.*, p. 117.
During the session of the legislature to which Mr. Greathouse made his recommendations, an act was passed that provided, in the case of the discontinuance of a school the township must provide and maintain free transportation for those pupils affected that live a greater distance than two miles from the school to which they may be transferred and for all those between the ages of six and twelve who live less than two miles and more than one mile. This act also provided that the majority of the patrons of any other school in the township may petition for the transportation of all pupils living more than two miles from their school and for all pupils between the ages of six and twelve living less than two miles but more than one mile from such a school.

The acts of 1913 gave quite an impetus to consolidation and transportation and progress has been steady. In July, 1912 there were seventy-eight schoolhouses in Posey County including cities and towns for an enrollment of 3,434. In 1937-1938 there were thirty-three schools for an enrollment of 3,614 pupils with 1,464 being transported


at a cost of $50,306.97, averaging twenty-two cents per pupil per day. The increase in consolidation and transportation has resulted in better buildings and better roads in all parts of the county. At the present time, 1939, four townships, Smith, Center, Robb, and Bethel are entirely consolidated and have excellent schools for grades 1-12. Marrs, Black, Lynn, Point, and Robinson townships have no high schools but send their elementary graduates to the other township and city schools. Harmony Township and New Harmony Town maintain a joint consolidated school and one one-room school which is located on Cut-Off Island in the Wabash River.

There have been only eleven county superintendents in Posey County since the office was created in 1873 and they are as follows with their dates of service:

14 Statistics compiled by County Superintendent of Posey County, C. H. Melton.


16 Loc. cit.

17 Loc. cit.

18 Leffel, op. cit., p. 74, for years 1873 to 1895, and Indiana School Directory for years 1895 to 1939.
In the twenty-second report of the Superintendent of Public Instruction in 1874, James B. Campbell reports about his compensation and office.

The Superintendent has received from the county treasurer, $588.75; $580.00 per diem and $8.75 for postage, envelopes, et cetera. The county commissioners refused to allow and pay his bill for board and lodging et cetera, while attending the State Convention of County Superintendents at Indianapolis... his entire receipts for the year from June 1, 1873 to June 1, 1874, were $603.75, less eight dollars and some other incidental expenses amounting to perhaps, fifteen dollars.

The office of the County Superintendent is now in the Court House, in a small, poorly ventilated room with smokey chimney; however, by the courtesy of our sheriff, Mr. Alexander Crink, who is a personal friend, examinations are held and most of the office business is transacted in the court room. A new Court House is now "building", and in it is a good office which will be provided for the County Superintendent.

Up to last March, 1874, the superintendent furnished his own office lights and fuel. Stationery has been furnished the office.
The present county superintendent, C. H. Melton, receives, according to the law passed by the state legislature in 1933, $1,640.00 with additional appropriation by the county council for office expenses.

There are two distinct permanent school funds in Indiana, the Congressional Township fund and the Common School fund. The former consists of the money derived from the sale of the sixteenth section of every township in accordance with the provisions of the Ordinance of 1787. By constitutional provision, the amount of this fund can never be diminished, and by the terms of the ordinance, the income from the proportion of the fund belonging to each township must be spent solely for the tuition of the children residing in the township.

The Common School fund was established in 1852 by a consolidation of several funds that had been created for the support of the public schools. These several funds are: The Surplus Revenue fund; The Saline fund;

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20 Acts of General Assembly, 1933, Chapter 21, Section 4, p. 105.


22 Constitution of Indiana, 1851, Article 8, Section 2.
The Bank Tax fund; the fund to be derived from the sale of county seminaries; all lands and other estates which shall escheat to the State; grants to the State; and taxes on property of corporations.

These two funds are held as a perpetual trust by the various counties of the state and the county auditors are charged with the management of them. Loans are made on freehold security at the rate of 5 per cent per annum. Each county is liable for the payment of this rate of interest on the entire fund in its custody.

The interest received from the Common School fund, unclaimed fees, and show licenses constitute a fund that is apportioned semi-annually in January and July to the various counties of the state to be further apportioned among the school corporations of the county for the benefit of the tuition fund. Apportionment is made on the basis of average daily attendance of pupils having legal residence within a corporation.


24 Loc. cit.
The following table shows the condition of these funds in Posey County.

**TABLE II**

THE CONDITION OF THE COMMON SCHOOL AND THE CONGRESSIONAL TOWNSHIP FUNDS IN POSEY COUNTY IN 1928, 1933, AND 1938

<table>
<thead>
<tr>
<th>Year</th>
<th>Congressional Township Fund</th>
<th>Common School Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>$43,399.10</td>
<td>$104,371.58</td>
<td>$147,770.68</td>
</tr>
<tr>
<td>1933</td>
<td>$44,274.49</td>
<td>$154,881.19</td>
<td>$199,155.68</td>
</tr>
<tr>
<td>1938</td>
<td>$44,518.28</td>
<td>$160,948.19</td>
<td>$205,466.47</td>
</tr>
</tbody>
</table>

*a* Indiana, Annual Report of the State Superintendent of Public Instruction, for the school year 1927-1928.

*b* Indiana, Annual Report of the State Superintendent of Public Instruction, for the school year 1932-1933.

*c* Indiana, Annual Report of the State Superintendent of Public Instruction, for the school year 1937-1938.

The amount apportioned to the various school units in 1938 in Posey County is given in Table III, page 69.
TABLE III*

THE AMOUNTS APPORTIONED TO THE VARIOUS SCHOOL UNITS IN POSEY COUNTY FROM THE COMMON SCHOOL AND CONGRESSIONAL TOWNSHIP FUNDS IN 1938

<table>
<thead>
<tr>
<th>Unit</th>
<th>Congressional Township Fund</th>
<th>Common School Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Harmony</td>
<td>$456.09</td>
<td>$211.60</td>
</tr>
<tr>
<td>Mount Vernon</td>
<td>$554.28</td>
<td>$1,251.95</td>
</tr>
<tr>
<td>Posey County</td>
<td>$1,479.65</td>
<td>$2,724.79</td>
</tr>
</tbody>
</table>

*Indiana, Annual Report of the State Superintendent of Public Instruction, for the school year 1937-1938.

The State of Indiana is indebted to a Posey County man, Robert Dale Owen, for the perpetuity of this fund. As a member of the second constitutional convention, he was instrumental in getting Section 7 of Article 8 inserted in the constitution. It reads as follows:

All trust funds, held by the State, shall remain inviolate, and be faithfully and exclusively applied to the purposes for which the trust was created.

Under the guidance of State Superintendent, F. A. Cotton, the legislature of Indiana passed its first school relief law in 1905. This law provided for reimbursement

26 Ibid., p. 221.
on school expenditures for tuition purposes only. The 1921 session of the legislature raised the state school rate from five and two tenths cents to seven cents on each one hundred dollars of property. Thirty per cent of this levy was set aside as a school relief fund. In addition to tuition reimbursements was included transportation, transfers, fuel, janitor service, supplies, and reference books. In 1925, equipment and repairs were added. In 1929 an amendment was added giving the state school relief fund 45 per cent of the seven-cent state school levy.

The minimum legal requirements for application for reimbursement of state school relief funds by a regulation of the state board of education in 1931 were a local total special and tuition levy of one dollar and twenty cents, and a twenty-five cent poll tax levy for special and tuition purposes. The present minimum is fifty

28 Loc. cit.
29 Loc. cit.
30 Ibid., p. 15.
cents.

Until the school year 1933-1934 no school corporation in Posey County had applied for relief under these acts, but due to the financial depression prevailing at that time and reduced school tax levies caused by the "$1.50" tax law of 1932, seven corporations applied for relief in 1933. During the school year 1939-1940 all the corporations except the school city of Mount Vernon will be taking advantage of this act.

Table IV, page 72, gives the corporations with date of first application and the amounts received since 1933.

The financial assistance given the various corporations from the state relief fund has equalized opportunities for all school children in the state. It has taken nothing from the wealthier districts and has added immensely to the less able districts. A good minimum program has been set up and if the fifty-cent levy does not cover the expenses approved by the state relief

31 Indiana, Annual Report of the State Superintendent of Public Instruction, for the school year 1933-1934.

32 Interview with County Superintendent C. H. Melton.
**TABLE IV**

**DISTRIBUTION OF THE RELIEF FUND**

1933-1938

<table>
<thead>
<tr>
<th>Corporation</th>
<th>Date</th>
<th>1933-1934</th>
<th>1934-1935</th>
<th>1935-1936</th>
<th>1936-1937</th>
<th>1937-1938 (First Period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel Township</td>
<td>1933</td>
<td>$ 996.77</td>
<td>$ 200.00</td>
<td>$1,064.26</td>
<td>$1,209.58</td>
<td>$ 300.00</td>
</tr>
<tr>
<td>Center Township</td>
<td>1933</td>
<td>685.53</td>
<td>422.62</td>
<td>2,935.04</td>
<td>3,525.83</td>
<td>1,477.84</td>
</tr>
<tr>
<td>Lynn Township</td>
<td>1933</td>
<td>1,846.81</td>
<td>1,842.15</td>
<td>7,020.44</td>
<td>6,173.02</td>
<td>3,166.98</td>
</tr>
<tr>
<td>Point Township</td>
<td>1933</td>
<td>1,262.37</td>
<td>987.14</td>
<td>4,598.76</td>
<td>4,269.64</td>
<td>2,713.75</td>
</tr>
<tr>
<td>Robb Township</td>
<td>1933</td>
<td>978.60</td>
<td>4,182.37</td>
<td>3,813.82</td>
<td>1,500.00</td>
<td></td>
</tr>
<tr>
<td>Smith Township</td>
<td>1933</td>
<td>1,861.98</td>
<td>608.41</td>
<td>1,780.95</td>
<td>1,331.97</td>
<td></td>
</tr>
<tr>
<td>New Harmony</td>
<td>1933</td>
<td>4,149.09</td>
<td>1,026.82</td>
<td>5,288.94</td>
<td>5,715.03</td>
<td>2,677.03</td>
</tr>
<tr>
<td>Black Township</td>
<td>1936</td>
<td></td>
<td></td>
<td>2,227.14</td>
<td>1,588.42</td>
<td></td>
</tr>
<tr>
<td>Marrs Township</td>
<td>1936</td>
<td></td>
<td></td>
<td>3,972.87</td>
<td>2,410.81</td>
<td></td>
</tr>
<tr>
<td>Robinson Township</td>
<td>1939</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indiana, Annual Report of the State Superintendent of Public Instruction, for the years 1933-1938.
officers and purchased by the school corporations, the
deficit is met by appropriations from the state relief
fund. Any corporation may levy over the minimum levy and
go beyond the minimum program. More scientific buying has
resulted and the school corporations are better in every
respect.

In 1933 the General Assembly of Indiana passed a
law pertaining to tuition support, known as the $600.00 law,
for every school corporation in the state. It provided,

For every legally licensed instructor who is em­
ployed and engaged in the work of instruction in the
grades from one to twelve inclusive, the employing
school corporation shall be paid an amount not to ex­
ceed six hundred dollars.

Section 3 of this law defines a teaching unit as
one instructor for each thirty-five pupils in average daily
attendance in grades 1-8 and each twenty-five pupils in av­
erage daily attendance in grades 9-12.

The General Assembly of 1935 guaranteed a minimum
amount of not less than $400.00 for each unit by amending
the 1933 act. No maximum was set and the apportionment

33 Indiana, Acts of the General Assembly, 1933,
Chapter 96, Section 2, p. 870.
34 Loc. cit.
35 Indiana, Acts of the General Assembly, 1935,
Chapter 161, Section 3, p. 585.
has amounted to $700.00 per unit. (See Table V for the amount that each corporation received in 1937-1938.)

The state tuition support fund provides for the second largest source of income for the various corporations in Posey County, being exceeded only by the amount raised by local taxation. Tables V, below, VI, page 75, VII, page 75, and VIII, page 76, show sources and amounts of all revenues for the county as a whole and the school city of Mount Vernon and the New Harmony joint town and township schools separately.

**TABLE V**

**SCHOOL REVENUES FOR POSEY COUNTY 1937-1938**

<table>
<thead>
<tr>
<th>Sources of Revenue</th>
<th>Revenue Receipts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Taxation</td>
<td>$112,030.63</td>
</tr>
<tr>
<td>Common School Funds</td>
<td>2,724.79</td>
</tr>
<tr>
<td>Congressional Township Fund</td>
<td>1,479.65</td>
</tr>
<tr>
<td>Civil Township Fund</td>
<td>125.22</td>
</tr>
<tr>
<td>State School Relief</td>
<td>24,604.79</td>
</tr>
<tr>
<td>State Vocational Allotment</td>
<td>656.30</td>
</tr>
<tr>
<td>State Tuition Support</td>
<td>41,249.56</td>
</tr>
<tr>
<td>Excise Stamps Fund</td>
<td>2,221.33</td>
</tr>
<tr>
<td>Intangibles Stamp Tax</td>
<td>3,548.01</td>
</tr>
<tr>
<td>Miscellaneous Revenue Receipts</td>
<td>64.30</td>
</tr>
<tr>
<td><strong>Total Revenue Receipts</strong></td>
<td><strong>$188,704.58</strong></td>
</tr>
</tbody>
</table>

### TABLE VI

NON-REVENUE RECEIPTS FOR POSEY COUNTY SCHOOLS IN 1937-1938

<table>
<thead>
<tr>
<th>Sources of Non-Revenue Receipts</th>
<th>Non-Revenue Receipts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Property</td>
<td>$ 24.50</td>
</tr>
<tr>
<td>Insurance Adjustments</td>
<td>134.64</td>
</tr>
<tr>
<td>Sale of Bonds (Special)</td>
<td>14,000.00</td>
</tr>
<tr>
<td>Sale of Bonds (Bonds)</td>
<td>1,138.50</td>
</tr>
<tr>
<td>Temporary Loans</td>
<td>12,611.53</td>
</tr>
<tr>
<td>Transfer Tuition</td>
<td>1,523.80</td>
</tr>
<tr>
<td>Federal Building or Other Grants</td>
<td>58.90</td>
</tr>
<tr>
<td><strong>Total Non-Revenue Receipts</strong></td>
<td><strong>$29,491.87</strong></td>
</tr>
</tbody>
</table>

### TABLE VII

SCHOOL REVENUE RECEIPTS FOR MOUNT VERNON AND NEW HARMONY IN 1937-1938

<table>
<thead>
<tr>
<th>Sources of Revenue Receipts</th>
<th>Revenue for Mount Vernon</th>
<th>Revenue for New Harmony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Taxation</td>
<td>$46,126.45</td>
<td>$16,589.61</td>
</tr>
<tr>
<td>Common School Funds</td>
<td>1,251.95</td>
<td>211.60</td>
</tr>
<tr>
<td>Congressional Township Fund</td>
<td>554.28</td>
<td>456.09</td>
</tr>
<tr>
<td>State School Relief</td>
<td></td>
<td>4,256.45</td>
</tr>
<tr>
<td>State Vocational Allotment</td>
<td>1,400.00</td>
<td>447.00</td>
</tr>
<tr>
<td>State Tuition Support</td>
<td>24,736.70</td>
<td>8,400.00</td>
</tr>
<tr>
<td>Excise Fund</td>
<td>1,034.04</td>
<td>376.70</td>
</tr>
<tr>
<td>Intangibles Tax</td>
<td>790.80</td>
<td>519.98</td>
</tr>
<tr>
<td>Miscellaneous Revenue Receipts</td>
<td></td>
<td>55.00</td>
</tr>
<tr>
<td><strong>Total Revenue Receipts</strong></td>
<td><strong>$75,894.22</strong></td>
<td><strong>$31,312.43</strong></td>
</tr>
</tbody>
</table>
### TABLE VIII
NON-REVENUE RECEIPTS FOR MOUNT VERNON AND NEW HARMONY SCHOOLS FOR 1937-1938

<table>
<thead>
<tr>
<th>Sources of Non-Revenue Receipts</th>
<th>Non-Revenue Receipts for Mount Vernon</th>
<th>Non-Revenue Receipts for New Harmony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Property</td>
<td>$12,387.61</td>
<td></td>
</tr>
<tr>
<td>Insurance Adjustments</td>
<td></td>
<td>$598.52</td>
</tr>
<tr>
<td>Sale of Bonds (Special)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sale of Bonds (Bonds)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Tuition</td>
<td>$12,387.61</td>
<td>$598.52</td>
</tr>
<tr>
<td>Cash Tuition (Not from other Corporations)</td>
<td>84.60</td>
<td></td>
</tr>
<tr>
<td>Federal Building Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,368.76</td>
<td></td>
</tr>
<tr>
<td><strong>Total Non-Revenue Receipts</strong></td>
<td><strong>$13,840.97</strong></td>
<td><strong>$598.52</strong></td>
</tr>
</tbody>
</table>

Table IX, page 77, shows the total special and tuition school tax levy for each taxing unit in Posey County for the year 1929, just preceding the "depression" years 37 and 1939, the last year.

37 Posey County Tax Receipt Duplicates, for 1929 and 1939.
TABLE IX

SCHOOL TAX LEVIES FOR 1929 AND 1939

<table>
<thead>
<tr>
<th>Taxing Unit</th>
<th>1929</th>
<th>1939</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Township</td>
<td>.49</td>
<td>.78</td>
</tr>
<tr>
<td>Lynn Township</td>
<td>.80</td>
<td>1.01</td>
</tr>
<tr>
<td>Point Township</td>
<td>.85</td>
<td>1.33</td>
</tr>
<tr>
<td>Harmony Township</td>
<td>1.16</td>
<td>1.00</td>
</tr>
<tr>
<td>Robb Township</td>
<td>1.45</td>
<td>1.07</td>
</tr>
<tr>
<td>Marrs Township</td>
<td>.79</td>
<td>.85</td>
</tr>
<tr>
<td>Robinson Township</td>
<td>.58</td>
<td>.55</td>
</tr>
<tr>
<td>Smith Township</td>
<td>1.17</td>
<td>1.02</td>
</tr>
<tr>
<td>Bethel Township</td>
<td>1.15</td>
<td>1.30</td>
</tr>
<tr>
<td>Center Township</td>
<td>1.40</td>
<td>1.18</td>
</tr>
<tr>
<td>Mount Vernon City</td>
<td>1.18</td>
<td>1.15</td>
</tr>
<tr>
<td>New Harmony Town</td>
<td>.75</td>
<td>1.05</td>
</tr>
<tr>
<td>Poseyville Town</td>
<td>1.20</td>
<td>1.09</td>
</tr>
<tr>
<td>Cynthiana Town</td>
<td>1.17</td>
<td>1.02</td>
</tr>
<tr>
<td>Griffin Town</td>
<td>1.15</td>
<td>1.30</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>1.15</td>
<td>1.05</td>
</tr>
</tbody>
</table>

Although the total school tax rate is not very much lower in 1939 than it was in 1929, the tax burden is not as great as it would be if it were not for the assistance received from the state. Decreased property valuation and the enlarged programs would make the financial burden too great for the local taxing units to carry.

According to the United States census report of 1860, the population of Posey County was 16,167 compared...
with 17,853 in 1930. The highest population recorded in the county was in 1900 when it reached 22,333. (See Table X, given below.)

TABLE X

POPULATION GROWTH OF POSEY COUNTY BY DECADES FROM 1820 TO 1930

<table>
<thead>
<tr>
<th>Date</th>
<th>Population by Decades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820</td>
<td>4,061</td>
</tr>
<tr>
<td>1830</td>
<td>6,549</td>
</tr>
<tr>
<td>1840</td>
<td>9,683</td>
</tr>
<tr>
<td>1850</td>
<td>12,549</td>
</tr>
<tr>
<td>1860</td>
<td>16,167</td>
</tr>
<tr>
<td>1870</td>
<td>19,185</td>
</tr>
<tr>
<td>1880</td>
<td>20,857</td>
</tr>
<tr>
<td>1890</td>
<td>21,529</td>
</tr>
<tr>
<td>1900</td>
<td>22,333</td>
</tr>
<tr>
<td>1910</td>
<td>21,670</td>
</tr>
<tr>
<td>1920</td>
<td>19,334</td>
</tr>
<tr>
<td>1930</td>
<td>17,853</td>
</tr>
</tbody>
</table>

The enrollment in the schools has increased from 2,763 in all schools in 1860 to 3,614 in 1937-1938.

39 Ibid., 1930.
40 Ibid., 1900.
41 Ibid., 1860.
There were seventy-four teachers in 1860 teaching a term of seventy-four days at an average daily wage of eighty-seven cents per day compared with 137 teachers in 1937-1938 teaching 160 days in the townships and 180 days in the city and town schools at an average daily wage of $6.65. All the teachers in 1860 received a total annual salary of $4,758.00 while all the teachers in 1937-1938 received a total salary of $153,445.08.

The gross per capita cost of the schools of Mount Vernon based on the total school expenditures for 1937-1938 was $68.60; New Harmony $74.84; and the Township schools $98.64. The concentration of the pupils and the expenditures in the cities and towns makes a lower per capita cost. There are only thirty-three schools in the county compared to about one hundred in 1870.

44 United States Census Report for 1860.
46 Loc. cit.
Consolidation has made it possible for the township schools to approach the city schools in per capita cost with approximately the same salaries and equipment found in the city schools. No doubt there will be more consolidation in the township schools in the near future.

The Mount Vernon city schools are composed of one high school organized in 1871 and commissioned in 1873; the Central Elementary School for grades 1-8; the James Whitcomb Riley School for grades 1-3; and the Booker T. Washington School for the colored pupils for grades 1-12. The high school has twenty teachers, first class commission, and an enrollment of 410. The Central Elementary School has fourteen teachers, continuous commission, and an enrollment of 529. The James Whitcomb Riley Elementary School has two teachers, a continuous commission, and an enrollment of seventy-nine. The Booker T. Washington School for the colored pupils is housed in the old Seminary building and has four teachers, a conditional commission, and has an enrollment of sixty-five in grades 1-8 and twenty in grades 9-12.

\[\text{Indiana School Directory for 1925-1926.}\]

\[\text{Indiana School Directory for 1938-1939.}\]
The following are the names and dates of service of the city superintendents for the Mount Vernon schools:

A. J. Snoke 1870-1874
Alfred Kummer 1874-1876
E. S. Clark 1876-1879
W. J. Davis 1879-1882
P. P. Stultz 1882-1889
H. P. Leavenworth 1889-1896
Edwin S. Monroe 1896-1903
Edward G. Bauman 1903-1910
E. J. Llewelyn 1910-1917
W. S. Painter 1917-1925
M. N. O'Bannon 1925-1936
J. G. Turner 1936-1939
Stoy Hedges 1939-1940

The New Harmony school is a joint town-township consolidated school for grades 1-12. The high school was organized in 1871 and commissioned in 1888. It was given a first-class commission in 1937-1938 and it is one of the smallest high schools in the state to hold that type of commission. The high school enrollment in 1938-1939

51 Indiana School Directory for years 1903-1939.
52 News item in The Evansville Courier, June 15, 1939.
53 Indiana School Directory for 1925.
54 Ibid., 1937-1938.
was only 117. The elementary school has a continuous commission and had an enrollment of 263 in 1938-1939. There are fifteen teachers employed in the school. There is one unclassified school in Harmony Township located on Cut-Off Island. It is a one-room school with an enrollment of thirteen pupils.

The following people have served as administrators for the New Harmony schools since 1882:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. H. Wood</td>
<td>1882-1886</td>
</tr>
<tr>
<td>J. W. McCormick</td>
<td>1886-1888</td>
</tr>
<tr>
<td>C. L. Hopper</td>
<td>1888-1890</td>
</tr>
<tr>
<td>C. H. Wood</td>
<td>1890-1892</td>
</tr>
<tr>
<td>Data were not available</td>
<td>1892-1895</td>
</tr>
<tr>
<td>H. W. Monical</td>
<td>1895-1899</td>
</tr>
<tr>
<td>Joseph E. Kelley</td>
<td>1899-1908</td>
</tr>
<tr>
<td>W. V. Mangrum</td>
<td>1908-1919</td>
</tr>
<tr>
<td>C. B. Macy</td>
<td>1919-1920</td>
</tr>
<tr>
<td>F. M. Lindley</td>
<td>1920-1922</td>
</tr>
<tr>
<td>Byron T. Rees</td>
<td>1922-1923</td>
</tr>
<tr>
<td>Helen L. Plummer</td>
<td>1923-1925</td>
</tr>
<tr>
<td>T. W. Records</td>
<td>1925-1930</td>
</tr>
<tr>
<td>Earl W. Rapp</td>
<td>1930-1940</td>
</tr>
</tbody>
</table>


56 *Cotton* (1904), *op. cit.*, p. 395.

57 *Indiana School Directory* for years 1903-1939.

58 Interview with Earl W. Rapp.
Smith Township has only one school, a consolidated school, located at Cynthiana. It held a continuous commission until 1938-1939, when due to rigid curriculum requirements, the commission was made conditional. The elementary school still holds a continuous commission. It is now meeting the requirements demanded for a continuous commission. There are ten teachers in the school for a high school enrollment of seventy-seven and an elementary enrollment of 112. It is a six-year high school with seven of the teachers in the grades 7-12 and three in the grades 1-6. The school received its first commission in 1910.

The following principals have served since 1896:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wm. C. Welborn</td>
<td>1896-1898</td>
</tr>
<tr>
<td>W. V. Mangrum</td>
<td>1898-1899</td>
</tr>
<tr>
<td>Edward Welborn</td>
<td>1899-1900</td>
</tr>
<tr>
<td>D. M. Deeg</td>
<td>1900-1901</td>
</tr>
<tr>
<td>Edward Millet</td>
<td>1901-1903</td>
</tr>
<tr>
<td>A. F. Vandergrift</td>
<td>1903-1905</td>
</tr>
<tr>
<td>Albert Penn</td>
<td>1905-1907</td>
</tr>
<tr>
<td>George Currie</td>
<td>1907-1909</td>
</tr>
<tr>
<td>G. M. Cleveland</td>
<td>1909-1911</td>
</tr>
<tr>
<td>E. D. Richards</td>
<td>1911-1912</td>
</tr>
<tr>
<td>C. B. Macy</td>
<td>1912-1916</td>
</tr>
<tr>
<td>W. B. French</td>
<td>1916-1923</td>
</tr>
<tr>
<td>O. L. McReynolds</td>
<td>1922-1930</td>
</tr>
<tr>
<td>A. L. Meadows</td>
<td>1930-1939</td>
</tr>
</tbody>
</table>

The data for the statistics for all the school for 1938-1939 were taken from the Indiana School Directory for 1938-1939.

The list of the principals for all the consolidated schools was taken from data compiled by County Superintendent C. H. Melton.
At the present time Robb Township has two consolidated schools, Poseyville and Stewartsville. The Poseyville High School was organized in 1885, certified in 1900, and commissioned in 1905. The following material was published in *The Hoosier Posy* in 1914.

The first annual commencement of the Poseyville High School was held Friday night March 27, 1885 at the M. E. Church. Seated on the stage were Rev. J. C. McReynolds, the Board of Education, musicians and others. At eight o'clock Prof. Driscoll entered, followed by the graduates, 16 in number. The members of the class delivered essays:

"America's Inventions" ... Minerva Fletchall Cale
"Two Thousand Years From Now" .. Minnie Williams Wasson
"Shall Women Vote?" ... Eva McReynolds Wilkerson
"Slavery" ... Frank Trainor
"Story of Evangeline" ... Retta Woodry Ramsey
"Advantages of Civil Service Reform" .. J. S. Jacquess
"Learn to Labor and to Wait" Rose Right Boren
"Waiting for Something to Turn Up" ... Oscar Cox
"Longfellow as a Poet" ... Mary Hatfield Fitzgerald
"The Home" ... Mary Cox
"Our Advantage" ... Mary Dean
"Our Advantages" ... Mary Dean
"A Dream" ... Chancy Trainor
"Lee and Grant's Generalship" A debate by Andrew Cal-vert and James Endicott

"Learning by Labor must be won.
'Twas never entailed from Sun to Sun."

James Williams Hoffman

Superintendent James Kilroy presented the diplomas.

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84

*The Hoosier Posy*, a high school annual compiled by the Poseyville High School in 1914.
Also from *The Hoosier Posy* we learn the teachers who were at the head of the school from 1844 to 1914 and the dates that they served:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Pease</td>
<td>1844-1845</td>
</tr>
<tr>
<td>Edwin Gilbert</td>
<td>1845-1846</td>
</tr>
<tr>
<td>Alfred Pease</td>
<td>1846-1847</td>
</tr>
<tr>
<td>Elizabeth Whittlesey</td>
<td>1847-1848</td>
</tr>
<tr>
<td>William Jacquess</td>
<td>1848-1849</td>
</tr>
<tr>
<td>Simon Stewart and A. M. Broadus</td>
<td>1849-1850</td>
</tr>
<tr>
<td>Elizabeth Shroeder and James Ferguson</td>
<td>1850-1851</td>
</tr>
<tr>
<td>Elijah Lilliston</td>
<td>1851-1852</td>
</tr>
<tr>
<td>Harrison Jones</td>
<td>1852-1854</td>
</tr>
<tr>
<td>Captain W. F. Stillwell</td>
<td>1854-1855</td>
</tr>
<tr>
<td>Mrs. Hough</td>
<td>1855-1856</td>
</tr>
<tr>
<td>Agnes Goulding</td>
<td>1856-1858</td>
</tr>
<tr>
<td>Morris Burbeck</td>
<td>1858-1859</td>
</tr>
<tr>
<td>William Leach</td>
<td>1859-1860</td>
</tr>
<tr>
<td>William Hennesee</td>
<td>1860-1861</td>
</tr>
<tr>
<td>Mr. Knickerbocker</td>
<td>1861-1862</td>
</tr>
<tr>
<td>Henry Jacquess</td>
<td>1862-1863</td>
</tr>
<tr>
<td>Phoebe Whittlesey</td>
<td>1863-1864</td>
</tr>
<tr>
<td>O. M. Welborn</td>
<td>1864-1865</td>
</tr>
<tr>
<td>Joseph Davis</td>
<td>1865-1866</td>
</tr>
<tr>
<td>Richard Reeves</td>
<td>1866-1867</td>
</tr>
<tr>
<td>J. A. Iwnard</td>
<td>1867-1868</td>
</tr>
<tr>
<td>J. B. Davis</td>
<td>1868-1869</td>
</tr>
<tr>
<td>T. M. Weaver</td>
<td>1869-1871</td>
</tr>
<tr>
<td>J. B. Davis</td>
<td>1871-1875</td>
</tr>
<tr>
<td>W. H. Patterson</td>
<td>1875-1877</td>
</tr>
<tr>
<td>J. B. Davis</td>
<td>1877-1879</td>
</tr>
<tr>
<td>James Kilroy, Sr.</td>
<td>1879-1880</td>
</tr>
<tr>
<td>J. B. Davis</td>
<td>1880-1881</td>
</tr>
<tr>
<td>J. H. Thornburg</td>
<td>1881-1882</td>
</tr>
<tr>
<td>T. B. Wharton</td>
<td>1882-1883</td>
</tr>
<tr>
<td>Professor Marble</td>
<td>1883-1884</td>
</tr>
<tr>
<td>Professor Driscoll</td>
<td>1884-1886</td>
</tr>
<tr>
<td>Thomas F. Williams</td>
<td>1886-1887</td>
</tr>
<tr>
<td>Professor Craig</td>
<td>1887-1888</td>
</tr>
</tbody>
</table>

*The Hoosier Posy*, a high school annual compiled by the Poseyville High School in 1914.
Beginning in 1887, a "Normal School" was conducted by County Superintendent James Kilroy, Sr., and Principal Daniel Driscoll for the training of teachers. These terms lasted for three or four months after school was out in the spring. The tuition was $8.00 and good board and lodging could be had for $2.50 to $3.00 a week.

When the high school was organized in 1885, it was a town school and the rest of Robb township was under the township trustee. This condition continued until 1928 when the burden became too great for the town of one thousand and all of the schools came under the care of the township trustee.

At the present time the Poseyville and the Stewarts-ville consolidated schools are the only schools in the township and they are organized on the 6-6 basis. They both hold conditional commissions but have qualified

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for continuous commissions. Some of the teachers are employed for part time in each school. Altogether there are fifteen teachers in the two schools with three of them dividing their time between the two schools. Lester Reynolds is principal at Poseyville and Sanford Sanders is principal at Stewartsville. Poseyville has a high school enrollment of eighty-eight and elementary 116. Stewartsville has a high school enrollment of fifty-five and elementary 129. From 1931-1934, H. L. Carmack was principal of both schools.

The principals or superintendents of the Poseyville School are as follows since 1914:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. H. Horral</td>
<td>1914-1915</td>
</tr>
<tr>
<td>S. J. Alexander</td>
<td>1915-1916</td>
</tr>
<tr>
<td>C. B. Macy</td>
<td>1916-1918</td>
</tr>
<tr>
<td>Jesse Hansell</td>
<td>1919-1920</td>
</tr>
<tr>
<td>Forrest Morris</td>
<td>1920-1923</td>
</tr>
<tr>
<td>Helen Plummer</td>
<td>1923-1924</td>
</tr>
<tr>
<td>Loren Reed</td>
<td>1924-1927</td>
</tr>
<tr>
<td>Fred Davis</td>
<td>1927-1931</td>
</tr>
<tr>
<td>H. L. Carmack</td>
<td>1931-1934</td>
</tr>
<tr>
<td>Stella Boyle</td>
<td>1934-1935</td>
</tr>
<tr>
<td>Lester Reynolds</td>
<td>1935-1937</td>
</tr>
<tr>
<td>Ira J. Scales</td>
<td>1937-1938</td>
</tr>
<tr>
<td>Lester Reynolds</td>
<td>1938-1939</td>
</tr>
</tbody>
</table>

The principals of the Stewartsville School since 1897 are:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. A. Oliphant</td>
<td>1897-1899</td>
</tr>
<tr>
<td>L. P. Doerr</td>
<td>1900-1901</td>
</tr>
<tr>
<td>E. M. Young</td>
<td>1903-1905</td>
</tr>
<tr>
<td>Clarence Silby</td>
<td>1906-1907</td>
</tr>
<tr>
<td>Henry Steinbrenner</td>
<td>1908-1911</td>
</tr>
<tr>
<td>James S. Kilroy</td>
<td>1911-1912</td>
</tr>
<tr>
<td>Bex A. Trimble</td>
<td>1912-1914</td>
</tr>
<tr>
<td>Carlos R. Maxam</td>
<td>1914-1919</td>
</tr>
<tr>
<td>C. A. Rumble</td>
<td>1919-1921</td>
</tr>
</tbody>
</table>
The schools of Center Township are consolidated in one school at Wadesville. The school was commissioned in 1924 and now holds a conditional commission because of the condition of the building. The school authorities are trying to meet the qualifications of a continuous commission. Eight teachers are employed in the school with an enrollment of sixty-four in the high school and 117 in the grades 1-8. The list of the administrators of the school since 1896 include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. T. Miller</td>
<td>1886-1897</td>
</tr>
<tr>
<td>George E. Cox</td>
<td>1900-1901</td>
</tr>
<tr>
<td>William O. Wilson</td>
<td>1903-1904</td>
</tr>
<tr>
<td>James R. Robertson</td>
<td>1904-1905</td>
</tr>
<tr>
<td>George E. Carrothers</td>
<td>1906-1907</td>
</tr>
<tr>
<td>Fred E. McMurtry</td>
<td>1908-1909</td>
</tr>
<tr>
<td>C. B. Macy</td>
<td>1909-1910</td>
</tr>
<tr>
<td>G. A. Dragoo</td>
<td>1910-1911</td>
</tr>
<tr>
<td>A. M. Winklepleck</td>
<td>1911-1912</td>
</tr>
<tr>
<td>J. Ora Ault</td>
<td>1912-1914</td>
</tr>
<tr>
<td>Alfred H. Wetzel</td>
<td>1914-1915</td>
</tr>
<tr>
<td>Harry Calvert</td>
<td>1915-1916</td>
</tr>
<tr>
<td>Henry Steinbrenner</td>
<td>1916-1918</td>
</tr>
<tr>
<td>Nona Noel</td>
<td>1918-1919</td>
</tr>
<tr>
<td>William Maurer</td>
<td>1919-1920</td>
</tr>
<tr>
<td>John A. Waltz</td>
<td>1920-1921</td>
</tr>
<tr>
<td>H. L. Carmack</td>
<td>1921-1922</td>
</tr>
<tr>
<td>H. L. Smith</td>
<td>1922-1924</td>
</tr>
<tr>
<td>Ralph Sparks</td>
<td>1924-1926</td>
</tr>
<tr>
<td>E. Philips Blackburn</td>
<td>1926-1929</td>
</tr>
<tr>
<td>James E. Morlock</td>
<td>1929-1931</td>
</tr>
<tr>
<td>C. H. Melton</td>
<td>1931-1933</td>
</tr>
<tr>
<td>Edward Glenn</td>
<td>1933-1937</td>
</tr>
<tr>
<td>C. E. Appleman</td>
<td>1937-1938</td>
</tr>
<tr>
<td>A. A. Smith</td>
<td>1938-1939</td>
</tr>
</tbody>
</table>
The high school is organized on the 6-6 basis and five of the teachers teach in the grades 7-12 and three of the teachers teach in grades 1-6.

All the schools of Bethel Township are consolidated in one school at Griffin. The school was commissioned in 1924 and now holds a conditional commission. The small enrollment makes it almost impossible to raise the commission but an influx of people into the township due to the prevailing "oil boom" may possibly be of benefit to the school in an increased enrollment. In the school year of 1938-1939 there were four high school teachers including the principal and three grade teachers while the enrollment was twenty-seven in the high school and ninety in the elementary school. The short list of principals in the school for the last forty years speaks well for the community. The principals are as follows:

W. C. Smith 1896-1897
J. W. Oldham 1897-1899
E. E. Ellis 1903-1911
L. H. Risley 1911-1912
Edna Hyatt 1912-1914
Percy L. Vines 1914-1916
Otho Shaw 1916-1918
H. B. Hayes 1918-1923
Otho Shaw 1923-1929
Ray G. Goldman 1929-1935
Charles Barnes 1935-1936
Robert C. Kennedy 1936-1939

The school has a 6-6 organization with four of the teachers in grades 7-12 and three in grades 1-6.
There are six two-room elementary schools for grades 1-8 in Black Township. All the graduates that leave these schools and go to high school go to Mount Vernon High School except a few that transfer to Reitz High School in Evansville. There are twelve teachers in these schools and the total enrollment is 274. The schools are Farmersville, Grafton, Jeffries, Miller, Thompson, and Upton. (See the map in the Appendix of this study for the location of these and other schools of the county.) One of the four parochial schools supported by the Roman Catholic Church is in Mount Vernon. This school, St. Matthews, has five teachers for the grades 1-8 and has an enrollment of two hundred. Most of the graduates of this school go to the Mount Vernon High School.

Lynn Township has three two-room elementary schools and no high school. The eighth grade graduates either go to the New Harmony or Mount Vernon High Schools. These three schools use six teachers and the total enrollment is 129.

Marrs Township has no high school but has two two-room schools and four one-room schools. Most of the graduates of these schools go to the high school in Evansville and the others go to Mount Vernon. There are eight teachers in these schools and the enrollment is 232. There is one parochial school in Marrs Township, St. Phillips, which is
located at West Franklin. There are three teachers in this school and an enrollment of ninety-four.

Point Township has no high school but has two two-room schools and one one-room school. The greater part of the township is lowland and is subject to floods which condition has held back progress there. Better roads have helped the schools there in the last few years. There are five teachers in the township and an enrollment of 139. J. W. French, the County Superintendent in 1877, in his Manual for the Common Schools of Posey County stated that there were no winter schools in Point Township and that they had five teachers and 340 pupils in the summer school.

Robinson Township has nothing but one-room schools of which there are five. The enrollment of these schools total 140. The graduates of these schools are transferred to any high school that they wish to attend. They either attend at Reitz High School in Evansville, Wadesville in Center Township, or at Cynthiana High School in Smith Township. Beginning with the school year of 1939-1940 this township will take advantage of the state relief fund. There is some possibility that the schools of the

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township will be consolidated into one school in the near future.

There are two more parochial schools in the county, the St. Wendel School at St. Wendel in Smith Township and the St. Francis Xavier School in Poseyville in Robb Township. The St. Wendel School is for elementary pupils in grades 1-8 and has four teachers for an enrollment of 173. The graduates of this school that wish to attend high school enroll at either Reitz or at Cynthiana. The St. Francis Xavier School has two teachers and an enrollment of seventy-seven. These graduates attend high school at either Poseyville or Cynthiana.

All the teachers of Posey County meet the requirement set by the State of Indiana for teachers' licenses which means that the requirements have increased considerably since the manual of County Superintendent J. W. French in 1877. It gave the following requirements:

The LAW that applicants be of good moral character, and that they pass an examination in Orthograph reading, writing, arithmetic, geography, grammar, history, physiology, and theory and practice.

In grading the applicants' manuscript, the following

65 Interview with C. H. Melton.

66 French, op. cit., p. 18.
standards will be observed:

1. No license will be granted when any branch falls below 50 per cent.

2. A license for six months will be granted on a general average of 75 to 80 per cent.

3. A license for 12 months will be granted on a general average of 80 to 90 per cent.

4. A license for 18 months will be granted on a general average of 90 to 95 per cent.

5. A license for 24 months will be granted on a general average of 95 to 100 per cent.

Neatness and form will be taken into consideration in grading the manuscript.

Everything taken into consideration the schools of Posey County are equal to the average of the similar schools of the whole state but there is much room for improvement. Some suggestions are, more consolidation, better libraries, better buildings, better equipment, and longer terms.
CHAPTER VI

SUMMARY

Although there were many settlers in the territory now known as Posey County as early as 1800, the county was not officially organized until 1814. At about that time, 1814, the Rappites, under the leadership of George Rapp, settled along the Wabash River where New Harmony now stands. Although they did not place much emphasis on schools, their influence was felt by their neighbors. They were very industrious and their culture, achievements, and wealth were the envy of all who came in contact with them. Even though they did not place the same emphasis on schools that they did on the more practical side of life, their school was better than any of the surrounding schools. Their curriculum included music in addition to the three R's and German.

The early school buildings were unpretentious and were little more than shelter with comfort and health receiving very little consideration. The length of the school term was very short and as late as 1855 averaged only sixty days per term with teachers' salaries averaging only about one dollar per day. In the early days the teachers boarded around and took most of their pay in farm produce. Most of the schools were conducted on the "spare-the-rod-and-spoil-the-child"
basis which caused the children to consider the school as a place of torture.

The first constitution provided for some higher learning through the creation of seminaries. A seminary was organized at Mount Vernon in the 1830's and completed in 1843 and was used until about 1860 when the new school system rendered it useless. It was supported by some public funds arising from proceeds from fines and forfeitures. The seminary was not a very successful one and was sold after the adoption of the second constitution and the proceeds were put in the common school fund.

The first attempt to establish real schools came with the Owen's and William Maclure. When Robert Owen purchased New Harmony from the Rappites, he established an infant school, the forerunner of the kindergarten. His theory was to take the children early, at age two, and develop character during the formative period. Children of all ages were placed in school but they were divided into groups on different age levels. First, two to five, in the infant school; second, five to twelve, in the true Pestalozzian school in which a part of their time was spent in the industrial school; third, all over twelve, called the school for adults, in which higher scientific learning was offered.
Robert Owen brought William Maclure, the great geologist and a native of Scotland, to New Harmony to take charge of the educational part of the social experiment. Maclure and Owen were both believers in the Pestalozzian method of teaching by which the children did not use books but learned from objects themselves and from lectures of their teachers. No corporal punishment was allowed in the schools at New Harmony.

A picked group of teachers was brought to New Harmony to teach the schools according to the theories of Owen and Maclure. They composed the "Boatload of Knowledge" and included Madame Fretageot, one of the teachers in the infant schools, Thomas Say, the great conchologist, Charles Lesueur, a great naturalist, Gerard Troost, the great mineralogist, and others. Joseph Neef, his wife, four daughters, and his son came a short time after the other group. All were disciples of Pestalozzi and were teachers in the school. William Maclure grafted his pet theory, the industrial school, onto the school system. The pupils were to earn their ways by working in the various industries while in school.

With the collapse of the communistic social scheme, came the gradual decline and the final breaking up of the school system. Maclure's last effort to do something for the working man resulted in the establishment of libraries
which culminated in the present Working Men's Institute which was later reestablished and endowed by Dr. Murphy, a product of the community.

Perhaps Robert Dale Owen, the eldest son of Robert Owen, did as much for the schools of Indiana as any other man. He perpetuated the common school fund by his work in the second constitutional convention. He had always been an advocate of free public schools for both boys and girls and, with his assistance, this is possible today. His work was equally as important as that of Caleb Mills who was called the "Father of the Common schools of Indiana."

Educational growth in Indiana and Posey County began after 1851 with the new constitution and with succeeding legislation by the General Assembly. The theory of public taxation began then and the constitution provided for state supervision by a state superintendent. The creation of the office of county superintendent brought supervision in the county.

A Posey County man, Charles A. Greathouse, became State Superintendent of Public Instruction in 1910 and through his efforts much consolidation was accomplished in the state, and today five of the ten townships of Posey County are consolidated in one school in each township. This raised the educational standards of the county.

The greatest improvements in the more recent years,
especially the last twenty years, has been the financial support given locally by the state. The old common school fund and the congressional township funds proved to be inadequate and now the state has assumed about half of the financial responsibility in the county with every school corporation being benefited by the "State Relief Fund" and the "Tuition Support Fund." The relief fund is raised chiefly by general taxation money for the tuition support is secured through the gross income tax. Smaller sources of revenue from the state with these two major ones have equalized the opportunities in all of the schools. The state has set up uniform standards and now there is very little difference in the educational offerings in all parts of the state.

Every school corporation in Posey County has fine buildings including excellent gymnasiums. The future of the schools in Posey County looks very promising for with the adequate financial support, state and county supervision, better trained teachers, better roads, and more consideration for the welfare of the pupils real progress should take place in the near future. Truly fortunate are the contemporary children but in all probability the schools of one hundred years from now will excel the schools of today as much as those of today are better than those of early Indiana.
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D. NEWSPAPERS

The Evansville Courier, June 15, 1939.

The New Harmony Gazette, October 1, 1825; October 8, 1825; October 29, 1825; March 16, 1826; and, September 3, 1828.

E. UNPUBLISHED MATERIALS

Catalogue of local history of New Harmony. The various librarians of the Working Men's Institute have been keeping clippings and news items of interest pertaining to New Harmony for several years.

List of teachers of Posey County. County Superintendent C. H. Melton has compiled a list of the names of the teachers of Posey County for every year since 1896.


Tax Levies. These rates were taken from Posey County tax receipts duplicates.

F. INTERVIEWS

Interviews. In collecting this material, a number of people were interviewed and among these were Miss Louise Husband, librarian of the Working Men's Institute Library, Mr. C. H. Melton, Superintendent of Posey County, Mr. Earl W. Rapp, Superintendent of the New Harmony School, and Mr. Ross Lockridge of Indiana University and now Chairman of the New Harmony Commission.
GENERAL PLAN
POSEY COUNTY
LOCATION AND TYPES
OF SCHOOLS

LEGEND

- Consolidated Schools
- One-Room Rural Schools
- Two-Room Rural Schools

All buildings are concrete or brick. Ribeyre Island school is the only frame building.