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A history of the development of the public schools of Princeton, Indiana, 1812-1940

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A HISTORY OF THE DEVELOPMENT OF THE PUBLIC SCHOOLS
OF PRINCETON, INDIANA
1812-1940

By
Louise A. Robertson

Contribution of the Graduate School
Indiana State Teachers College
Number 426

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education

1940

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The thesis of Louise A. Robertson,
Contribution of the Graduate School, Indiana State
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of Princeton, Indiana 1812-1940
is hereby approved as counting toward the completion
of the Master's degree in the amount of 8
hour's credit.

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CHAPTER I

THE PROBLEM AND PREVIEW OF ORGANIZATION USED

In no field of human life in Princeton has the progress been more marked than in the field of education.

So far as the writer has been able to determine, nothing has, heretofore, been done in compiling a history of education in Princeton, Indiana. It is, therefore, the purpose of the writer to compile for the people of Princeton a history of the development of Princeton's schools from its settlement to the present time.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to trace step by step the history of the development of Princeton Public Schools from the time of their origin in 1812 to 1940. This development is revealed through the study of the records of the school trustees of Princeton, files of Princeton newspapers, and various histories of Indiana and Gibson County.

Importance of the study. This is the first study that has been made of the history of education and public schools of Princeton. It is to the credit of the citizens of that city that it has progressed educationally as well as morally, economically, and politically.

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Princeton was settled while Gibson County was a part of Knox County and the Northwest Territory. The settlements were probably made by James McClure and Judge Isaac Montgomery and their families in 1805. It became a city in 1818 and today has a population of eight thousand and has what is considered one of the best school systems in the state of Indiana.

Source of data. The materials for this study fall under the classification of primary and secondary data. The primary material consists of Records of Princeton Public School Trustees, files of Princeton Clarion-News and files of Princeton Democrat, Annual Reports of the Public Schools, church records and personal interviews.

The City School Records are complete from 1888 to 1940. There is, also, a record for the year 1872. These are in the office of the Superintendent of Princeton Schools.

The files of the Princeton Clarion-News and Princeton Democrat are located in the Princeton Public Library.

The first newspaper of any importance was published in Princeton on August 13, 1846. It was called the Democratic-Clarion and was established by W. F. Hutchens and William Kurtz. Since then it has had a continuous publication, although it has been published under the following names: Democratic-Clarion, Princeton Union-Clarion, Albion Journal, Princeton Clarion-News, Independent, Gibson County Leader, and Evening News. It is known as the Clarion-News today.

The paper was published weekly from 1846 to 1882. Since that time it has been a daily newspaper. The files of the Clarion-News are almost complete from 1846 to 1940.

The secondary material consists of the following:

Southwestern Indiana History Bulletins; Aley's History of Education in Indiana; Cottman, Indiana, Its History, Constitution, and Present Government; Stormont's History of Gibson County and Tarrt's History of Gibson County.

These authorities furnish an excellent background for the early educational development of Princeton, under private, parochial, colored, and public schools.

II. THE PREVIEW

Preview of organization. Throughout this report it has been the intention of the writer to show the progress of education in Princeton schools from the time when the first attempts to settle Princeton were made to the present time. The Acts of 1785 and 1787 provided the foundation on which the citizens could build. One of the earliest teachers was William P. Wood, who taught children in his home about 1808. Major James Smith also taught about this time and was first commissioner of the seminary school township and later school commissioner.

The Federal Enabling Act of 1816, which made it possible for Indiana to become a state, provided for section sixteen in every congressional township to be granted to the

inhabitants of such township for the use of schools.

The Princeton Seminary opened in 1829 because of the law of 1818, "An act for the encouragement of religion and learning." By this act provision was made for the establishment of a seminary of learning in each county seat, the funds for maintenance to be obtained by the sale and rental of school lands.¹

Education in Princeton may be divided into three periods, namely: The pre-seminary, 1812-1829; the seminary, 1829-1860; and the graded school, 1860-1940. The free public school system was inaugurated in 1871 with election of a superintendent of schools and a high school principal. Attendance was made entirely free.

The first school term was three months in length and there were but two teachers. The growth of Princeton schools from 1812 to 1940 is remarkable. This growth is evidenced by the fact that there are now fifty-seven teachers employed for a term of nine months. There are three buildings: one used for white children, one for colored children, and one for parochial children. In 1812 there were about twenty students enrolled in public schools, and in 1940 there were enrolled about one thousand seven hundred eighty eight.

¹ Gil R. Stormont, History of Gibson County, Indiana. (Indianapolis: B. F. Bowen, 1914), p. 133.

CHAPTER II

THE BACKGROUND OF EDUCATION IN PRINCETON

The laws forming the foundation of the public school system of Indiana and Princeton were made by the Continental Congress.

In 1785, Congress passed a law providing for the division of the Northwest Territory into congressional townships six miles square. The plats of the townships were to be marked by subdivisions into lots one mile square, or six hundred forty acres. These lots were to be numbered from one to thirty-six and lot number sixteen in every township was to be reserved for the maintenance of the public schools. Lot number sixteen was first called section sixteen, May 18, 1796.²

The provision of the Ordinance of 1787, that "religion, morality, and knowledge, being necessary to good government and the happiness of mankind---schools and the means of education shall be forever encouraged"³ is the basis for the development of education in the Northwest Territory.

This act made possible the state system of higher education in Indiana. Under its provisions schools have been founded and encouraged by every state carved out of the Northwest Territory.

² Richard G. Boone, History of Education in Indiana. (New York: Appleton, 1892), p. 4.

³ Ibid., p. 5.

The Congress of the United States, on March 26, 1804, passed an act that provided that one entire township, or thirty-six sections of land, be appropriated for the use of a seminary of learning. In accordance with this law, a township was selected in Gibson County, in 1806.⁴

Since 1802 people had been settling in Gibson County, but as far as we know, the first settlement in what is now Princeton was made in 1808 by Robert Evans.⁵ Later in the same year many others settled and William P. Wood began teaching in his home. During the day the boys would recite and receive their assignments and would stay at the home of the schoolmaster until their tasks were completed as well as they could do them. It was common for the schoolmaster to retire in the evening, leaving the boys to work out their problems. Their tasks completed, the boys would go to their homes until the next day. Children were often escorted to and from school by armed members of the family because of the fear of Indian attacks or an attack of some wild animal. The town was still sparsely settled and the woods surrounding Princeton were full of wolves, bears, deer, and bob-cats. There were three tribes of Indians between Princeton and the Wabash River.⁶

⁴ Ibid., p. 6.

⁵ Stormont, op. cit., p. 134.

⁶ Otis E. Young, Development of Public Education in Southwestern Indiana 1816-1880. (Indiana History Bulletin, Indianapolis: 1929), p. 89.

I. THE FORMATION OF THE FIRST PUBLIC SCHOOLS

The first public school in Princeton was held in 1812 (two years before the city was laid out) in a log house which stood on the south bank of Richmond Creek near Main Street. Here on a puncheon floor before a wide fireplace, with a chimney made of sticks and clay, Adley Donald taught from 1812 to 1815; and David Buck taught from 1815 to 1817. "They taught the young how to shoot."⁷

A private school was taught in the second story of the Willis C. Osborne building on the southwest corner of the square in the winter of 1814-1815, by the Reverend Heckman, a Presbyterian minister.⁸

In those early schools the pupils studied their lessons aloud. No child was expected to try to read until he could spell well. Usually the scholars (as they were often called) brought their books from home. Therefore, individual teaching was necessary and, because of the few in attendance, was possible. The Bible was studied by everyone and some had spelling books. Webster's Spelling Book sometimes called "Old Blueback" and Dilworth's Spelling Book were used as early as 1803 in southwestern Indiana.

7

Princeton Clarion-News, October 17, 1928.

8

Interview with John Ballard.

9

James H. Smart, The Indiana Schools and the Men Who Have Worked in Them. Cincinnati Press, (Cincinnati 1826), p. 21.

II. EDUCATIONAL LEGISLATION IN EARLY INDIANA

The Federal Enabling Act of 1816 provided: "That the section numbered sixteen in every township, and when such section has been sold, granted, or disposed of, other lands equivalent thereto, and most contiguous to the same, shall be granted to the inhabitants of such township for the use of schools. That one entire township, shall be designated by the president of the United States, in addition to the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning and vested in the Legislature of said state, to be appropriated solely to the use of such seminary by the said Legislature."¹⁰ Thus we find that the act that enabled Indiana Territory to become a state was liberal toward education.

The first constitution of Indiana provided: "It shall be the duty of the General Assembly as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular gradation from township schools and county seminaries to a state university wherein tuition shall be gratis and equally open to all".¹¹

Before this, no state had, in its constitution, provided for a graduated system of schools extending from district schools to the university, equally open to all on the basis

¹⁰ Clement T. Malan and James J. Robinson, Indiana School Law. (Indianapolis: C. E. Pauley and Company, 1935), p. 4-5.

¹¹ Ibid., p. 8-10.

of free instruction. This was a forward step and one that introduced a new trend in education. A state-controlled system, graduated to the needs of all ages and equally free to all classes, was the foundation of public schools in Indiana.

Two weaknesses in this provision were soon apparent. First, there was no adequate plan for raising money for the support of schools. Second, there was no scheme for promoting a good school system.

In 1824, a law was passed providing for county seminaries, and about fifty counties availed themselves of its provisions; but all these schools were supported by private tuition. It was the idea of educators that the seminaries were to furnish the opportunity for boys and girls to get what is now termed high school education. Fines and forfeitures were to be used to maintain them, but these did not accumulate very fast and were poorly managed.

In 1841, a law provided that all property of the district be made liable for a direct tax with which to build a school house.¹² This aided many districts in providing more adequate buildings, but the schools were still not free.

By 1843, the code of school laws was elaborate, yet there were few schools. Elementary education was chiefly conspicuous through the neglect of it, while other kinds were not favored.

12

Ibid., p. 10.

Caleb Mills advocated, from 1846 to 1850, the raising of adequate revenue by means of a poll tax and a tax on property; securing of competent teachers by means of training, supervision, and better salaries; providing proper textbooks; appointment of a state superintendent to direct the school system; and the establishment of state universities. ¹³ In 1848, a specific law, containing the above suggestions, was submitted to the public will.

The new Constitution which went into effect in 1851 provided for a permanent school fund for free schools and made provision for safeguarding this fund. It also provided for a State Superintendent of Public Instruction and the Acts of 1852 provided for the State Board of Education and for state and local taxation for the support of schools. ¹⁴

THE FIRST SCHOOLS OF PRINCETON

The first half of the nineteenth century was marked by the growth of private schools. For some time there were itinerant teachers. Each itinerant teacher stayed at a home for a few days and taught the children in the neighborhood and then moved to another home and taught other children. Itinerary teachers of music could be found in Princeton as late as 1850.

13

Caleb Mills and the Indiana School System, Indiana Historical Society Publications, Volume III, pp. 363-396.

14

R. G. Boone, op. cit., pp. 122-142.

In 1817, on the corner of North Prince and East State Streets, the site of the present United Presbyterian Church, was erected a log house to be used expressly for school purposes. It was erected by volunteer labor. The house was one large room 16 feet by 18 feet and about 8 feet high.

Like most of the earliest schools, the building was of unhewn logs and was windowless for two months, then one log was partially sawed away to permit light to enter. This opening was covered with greased paper in cold weather; at other times it was left uncovered, providing an addition to the already over-adequate ventilating system.

The crevices were filled with wood and plastered with clay. In one end was a large fireplace. If the winter months were very cold, school was dismissed. This usually happened every winter during December, January, and February.

There was a puncheon floor, a floor made of split logs with the faces smoothed. Seats were made by splitting a twelve-foot log into halves and smoothing the split side with an axe or adze. Holes were bored in the underside and legs fastened into the log and driven into the ground. These seats were not comfortable nor conducive to study and were a menace to clothing until successive classes of students had smoothed the benches better than carpenters had done. The writing desks were of the puncheon type.

There was not a nail or piece of iron used in the structure. The roof was made of clapboards, which were held in place by poles, weighted with stones, or tied to the frame of the building. The doors were roughhewn boards with wooden hinges.¹⁶ The fuel for the fireplace was furnished by the larger boys at recesses and noon. Chopping wood was a part of their exercise, as was the sweeping of the floor for the girls.

This house was used until 1820. Here Solomon D. King, John Crouse, Matthew Cunningham, and William Chittenden wielded the rod. Private and select schools were taught by Mrs. Burdeck, Mrs. Emily Harrington, Mrs. John Ewing, Tandy Montgomery, Mrs. McKelney, and Dr. Patten. Your ability then was judged by the way you wielded a rod. The teacher of this period was not uncommonly the laughing stock of the neighborhood. The length of the term was usually determined by the circumstances such as the ability of the teacher to teach subjects beyond those usually offered and the distance of the schools from home as well as financial support. The term was usually four or five months, but sometimes only sixty days.¹⁷

16

Otis E. Young, op. cit., pp. 94-96.

17

Wilbur F. Fisher, A Centennial Sketch of Education in Gibson County, in twenty-eighth Biennial Report of the State Superintendent of Public Instruction. (Fort Wayne, 1917), p. 299.

The children tried hard to spell well, in order that they might learn to read. The teacher brought each pupil to the front of the room and had him recite. Since each pupil brought his own books, all instruction was individual and many children progressed rapidly.

The pioneer teachers were often adventurers from the East or from England who sought temporary employment during the winter while waiting for an "opening for business". Some were first class men, some were unsuccessful in trade, and some were lame or otherwise disabled.

Teachers were expected to govern on the home plan. Two wooden pins were placed over the teacher's desk on which whips could be laid.

They believed the rod had a two-fold virtue. It was not only a terror to evil-doers, but was a specific reminder against stupidity and idleness. It was used freely on both boys and girls.

Some of the subjects taught in the early schools were:

- (1) Penmanship--a good penman was held in great esteem; much time was given to writing. It was made a tedious and painful exercise.
- (2) Spelling--it was considered the foundation of all learning.
- (3) Reading--in early days in Indiana no child was expected to try to read until he could spell well.
- (4) Arithmetic--it was regarded as important because it was the most practical science.
- (5) Free gymnastics was preferred

by the pioneer school; e. g. bull pen, town ball,¹⁸ marbles, wrestling, and jumping.

Some of the textbooks used were: Webster's Spelling Book, Dilworth's Spelling Book, Gulliver's Travels, Dream Book, Pilgrim's Progress, Aesop's Fables, Murray and Pike's English Reader, Columbian Orator and National Reader, Murray's Grammar, Kirkham and Dilworth's Arithmetic, Smiley, Bennett and Jess's Western Calculator, Daboll, Adam, and Ray's Missouri Harmony and Mason's Sacred Harp.

In 1820, the Old Covenanter Church was built. It stood on the east side of Prince Street, just south of the present Broadway Christian Church. This house was used both as a church and as a school. Immediately after the church was built Ira Bostick taught a subscription school. Other teachers from 1820 to 1829 were William Chittenden, who conducted a private school in his own home; Major James Smith, the first commissioner of the seminary township and a school commissioner¹⁹ for many years; and the Reverend John Kell.

The pre-seminary period from 1812 to 1829 was a step toward better education and Princeton was as much advanced as any town in the state as far as educational principles were concerned. But there were many steps to be taken before a good public school could be realized.

18

James Smart, op. cit., p. 14, 15.

19

Princeton Clarion-News, op. cit.

CHAPTER III

THE OLD SEMINARY

In early times the school trustees were appointed by the courts. At the May Term of the County Commissioners' Court in 1819, Alexander Devin, William Prince, and Robert Evans were appointed trustees "to be styled a Board of Trustees of Princeton Academy". They did not accomplish much.

In 1822, the County Commissioners appointed Alexander Devin, Robert Milburn, and Samuel Hall trustees of Princeton Academy and the court also authorized the county agent to "convey to said trustees and their successors in office, a title to lot Number 1 in the second survey of Princeton, agreeable to an act of the General Assembly, approved December 31, 1818, entitled an act for the encouragement of religion and learning".²⁰ However, the building was not started until 1826.

In 1818, Robert M. Evans deeded to Gibson County the lot where the high school building now stands for school purposes. On this lot in 1826 was started the building known as the "Old Seminary".

The building was a two-story brick structure 60 feet by 30 feet with a seating capacity sufficient to accommodate

two hundred pupils. It contained originally five unplastered rooms; a hall, running east and west divided the north from the two south rooms on the first floor. A stairway led from the hall to the two upper rooms in the second story. John Ballard said, "That stairway was the ricketiest you ever saw". The two south rooms on the first floor were used as living rooms by some of the teachers. The upper north room was the only one used for school purposes for many years. About 1847, however, the school sessions were moved from the upper north room to the lower north room and the southwest lower room was used as a study room. There were two windows on each side of the hallway facing west, in both the upper and lower rooms. There were also two upper and lower windows on the north and the east sides and no windows at all on the south side of the building. There was a fire-place about the middle of the north wall in the upper and lower rooms. The teacher's desk was on the south side of the room. The east side of the room was a favorite place for the boys to sit. A race track existed at that time from the northeast corner of the grounds for a quarter of a mile north and, as races took place frequently, the boys were very desirous of getting choice seats where they could watch the sport. There were holes of generous dimensions in the foundation of the building for the passage of air; and hogs running loose in those days would occasionally retire to the shady retreat and, fighting for the coolest spot,

would lift up their voices to the discomfort of the master in the rooms above who was trying to hear the pupils recite. Mrs. J. T. Duncan relates that as late as 1868 the hogs would occasionally run into the hallway in an effort to get out of the rain or the inclement weather.²¹

There was very little school equipment in those early days. The pupils used slates and slate pencils, but nobody except the master used a lead pencil. Metal pens were an unknown item. The farm yard produced the material for the pen, the goose quill being used for that purpose. The pupils were taught by the master the art of making a pen; he posed as a connoisseur in that art. Mrs. Youngman, who in 1914 was in her eighty-sixth year and who had spent her entire life in Princeton, relates that the boys and girls used to catch the geese which ran at will in that day and enter into a contest to see who could pick the most quills for pen purposes.²²

The proverbial dunce-block was in evidence in the old seminary, and many of the older residents of Princeton say that they frequently occupied it. School desks were not known then as they are today, and the puncheon benches had no backs.

21

Gil R. Stormont, op. cit., p. 147.

22

Ibid., p. 147.

A fund amounting to \$606.00 was raised for the construction of the "Old Seminary", by private subscription, consisting of labor, articles of merchandise, produce, etc., and a small amount of cash.

Upon the completion of the building in 1829, Calvin Butler was chosen principal and Andrew Erskin assisting teacher. The teachers were paid by subscription and cast lots for the choice of subscribers. They took all kinds of merchantable articles for payment when money was not convenient. Much bartering was done in those days.

The salary system was adopted in 1832, and the Reverend Hiram A. Hunter, a finely educated man, was employed as principal for one year for \$250.00 or \$300.00 in money, "provided that amount could be realized". A teacher's contract of this sort would hardly suffice in this century. The Reverend Hunter taught from 1832 to 1834, when Thomas Hornbrook came.

The "Old Seminary" was built under what is known as the "Seminary System" then generally observed throughout the state, and remained under county control until the new constitution of Indiana failed to authorize it in 1852 and required its sale. This seminary furnished secondary instruction for pupils of the entire county as well as for students of Princeton.

The building cost about \$2,000.00 in those primitive days. The seminary was the third to be chartered in Indiana. Higher education fared better in early Indiana than did the common school.²⁴

In 1842, the rates of tuition were one dollar and fifty cents per quarter. From that school fund was drawn one hundred dollars and the balance, two hundred dollars, was made up by subscription. In 1846, the number enumerated of school age was two hundred twenty-seven; of these, one hundred thirteen were boys and one hundred fourteen were girls. Of the boys enumerated, only forty-two attended school. It is no wonder that in 1848 there were thirty thousand voters in Indiana who could not read or write, if this condition prevailed throughout the state.²⁵

On December 12, 1853, J. F. Bird became principal of the old seminary. In 1854, it was announced that those who cared to board themselves could do so. They were given rooms in the seminary for this purpose. It was during the second session of that year that the term Princeton Graded School was first used, and probably the term had never been used in connection with any school system prior to that date.²⁶

24

Logan Esarey, History of Indiana. (Indianapolis, B. F. Bowen, 1918), p. 330.

25

Gil R. Stormont, op. cit., p. 148.

26

Ibid., p. 148.

Prior to 1854 girls were practically excluded from attending this school and great was the agitation as to the advisability of educating boys and girls together. The community was evenly divided on this question, and for all those years, 1836-1854, the parents had to provide for the separate schooling of their daughters. Elijah Lilleston, 1854, was the first instructor to teach the two sexes together in the old seminary.

In 1853, the old seminary was bought by the corporation trustees of Princeton and those trustees continued to use it for school purposes.

Under the law of 1833 the teacher was not paid until the completion of the term for which he was employed. In 1833, the Reverend Dr. Patten started a female school in Princeton and his school room came to be the usual meeting place of the church.²⁷

There were many private schools during this period. In 1853, J. B. Hall opened one in the basement of the Methodist Church; it was a select school for "misses and young ladies". About this time Henry W. Biggs held a school for young ladies at his residence. In 1854, Mr. Thomas Hornbrook conducted a private school. Miss Byers conducted a school in 1855 at her residence. There were four terms, and all the common branches of the day were taught in addition to philosophy,

²⁷

Historical Bulletin, op. cit., p. 338.

logic, rhetoric, piano, drawing, painting, and embroidery.

The Princeton Female Seminary began a session of five months on Monday, May 1, 1854, with the Reverend Henry W. Briggs as principal and Miss Mary I. Stewart as assistant teacher.

At that time provisions were made for the separate education of boys and girls in 1838, the basements of the Methodist and Presbyterian Churches were used as school rooms for the girls.

Under the name of Female College Miss T. H. Smith held a session of eleven weeks; this session was held in 1849.²⁹ The Princeton Female Academy was opened in 1853 by John Orr and his wife in the basement of the Methodist Church. This was really a miniature college. "The Female Institute" gave way the next year to a "Female School" taught by Miss R. P. Blair in the basement of the church. In these schools there was no attempt to grade the scholars, and the whole business of education was more or less hit and miss.

Another interesting school of that seminary period was the "Princeton Female High School". It was organized April 30, 1855, with Henry T. Morton as Principal and Mrs. M. W. Paxton and Mrs. M. M. Morton as assistants. The school was held in the room under Temperance Hall, which stood on

28

Princeton Clarion-News, op. cit.

29

Ibid.

the site of the present Odd Fellows Building.

The following advertisement for the fall term 1855 gives these rates for five months:

Tuition	Senior Department	\$20.00
Tuition	Junior Department	16.00
Tuition	Preparatory second grade	10.00
Tuition	Preparatory first grade	7.50
Music with use of piano		20.00
Painting and Drawing		10.00
Embroidery		6.00
Modern Languages		10.00

Board for those coming from a distance might be obtained in good families for \$1.75 and \$2.50 a week, which included light and fuel.
30

The first two sessions were the only ones held in the Temperance Hall Building. Mr. Henry T. Morton decided to erect a building. During the summer, Mr. Morton engaged in the construction of a building especially for the school which he hoped would be ready to be occupied by fall. However it was not dedicated until February 6, 1856, and was not in actual use until May 17, 1856. During this period, school was held in the Presbyterian Church.

The Presbyterian Church was located north of the middle of the block on the east side of West Street between Emerson and Chestnut. It was a two-story, five-room brick structure. The main entrance was near the middle of the south side, and opened upon a wide hall with a straight stairway; to the west

30

Leonora P. Miller, The Princeton Male and Female Academy, Indiana History Bulletin, (Indianapolis, 1925).

or street side, was a large room used as a boys' assembly room. On the southeast corner was the music room sometimes used as a class room and office, where one of the erstwhile pupils tells me, he was once thoroughly birched. Here, also, were the shelves where Mrs. Paxton kept her collection of dolls, dressed in various costumes of the Orient. That collection she had made in 1832 while teaching the first school for women in the Orient. It was located at Beirut, Syria. In the northeast corner was the chemical laboratory with its apparatus for experiments; and here in trays was the principal's large geological collection, each of the several thousand specimens carefully labeled. Upstairs was another larger assembly room used by girls and two smaller class rooms. The school had no blackboards, but was well furnished with maps, charts, globes, and library books. It was supplied with the latest improved Boston desks and benches. The desks were of walnut and cherry; the benches were of maple and white wood. A wood-burning hot air furnace known as "Retort Globe Furnace", heated the building and fresh air was supplied by Emerson ventilating apparatus, which was very fine. On the whole that was considered the best equipment in Indiana.

At the second session in 1856, boys and girls were admitted and the school became the "Male and Female Academy".

31

Ibid., p. 25.

There was a normal department doing fine work for those intending to become teachers. In 1856-1857 the total attendance was one hundred forty-three.

In the fall of 1858, the academy passed to the ownership of Henderson and Brown. In 1859, it again changed hands, the new owners being Brown and Sturgis. In 1860, on account of a small attendance and the Civil War cloud, its doors were closed. It was, however, opened again in 1862 by a few citizens who refused to donate toward the maintenance of the public school in the old seminary building. On August 31, 1863, the building was purchased by William Kurtz, acting for the school trustees of the city of Princeton. It thus became a part of the public school property of the city, and there the intermediate department of the public schools was kept until the completion of the new school building in January 1871, on the site of the old seminary.

At all times the academy had an excellent staff of teachers. Some were Henry T. Morton, Principal; assistants: Mrs. Mary M. Morton, Miss Matilda Ellingwood, Miss Hattie W. French, Miss Martha S. Paxton, and Miss Eliza M. Paxton; as well as Mrs. M. W. Paxton, teacher of music. A committee on examination was headed by Dr. John D. Paxton, D. D.; the Reverend John McMaster; the Reverend G. W. Walker; Honorable Samuel Hall; Alex C. Donald; William W. Blair, M. D.; and John Phillips.

The first session of the academy closed on July 6 with the examination by the above mentioned board. On July 7, there was an exhibition of work in the courthouse. The Clarion says that this is the first time there was interest shown in the academy. "The Victorian conspiracy of silence about which such an ado has been made did not include publicity for local events; there were no booster clubs to cast a rosy glow over everything that happened in the home town." If a much advertised event proved to be a "washout", the editor felt that he should tell about it. He did carry an account of the dedication exercises; he said that only a handful of citizens felt enough interest in the new academy to come out, and that the two expected speakers from out of town failed to appear. However, Dr. McMaster and Judge Embree did their best to fill the gap. Nevertheless, the attitude had changed because the schoolhouse was densely packed for the examination and the courthouse was packed during the final exhibition. Since both examination and exhibition showed such progress made by the pupils in the academy, Princeton will support all future events sponsored by the academy.

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The first name on the roll of the Female Academical Department was that of Lucilla C. Archer of Gibson County, to

32

Princeton Clarion-News, July 9, 1856.

whom we are indebted for many reminiscences of the school. Among other names found on the roll are: Mary, Nancy, and Martha Boswell, Bernard and Sylvester Boswell, John Braselton, Kate Brownlee, Charles and Hugh Brownlee, Kate, Minnie, and Sophie Downey, Mary Duncan, Mary, Frances, and Nannie Ewing, Franklin and M. Perry Embree, Sarah Latham, Mary A. and Nancy J. Maxam, and Samuel E. Munford.

The course of study in the preparatory department includes the usual so-called English branches, and in addition, drawing, singing, and first lessons in natural history, natural philosophy, and physiology. The advanced department offers algebra, geology, botany, chemistry, astronomy, meteorology, and physical geography, rhetoric, logic, mental, moral, and natural philosophy, biblical literature and antiquities, and evidences of Christianity. Pupils who desired it and could afford it took a classical course in addition to the above.

We are accustomed to think that it is only the modern teacher who is expected to make study pleasant to the pupil; that in the old days "lickin" and "larnin" always went together. The following was written by a primary teacher in 1856: "It is our aim in this department to make the school duties as pleasant as possible that the young student may not at his first setting out, learn to dislike all study and books.

Arithmetic is commenced very early, not by giving the child a book, which he cannot understand, and thus disgusting him with the study, but by teaching him to count, to make figures on his slate, and to perform those minor additions and subtractions suited to his capacity. This all children liked, it serves to amuse them while at the same time, their minds acquire strength by the discipline. Geography is taken up as soon as he can read. Large maps are constantly used and every effort made to render the subject pleasant as well as profitable. As for composition, the difficulties of this branch owing to defective teaching have been greatly overestimated. When pupils begin young, and are gently led on as their faculties develop, it becomes neither hard nor unpleasant. Generally they like it." ³⁴

We are, also, accustomed to think that it is only nowadays that a scholar's time is expended in singing, drawing, and nature study, to the detriment of the three R's. In that academy, "singing was conducive both to the health and pleasure of the children, as a regular daily exercise". Drawing is likewise "one of the regular lessons in that department. This branch, so useful as well as entertaining, has been entirely neglected in many of our schools. While but a few have a decided talent for art, the number of persons who cannot learn to draw with accuracy sufficient for ordinary purposes is very small." As for nature study--"The scientific

studies are taught in the form of familiar conversations
with the children."³⁵

Do we not consider outdoor exercises, and organized, directed play as belonging to a modern theory of education? Is not the psychology of attention as applied to children something new? In the Morton academy recesses occurred at the end of every hour. Recitations were short and thus a frequent change was effected. Children could not remain long in one position or fix their minds long on one subject; and their arrangements were made with reference to this fact. The smaller ones were confined very little. They recited about eight or ten lessons a day and spent the intervals on the playground. This applied to the older scholars as well; they were expected to go outdoors, and once outside, were not allowed to stand around, but must take part in some game. The children played at rolling hoops, tag, three cornered cat, shinney, "Anthony, Anthony, over the house", and other games under the large oak trees.

After going through the prescribed course in the academic department and passing an examination in each subject, the pupil was presented with a diploma. It was the endeavor of the academy to train the young morally as well as

intellectually, and to that end the study of the Bible was kept up through the whole course.

In the normal department, the methods used were the same as those followed in the best normal training schools today. Those desiring to prepare themselves for teaching, studied the best works on the subject; they were also furnished with classes of young scholars and thus were able to acquire practical knowledge of the profession. Those classes were not committed solely to their care. They were taught immediately under the supervision of the superior teacher, who once a week reviewed the lessons recited during the preceding four days.³⁶

The sessions of the academy were for five months and the quality of instruction given in the school was very good. The Third Annual Gibson County Fair, held October 15 and 16, 1856, had displays of both student and teacher work. Miss Minnie Downey received a gold ring for the best embroidery work at the county fair and later that year won first prize at the State Fair with it.

The academy had two literary societies, the Laurel Wreath and The Missetoe Bough. They were secret societies. The Laurel Wreath published a paper "The Meteorite". Some copies of these are in the possession of our older citizens, among them, Mary F. Jerauld. Those societies often gave tableaux and plays. These societies gave suppers to procure

funds for the purchase of books for the school library.

After the beginning of the graded system, the academy was bought in 1870 by Seth Ward and it was remodeled for residence purposes. It is now the residence of Mr. and Mrs. James Warnock at 314 Northwest. The exterior has been little changed, the front porch being a late addition as is also an outside stairway.

This was the parting of the ways--the old private and subscription schools were abandoned forever and the new era of a sane, sensible, and universal public school system was ushered in.

The year 1860 marks the virtual passing of the private school in Princeton. It had served its purpose and served it well. It had provided means and inspiration for learning during a period when community sentiment was not yet crystalized in favor of public education. When, however, state laws had been passed making provision for permanent school funds, when it became mandatory upon school trustees to look after the school funds and the school business in a proper way, and when the schools became organized and systematized in a rational and business-like manner, there was no further place for the private school. The people paid tuition in the form of taxes for the maintenance of the public school.

CHAPTER IV

THE GRADED SYSTEM

The year 1860 marks the advent of the modern graded school system of Princeton.

The Clarion urged parents not to economize on their children's schooling during those hard times prior to and during the Civil War. "Better leave them an inheritance in the head,³⁷ than in the pocket."

John McMaster, Andrew Lewis, and William Kurtz were appointed school trustees in May, 1860. The town trustees had already begun a thorough renovation of the Old Seminary Building. The partition between the two south rooms on the first floor was removed and all of the rooms were plastered. The building was given all other needed repairs to make it comfortable and pleasant for school purposes. The grounds were fenced in for the first time by a good substantial fence.³⁸ Furniture for outfitting the rooms properly was also installed.

The schools were divided into primary, intermediate, and academic departments.

The Primary Department was divided into three schools, each to consist of not more than fifty pupils of both sexes and each school to be under a different teacher. Room No. 1 was to be the south room on the lower floor of the Seminary Building;

37

Princeton Clarion-News, June 30, 1860.

38

Ibid., p. 4.

Room No. 2 the room under the Odd Fellow's Hall and Room No. 3 the basement of the Methodist Church.

It was the intention at first to divide the Intermediate Department into two schools, one for males and the other for females. Each was to consist of not more than fifty pupils and be taught by various teachers. The department was afterwards, however, changed to one school consisting of not more than one hundred scholars of both sexes, to be taught by a principal and one assistant. That department was to occupy the two upper rooms of the "Public School House (The Old Seminary)".

The Academic Department was to consist of one school, both sexes, and was not to exceed sixty in number. It was to be under the supervision of the principal of all the grades and was to occupy the north room on the first floor.

The schools were taught five days per week, six hours per day, and ten months per year. The daily sessions were to be from nine to twelve in the morning, and from two to five in the afternoon. Beginning with October 8, 1860, however, the afternoon session opened at one-thirty and closed at four-thirty.

The following teachers were selected: D. Eckley Hunter, Principal of Academic Department; the Reverend J. L. Craig, Principal of Intermediate Department; Mrs. D. Eckley Hunter, Assistant Principal of Intermediate Department; Mrs. J. L. Anderson, Primary No. 1; Miss Margaret Small, Primary No. 2; Miss Mary Ewing, Primary No. 3.

So many beginning pupils enrolled in Primary No. 3 that it was necessary to employ another teacher, and Miss Rebecca Harmon was selected for that position in October, 1860.

The salaries for the different teachers were as follows:

Principal of Academic Department.....	\$50.00 per month
Intermediate Grades.....	\$32.00 per month
Primary Grades.....	\$20.00 per month
Miss Harmon.....	\$12.00 per month

The question of providing enough funds to meet the necessary expenses was a serious one. The school fund furnished annually \$800.00. The amount required to defray all expenses for a ten months' school was estimated at \$1,800.00. It was required that the balance be raised by subscriptions. A subscription paper was circulated and more than enough money was promised to meet all demands. The schools were supposed to be free of tuition for town residents; yet it was seen that the school fund did not provide half enough to meet the required obligations and that the remainder had to come from voluntary subscriptions.

Non-residents were admitted into the three departments at the rate of one dollar, one dollar and a half, and two dollars per month. The tuition was paid two months in advance.

Scholars were admitted by card to the teacher after an examination by a committee appointed to designate their grade.

"Schools shall commence each year on the first Monday in September and there shall be the following vacations: One

week from and after the twenty-fourth of December; one week preceding the second Monday in April. There shall not be more than twelve scholars in one class. Friday was review day; all lessons of the week were requested to be reviewed. There was a teachers' meeting every Friday at five o'clock in the evening at the principal's office." ³⁹

Habitual tardiness, irregular attendance, truancy, bad moral conduct, or disobedience was punished by a suspension for thirty days or expulsion from school. The third offense in truancy was punished by a suspension of fifteen days.

The schools began on Monday, September 3, 1860. During the preceding week the school trustees and Principal Hunter met the various pupils on the first floor of the Odd Fellows Hall for the purpose of grading and classifying them into their grade. The task was a difficult one, the lack of previous systematic teaching being very apparent. Pupils, for instance, that could read in fourth-grade and fifth-grade readers knew nothing about arithmetic or grammar. Some who were "long" on arithmetic were exceedingly "short" on reading and other subjects. The best was made of the situation, however, and the classification was completed as well as could be done under the circumstances and conditions that confronted the executives.

The enrollment for the first day was two hundred sixty and it reached three hundred eleven by September 11, 1860, with an average attendance of two hundred ninety-five. The total number enumerated, between five and twenty-one years of age, was four hundred fifty-seven. The enrollment was as follows:

Primary No. 1 had forty-nine pupils

Primary No. 2 had fifty pupils

Primary No. 3 had fifty-one pupils

Intermediate had one hundred five pupils

Academic had fifteen pupils.⁴⁰

On September 29, 1860, the board employed a suitable person to make fires and sweep out the room daily. A tax of five cents per month was imposed on each pupil for defraying this expense.

The schools were suspended on Thursday and Friday for the Gibson County Fair, which was held October 11 and 12, 1860. The custom of not beginning the fall term of school until after the County Fair was instituted September 19, 1887.

On Saturday, October 27, 1860, the Gibson County Teachers' Association was organized in Temperance Hall at Princeton.

J. F. Bird, of Owensville, was elected president and D. Eckley Hunter, of Princeton, secretary.⁴¹

40

Ibid., p. 191.

41

Ibid., p. 193.

Under the intelligent supervision of D. Eckley Hunter, the graded school system took a firm foothold in Princeton. It was not perfect at first, but it was an excellent beginning. Mr. Hunter was a scholarly gentleman and an excellent organizer, was especially fitted for the task of organizing and systematizing the school at that period. He remained at the head of the schools for three years, resigning June 25, 1863. He was succeeded by Mr. Allen, who served one year, and who was followed in the fall of 1865 by S. A. Rollins, who also served one year.

In March, 1865, S. A. Rollins had to close the school because of lack of money. He later taught a private or select school in the Academy for pupils of every grade. Tuition was six dollars for twelve weeks.

In 1865, the tax for education was raised from ten cents to sixteen cents on all taxable property.

Mr. Hunter again had charge of the schools during the year 1865-1866, but resigned at the end of the spring term to become a member of the faculty of Indiana University.

The schools were under the supervision of the Reverend Robert Gray during 1866-1867, and C. A. Obenshain for the year 1867-1868. Mr. Obenshain began the succeeding term of 1868-1869, but resigned during the year and was succeeded by W. T. Davis, who served for the remainder of the year. Beginning with the fall Term of 1869 W. T. Stillwell had charge of the schools for two years. He was also County Examiner at the same time and supervised both the county and the city schools.

The decade beginning with the year 1860 was a very trying period, not only because the graded system was being tried for the first time, but also because the Civil War was in progress during the first half of that period. The interest of the people was absorbed greatly in the national strife, finances were at a low ebb, and the educational interest naturally suffered. But the school system was being gradually moulded into shape.

As was previously stated, a subscription was taken up in the fall of 1860 for the purpose of maintaining the school. During the following ten years it was necessary each year to maintain the schools partly by tuition. When D. Eckley Hunter again took charge of the schools in 1865, tuition was charged as follows:

Primary Department.....	\$1.50 per month
Intermediate Department.....	\$2.00 per month
Academic or Grammar.....	\$2.50 per month
High School.....	\$3.00 per month

The best clock in town was in the grammar room at the Academy. It was a Seth Thomas Regulator. It was given to the school by Mr. F. Wade.

42

The newspaper in the fall of 1865 asked the patrons to visit the school and to take more interest. "The public schools

42

Princeton Clarion-News, op. cit., September 14, 1865.

will close about Christmas, giving with the public money a little more than three months' school this year. With the increased taxes we hope to give next year five or six months' school."⁴³

On January 1, 1866, all departments were carried on, but tuition had to be paid in advance.

A class was formed in the Normal Department in which lectures were delivered similar to those which had been given to classes in the state university.

The motto of the schools was "Not how much, but how well."⁴⁴ The fee for the Normal Department was three dollars for each course of twelve lectures. A student could take either Latin or Greek in the high school or Normal for one dollar and a half per month.

In February, 1866, a night school was organized, giving instruction to a class of adults in arithmetic. The teacher aimed to make the course a practical one.

The gymnasium was the great center of attraction. It was located on the playground of the graded school. It was used by both boys and girls. This was built in April, 1866.

Funds were getting so low in 1867 that, unless something was done, school would close the last of February. A school meeting was called for January 22 to raise by voluntary contributions one thousand three hundred dollars to run the

⁴³ Ibid., December 14, 1865.

⁴⁴ Ibid., January 11, 1866.

schools until the last of June. There was a "free school" kept on the streets especially around the public square. School hours were 6 A. M. to 2 A. M. of the next day." Citizens of Princeton could make their own selection of school citizens.⁴⁵

In 1867, there were about two thousand persons living in Princeton. There were one graded school and six select schools. Mr. I. C. Smith opened a vocal music school in the summer of 1867, about June 13.

Under a general revision of the school law in 1865, the board of county commissioners was required to appoint a county school examiner, who held his office for the period of three years; he was required to examine teachers for license by a series of written questions in orthography, reading, writing, arithmetic, geography, English grammar, physiology, and the history of the United States.

The seminary building served for a school until it was torn down to give place to the present commodious brick structure, which was completed in 1871 at a cost of over \$40,000.00.

In the autumn of 1870, the East Building was partially completed and was occupied by the public schools.

This new building was located on the summit of "Seminary" Hill in the east part of town on the block bounded by Seminary, Race, State, and Emerson Streets. The building was eighty feet east and west, seventy feet north and south, and it was three

stories high above the basement. There was a tower six stories high on the front of the building. In 1876 there was a tornado that destroyed three stories of the tower. The three-story tower remained until the building was torn down in 1912.

The basement had four rooms ten feet high. Two were used for fuel and two for school room. Each of the other stories was sixteen feet high. The first had a main entrance from the west and one side entrance from the north and one from the south. In the first story were four school rooms, to each of which was annexed a small room for the children's clothing. A hall passed through the building north and south. Two double flights of stairs led from the first to the second story where four small rooms were located. Two on the north and two on the south were used for cloak rooms for pupils who occupied the second story. That story had four school rooms and a superintendent's room, the latter being 14 feet by 24 feet. To each school room on this floor was annexed a teacher's private room. The flights of stairs leading from the second to the third story were constructed in the same way as those immediately below. The third story was the Mansard or French story, in which were two school rooms and an assembly room 52 feet by 70 feet.

The building had twelve school rooms all the same

size, 34 feet by 27 feet each. Six of these were occupied in 1871. They were furnished with Andrews' Gothic single seats. This building would accomodate eight hundred scholars.

The architectural beauty of the building was not surpassed by any other school building in the southern part of the state. The massive brick walls were made with a view to strength as well as to beauty.⁴⁷

The school was organized into six different grades: Lower Primary taught by Miss Maggie Small; High Primary taught by Mrs. M. B. Craig; Lower Intermediate taught by Miss M. Delashmet; Higher Intermediate taught by Miss Julia Talbot; Grammar School taught by Miss Anna Small; High School taught by Miss Anna Small, Principal, and Superintendent D. Eckley Hunter. In each of these grades there were two classes, except for the high school in which there were four grades. The total enrollment was 430 and the average daily attendance was 360.

The following salaries were paid in 1872: Superintendent \$1,000.00 a year; primary teachers \$30.00 a month; intermediate teachers \$35.00 a month; high school teachers \$40.00.

Up to this time there was no course of study in the high school, no promotions, and no commencements. Yet the work had been done so well that all three classes were re-organized at the beginning of the school year, 1871.

47

Ibid.

48

Ibid., March 30, 1871.

A three-year "Scientific Course of Study" was adopted in 1871. Four persons were admitted to the third or senior year; three of these, Isabel Blair, Sallie Z. Faris, and Lizzie Mauck, completed the course and were the first graduates of the Princeton High School on June 20, 1872. Ten were admitted to the second year, and twenty to the first year class, making in all thirty-four pupils in the high school for 1871-1872, in a total enrollment of 574.

The General Assembly created the office of county superintendent in 1873. The law enlarged the powers of the old office and provided that the superintendent should give his whole time and energy to the supervision of educational matters in the county. He was to be appointed by the township trustees. The law of 1873 ushered in real rural supervision. In 1873, W. T. Stilwell was appointed school superintendent of Gibson County. He was followed by Henry A. Yeager, under whose administration the type of teachers employed was greatly improved.

In May, 1872, Superintendent Hunter took twenty boys and girls of the high school on a trip to Wyandotte Cave, Corydon, Louisville, and other historical places. The trip lasted ten days and cost \$25.00 for the round trip.

Miss Beckwith's kindergarten was so popular that the trustees considered replacing the seats with cribs. But this was not done.

The grading system was very similar to the system used

today, a satisfactory recitation was marked as 80, a very good one as 90, an extra difficult task or a perfect lesson on monthly reviews was marked as 100, a poor lesson was marked 70 or less. The standard was 70 for passing.

In 1871 and 1872, there was a third extra session of the public schools. It was for two months. "Pupils that did not attend school regularly and could not keep up with their classes were assigned to lower classes."⁴⁹ Writing was a speciality during this session. During a review course as much might be learned in six weeks as was regularly learned in an ordinary term of three months.

The Board of Trustees in 1872 was composed of William Kurtz, Alexander Norman, and J. D. Kaufman. The board was composed of twenty-two visitors, seven teachers, and Superintendent D. Eckley Hunter.

Financial conditions were then better and the rate of taxation was reduced. Arrangements had been made to pay off all claims and enough money was left to make sufficient needed repairs.

A library was created in 1872. In it were over a thousand volumes accessible to the pupils. George Penion, who was janitor, also took care of the library.

Vocal and instrumental music was taught by a competent and experienced teacher, Miss Sadie Milliken, so that pupils could conveniently take lessons without interruption of ordinary studies. German, bookkeeping in single and double entry, and penmanship were taught in the high school.

Non-resident children could be admitted to the benefits of the school at low tuition prices. By the enumeration, three hundred eighty-five boys and three hundred twenty-eight girls, a total of seven hundred and thirteen children were of school age in Princeton in 1870. Yet there were only two hundred forty-seven boys and three hundred twenty-seven girls enrolled in the public schools, with an average daily attendance of only three hundred sixty-nine. Only 51.7 per cent of the enumeration was enrolled and only 62 per cent of the enrollment attended school regularly. Three and one-half per cent of the school enrollment were tardy, at some time or other throughout the year.

The average age of pupils in the sixth grade was fourteen years and four months. Five in the high school were over twenty-one years of age. In all of the high school only twenty-eight were non-resident students. Twenty were enrolled in the first year of high school with an average age of fifteen years and eleven months; ten enrolled in the second year with the average age of seventeen years and three months; four were in the third year with the same average age as the second year students. A number of pupils in the high school were irregular in their studies; hence, many were not candidates for promotions. 50

The most popular subjects in the high school were spelling, reading, and writing, while geometry, chemistry, mental philosophy, English literature, and the elements of law had the fewest enrolled. Half-hour lessons in vocal music were given in each room weekly. The advancement made the board of trustees decide to continue this plan.

The Everett Literary Society was organized in September, 1871. It had exercises in debates, essays, declamations, and original speeches. The society sponsored two lectures and then purchased several books for the library.

The school year was divided into three terms: fall term from September 9 to December 20--fifteen weeks; winter term from January 6 to March 21--eleven weeks; spring term from March 25 to June 20--eleven weeks.

In the Normal Department, the pupils would pursue the regular course of instruction and receive regular lessons in:

Methods of primary instruction

Methods of illustration

Map drawing

Simple lessons and experiments in physiology

Natural philosophy and chemistry

School government and school management

Normal pupils were required to put into practice the theories that were presented, by performing the experiments themselves, and by actually teaching classes that were furnished for that purpose. Those who wished to prepare for teaching and could not attend the State Normal School were

greatly benefitted in this local department.

In 1874, A. J. Snoke became superintendent of the public schools in Princeton. In his first year he changed the seven-grade plan below the high school to the eight-grade system. This reveals Mr. Snoke's wisdom and foresightedness.

Princeton High School was the sixth that was established in the state. Evansville, New Albany, Madison, Ft. Wayne, and Columbus established high schools before Princeton established hers in 1860. Princeton High School was one of the first to receive a commission, enabling its graduates to enter higher institutions of learning without an examination. The city was proud of this honor and has always tried to improve its schools.

As witnessed by the substantial buildings that were built in Princeton to replace the rude structures of previous years, by 1880 southwestern Indiana had passed from the pioneer stage of schools and school buildings.

CHAPTER V

SCHOOLS FROM 1885-1922

In 1887, in compliance with a petition strongly urged by many taxpayers, the school board began the erection of another building. The site chosen was a vacant lot of four acres in the southwestern part of town, a distance of one block south and one block west from the public square. On a part of this lot the present Lowell School is located.

This new building was occupied for the first time at the opening of the schools in September, 1888. It provided eight school rooms of the ordinary size and three rooms of smaller dimensions for office and class work. The entire floor space on the third floor is in one room, thus furnishing good facilities for a gymnasium. Two athletic clubs have been organized and through their efforts that room has been fairly well equipped with apparatus for physical exercises. The building presented a fine appearance; it was handsomely finished inside with pine shutters.

The Smead system of heating and ventilation was used. The building cost about \$20,000.00.

The building contained many cloak rooms conveniently located on each floor. The building had a library. A piano and maps were among the equipment.

After the completion of the West Building the first six grades were taught in the East Building and all grades including high school were taught in the West Building. F. B. Dresslar was the high school principal, and he was assisted in the high school work by L. R. Hudelson. A. J. Snoke was the superintendent. Superintendent Snoke cared more for science than for any other subject, therefore, it received much emphasis in the new high school.

During 1888-1889 there was a four-year course. The year 1887 had no graduating class, because the change to a four-year curriculum was made in 1884. In 1888, there were eight graduates from the four-year course. But in 1889, it was changed to a two-year course. In making this change the board disregarded the protest of Superintendent Snoke. This two-year course was used only one year.

Failing health compelled Mr. Snoke to resign. F. B. Dresslar was elected superintendent and H. W. Monical was made principal of the high school. Mr. Dresslar gave an impetus to the study of Latin that has made it a prominent factor in the high school ever since.

Eight hundred were enrolled in Princeton Public Schools in 1890. This was about 42 per cent of the school enumeration. Sixteen teachers were employed at the average monthly salary of \$44.33. This average was as high as it had ever been. The average enrollment per teacher was fifty.

The school population remained about the same from 1880-1890. Meanwhile there was a 21 per cent decrease in the

city's population. The decrease was due to a change in the condition in the family. Families were growing smaller. Many families belonging to the laboring class had moved away and a well-to-do class had moved into Princeton. There had also been much scarlet fever and measles in the last five years to cause part of the decrease.

"A comparison of the record of the Princeton Public Schools with the records of the other towns and cities in the state brings to notice the gratifying fact that no other city in the state enrolls in its public schools so large a proportion of its school enumeration; no other city shows a larger proportion of graduates, from the high school."⁵²

During the 1890's, not a pupil could be detained during the noon hour. No one could be detained more than fifteen minutes after school in the afternoon, except by special permission from the superintendent. Seventy-five per cent was the passing grade. No promotion was issued to any pupil whose standing in deportment was not satisfactory.

"The next ten years was a period of remarkable growth in high school sentiment throughout the United States, and Princeton reflected that sentiment."⁵³

In 1897, the three-year course was changed to the four-year course which is still used.

52

Ibid.

53

The Retrospect, Princeton, 1902, p. 12.

"The West Building was burned to the ground during the night of December 28, 1899. Everything was destroyed, much material that could never be replaced. Without books, charts, desks, apparatus, the high school found quarters in the Odd Fellows' Building, January 3, 1900, and remained there until the close of the year. A few pupils deserted after the fire, but most of them returned and the year 1899-1900 was considered one of the best in the history of the school. This was made possible by the prompt action of the school officials in supplying desks and necessary furniture, by the deep interest of citizens, by the faithful devotion of the teachers, and by the excellent spirit of the pupils. Here the Assembly-Room System was introduced, which has since been retained."

In September, 1900, the new West Building was completed and in it, the high school remained until 1913, when the present building was built.

The new building had six recitation rooms, a laboratory, and the Assembly Hall, a room 35 feet by 65 feet. There was a small room for an office. The building was well arranged and equipped. "It was as beautiful as the most exacting heart could wish for a school."

The building cost \$18,996.00. A Yaryan Heating and Ventilating System was installed for \$3,133.77. Venetian blinds were used throughout the school. \$450.00 was spent for library

54

Ibid., p. 13.

55

Ibid., p. 13.

and reference books placed in the Assembly-Hall. The total cost was \$39,450.00.

Because of the over-crowded conditions, the South Side Building was built in 1894. It was erected on the west half of the block between Illinois and Christian Streets on the north and the south and between Prince and Gibson Streets on the west and east. The present Franklin School is located on that block.

The South Side Building, a brick structure, had six classrooms and an office. It was heated and ventilated by the Kruse and Dewenter system. Two classrooms were added in 1898. New desks, tables, and chairs were purchased for \$1,000.00. Venetian blinds were installed in 1904. The contract price was \$8,975.00, but the total cost was \$18,470.33. Will F. Book was the first principal of the South Side Building, and he had a corps of four able teachers.

The school year consisted of thirty-six weeks, organized into three terms. The hours of daily session were from 8:45 A. M. to 11:45 A. M., and from 1:15 P. M. to 4 P. M. with a recess of ten minutes in each half day. The pupils of the first and second grades were dismissed fifteen minutes earlier than the older children. The grade children of the south part of town were to attend this building until they reached the seventh grade; then they were to go to the West Building.

"Up to 1903 the names of the buildings were the East, the West, and the South Side. In the fall of 1903, the school board named the West building, the Lowell School; the East building, the Irving School; the South Side building, the Franklin School."⁵⁶

After the fire, the high school did not have a library. Hon. A. M. Weil, of Evansville, started the school library by giving twenty-five dollars. This money was carefully invested in necessary reference books. Mrs. W. P. Welborn, of Princeton, gave twenty volumes of Scott's novels and Mr. H. S. Faust contributed sixty volumes of a historical set, "The Nations of the World." Throughout the school year of 1903-1904, the high schools gave entertainments; with that money and a donation from the school fund three hundred choice volumes were bought.⁵⁷

A high school library is absolutely necessary in order to attain the best results. Reference books are the students' tools and should always be near.

With the money obtained by means of entertainments in 1904-1905, the Franklin School purchased two hundred sixty-five volumes of books especially adapted to the pupils of the grades. "These books were placed in a handsome book-case furnished by the school board. The pupils were allowed to obtain books from the library on Thursday of each week. The library was kept open one afternoon each week during the summer of 1905."⁵⁸

⁵⁶ Tri-Ennial Report of Princeton Public School, 1903-1904 and 1905, Princeton, p. 39.

⁵⁷ Ibid., p. 29.

⁵⁸ Ibid., p. 38.

Franklin School had a School Savings Bank during 1903-1906. Pupils were taught to save their money and to deposit and check it out in a practical manner. The money was deposited once each week with the teachers of the respective rooms, the pupils bringing their bank books to have the amount of their deposits entered. Accounts were kept by the principal who deposited the money in one of the banks.

Franklin School was given a thorough renovation in the summer of 1904; all of the rooms and halls were cleaned and kalsomined. Brick walks were laid at the east and west ends of the building, a brick floor was laid in the basement, and the basement walls were whitewashed.

In 1905, the east half of the block was bought by the school board for \$1,850.00 to be used as a playground for Franklin School.

Five thousand square feet of slate was bought and placed in Irving and Franklin Schools. Much better class work could be accomplished on these blackboards. About two hundred trees, mostly hard maples, were planted on the yards of the various schools during 1905.

The Batavian System was introduced in 1904-1905. In this system an assistant teacher, Miss Alice Brown, a person with first class experience and ability was employed for the sole purpose of instructing the backward pupils in the various grades. The experiment proved very successful and many pupils were brought up to their grades. In 1906, the assistant teacher was Helen Medcalf.

Each school, in 1905, possessed a piano. These had been bought during the past two years by funds raised by a series of entertainments.

In 1905, there were three supervisors in the high school; one taught music, penmanship, and physical culture; one taught drawing; and the other one taught manual training.

A high school magazine called The Princetonian was begun in January, 1906, and five numbers were issued, one each month. It contained literary efforts of the high school students. This name has continued through the years and is yet used by the school weekly newspaper staff.

In 1902, there were two commencement exercises, one in January and the other in June. This custom was continued for three years and then only one commencement was held each year. The latter plan is still used.

"Miss Minnette E. Harlan, supervisor of music in 1903-1904, formed a boys' chorus and a girls' chorus; in 1904-1905 she formed a boys' double quartet, a faculty quartet, and a high school orchestra. Mr. Johnson produced an excellent orchestra in 1905-1906; it showed promise of being even better the next year because many of the incoming freshmen were good musicians."

The commercial department was established in the fall of 1903 and has done excellent work since. Over one hundred students were enrolled in this department. A number who completed the work in bookkeeping, stenography, and typewriting have obtained good

positions. Other subjects taught were commercial law, commercial geography, commercial arithmetic, industrial history, penmanship, orthography, banking, rapid calculation, and business practice. Because of overcrowded conditions in the high school in 1905, it was necessary to suspend the department until a new school was built.

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A Mothers' Club was formed in the fall of 1903; its members were mothers of children in school. Their object was to study school problems in relation to parents, pupils, and teachers and to be of service to the schools and the community. The present P. T. A. organization is an outgrowth of the Mothers' Club.

Two literary societies were organized in the spring of 1905. However, the Century Society was the stronger and fostered excellent training; so in 1906 all students were required to belong to "The Century Oratorical and Literary Society." This organization was divided into three sections--the Oxford, the Mermaid, and the Taberd. Later, the Big Four Association was organized for the purpose of literary and athletic contests. This society was composed of Evansville, Vincennes, Washington, Princeton, and Linton High Schools.

During the summer of 1905, all of the rooms and halls of Lowell were cleaned and given a new coat of kalsomine. Six-foot brick walls were laid from the street to the entrance on the east and west sides. The wooden steps at the entrance were replaced by ten stone steps. Two rooms, of average size, were

added on the north side of the building at a cost of \$8,500.00, in order to relieve the crowded conditions.

In 1904, the walls and ceilings of the various rooms in the Irving School were stripped of the old paper, then kalsomined and frescoed. All of the woodwork was painted. Brick walks were added on the north and south sides of the building, extending west to the street.

During that time of improvement, Harold Barnes was superintendent of schools and E. B. Funk, L. C. Embres, and E. E. Noble were the school board.

"In 1903, among the innovation in schools was the introduction of Thanksgiving offerings by the pupils. All kinds of useful articles and cash were annually brought by the pupils to aid, comfort, and cheer the less fortunate in Princeton. Medicine and money for treatment of the poor children were thus provided. While the sums were small, they taught the children to be benevolent and very thoughtful of others."⁶⁰

"The subject of caring for the teeth of the pupils in the public schools was first introduced in Indiana at Princeton in 1906 when the first special effort was made along this line, and since 1908, general inspection of pupil's teeth has been made. About that same date medical inspection of the schools was introduced, and this has averted many diseases and in some cases cured many children of ailments that would sooner or later have been serious."⁶¹

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Gil R. Stormont op. cit., p. 151.

61

Ibid.

Sanitary drinking fountains were introduced in Princeton in 1908 and have helped the health of both pupils and teachers.

Since 1903, the lawns of all the schools have been kept neat and beautiful. The same year, the playgrounds about the schools were improved by putting swings, teeter-boards, bars, and other appliances for the use of the youngsters on each campus.

The new electric clock, purchased and installed by the school board in 1910 at the Lowell Building has proved to be a splendid improvement. This clock controls the ringing of the bells for all recitations and intermissions in the high school as well as in some other departments. Fire alarms are also sounded by this clock. One fire drill is held each month in each of the various schools.

In 1903, there was a corps of thirty-three teachers. By 1910, the number had increased to forty-one. In 1903, the average salary of the grades and high school teachers combined was fifty-six dollars; average of the grades was forty-six dollars; average of the high school was sixty-six dollars and fifty cents. In 1910, the average had increased to sixty-eight dollars and seventy-nine cents and seventy-two dollars and ninety-eight cents respectively. The enrollment of the high school in 1903 was one hundred forty-nine and in 1910 it had increased to one hundred ninety-seven.

The third story of the seminary building was removed in 1896 at a cost of \$3,926.00, because it was considered dangerous.

The great increase in school enrollment required more school rooms. On January 30, 1912, the board decided to wreck the

seminary building and erect a new building to house part of the grades and the high school at the cost of \$60,000.00. Thereafter Lowell would be used only for grades.

The cornerstone of the new Irving Building was laid August 20, 1912. Ernest E. Noble, Harry May, and Stuart Fisher were the school trustees at that time.

Irving is a three-story brick building with stone trim. The main entrance is on the south side in the center of the building. One entrance is on the west, one is on the east, and two are on the north. On the first or basement floor are two large classrooms and three small classrooms, one large room for home economics, one for manual training, and three small ones used for recitations. On this floor are located the heating and ventilating rooms, janitor's room, store room, and in the beginning the remainder was used for a well equipped gymnasium, but now it is divided into classrooms.

The second or main floor has ten large classrooms, about 23 feet by 32 feet by 12 feet. Each room has at least four large windows, good desks of various sizes to fit the differently sized children, and good slate blackboards. The superintendent's office and his secretary's office are on this floor. The large east and west hall divides the rooms, placing the classrooms on the north and south sides. The various floors were connected by two wide metal stairways with railings. These permit rapid circulation within the building and easy egress from the building. The third

floor has seven classrooms on the south of the wide hallway. In the center of that south side are the principal's offices. On the north are a regular size class room equipped as a science laboratory, one classroom, and the remainder is a large assembly room; it is sometimes used as an auditorium. A small stage, a piano, bookcases for reference books, and about two hundred desks of various sizes are located in the assembly.

On each floor are two sanitary water fountains and ample cloak rooms. There were many maps, and study aids in each room for the students when school opened in the spring of 1913. The north half of the block was used for the playground; at the present time, the gymnasium cuts the former playground into two parts. The other grounds are landscaped with well-kept lawns, shrubbery, trees, and good walks.

"Indiana has had a graduated minimum wage law since 1910. That law recognized two factors: experience and training. The minimum guarantee was \$450.00 for a nine-months' school year and the highest salary for the most experienced teacher was \$630.00. The minimum has been raised from time to time. The law of 1920 specified a flat minimum of \$800.00 for all beginners and \$1,170.00 for the most experienced with the highest grade."⁶²

In 1911, a law was passed granting teachers the privilege of attending the State Teachers' Association with pay. In 1918,

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"Public Education in Indiana," A Report of the Indiana Educational Commission, (New York: General Education Board, 1923)

the State Board of Education put into effect an extremely liberal system of requirements for graduation from high school. "The new requirements are so flexible in their operation as to permit a high degree of adaptation of the work of the high school to individual needs."⁶³ "The Indiana Vocational Education Law was enacted in 1913. The Smith-Hughes Acts were passed in 1917 and were fundamentally the same as the Indiana Vocational Law; it was not necessary to change the state plan in order to secure the benefits of the Federal Law."⁶⁴

In accordance with the recent laws, on August 25, 1913, both domestic science and manual training were installed in Princeton High School. Mr. Harry Tieman was the first teacher of manual training and Miss Margaret Vierling was the first domestic science teacher.

Vocational education has furnished one of the greatest opportunities by which a school can apply its guidance program. Thirty-eight per cent of all money raised in Indiana by public taxation in 1920-1921 was allocated to the support of public education.

63

Manual With Courses of Study for the High School,
(Indianapolis: State Department of Public Instruction, 1918)
p.14.

64

Ibid., p. 58.

CHAPTER VI

PRINCETON PUBLIC SCHOOLS UNDER SUPERINTENDENT

G. E. DERBYSHIRE 1922-1940

The period from 1920 to 1930 was a period of the transfer of control from the local units to that of the state. In 1921, the state assumed complete supervision of training schools. In 1923 the system of examinations for certification ceased to be used. Under the new system, certification was based upon credentials of training and experience, with the state designating the kind and the amount of training. The Minimum Salary Laws, Teachers' Retirement Act, and the Tenure Law were passed during this period. This period was one of decided educational progress. Indiana was fast becoming a state of high school graduates; during this period there was an increase of more than 64.86 per cent in secondary school population. That brought about many problems. Those problems were met by schools organizing extra-curricular activities and sponsoring guidance programs. Better buildings were constructed to care for the physical well being of the pupils; gymnasiums, laboratories, and libraries were added to all high schools. Indiana's secondary school system ranked high among the other school systems in the United States.

Mr. G. E. Derbyshire was elected superintendent of the public schools on June 27, 1922. On the same day the contract was let for the building of Franklin School, therefore it was under his supervision that the work was completed. Franklin

School was to contain twelve large classrooms accommodating six hundred pupils and it was estimated to cost \$50,000.00. The new building was a brick structure with stone trim, wood floors, and composition roof. Franklin School included rooms for offices, rooms for domestic science, and a gymnasium. The building was two stories. The cornerstone was laid on Friday, October 13, 1922. Classes were held for the first time in September, 1923. ⁶⁵

On November 23, 1922, it was voted that the high school be enlarged to provide more classrooms and a gymnasium, which would serve as an auditorium for physical education demonstrations, plays, and other school purposes as well as for games. The combination gymnasium and auditorium was to contain a seating capacity of one thousand persons and was to be built of brick with a stone trim, to have hard wood floors, and a composition roof. The total cost was \$28,500.00. The new building was to be 69 feet by 120 feet, was to contain stage lockers, was to have shower rooms for both sexes, and was to provide a connecting passage to the main building. ⁶⁶ The heating of the gymnasium was of the direct-indirect type from the boilers in the main building. A stage was built in the south side of the gymnasium, and art classes have constructed and painted several sets of scenery. The Class of 1930 gave the stage curtains now in use. The gymnasium was dedicated on September 21, 1923. During 1935, excavation was made under the bleachers on the east side and a

65

Records of the Princeton Public Schools, op. cit., p. 23.

66

Ibid., p. 35.

67
 dressing room and showers were put in there for boys. During 1936, excavation was made under the bleachers on the west side and a dressing room and showers installed for girls. The gymnasium is now used for both girls' and boys' physical education classes, band, and orchestra classes. It is also used as an auditorium.

Repairs were made in 1922 to the high school building at a cost of \$10,000.00. Three classrooms were made out of the old shower rooms in the southeast part of the building. Also a wall between the two small recitation rooms on the north side was removed. That room is used today for a classroom and as an entertainment room. School parties and dances are held there because it has a piano, a music box, and hard wood floor. The room formerly used by the coaches is now a band-instrument room. A manual training shop has been made out of the old gymnasium room.

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 In 1919, a complaint was handed to the school board stating that the absence of a commercial department in Princeton High School caused many pupils to take their training in another school and that the citizens desired that a commercial course be offered in the high school as soon as possible. Therefore, on July 27, 1922, the school board voted to add a commercial department to our high school. Seven Underwood typewriters

67

Personal Interview with Margaret L. Birmingham, Clerk-Secretary to the Superintendent and School Board on May 10, 1940.

68

Ibid.

were purchased at seventy dollars each. Earl Cox was hired to teach the commercial subjects during the school year of 1922-1923. Princeton High School now has thirty typewriters and two full-time and one part time commercial teachers.

In the spring of 1923, the Parent Teachers Association of Lowell, Irving, and Franklin was organized. The following year, April, 1924, the High School P. T. A. was organized.

On June 4, 1923, the superintendent was given permission to employ another teacher and to purchase equipment for a domestic science room at Lowell Building, the expense of the teacher and such equipment as necessary was not to exceed \$2,000.00. At that time coal oil stoves were purchased; but in the summer of 1929 those stoves were exchanged for gas stoves and other improvements were made to the department to make it an up-to-date and efficient department. During the summer of 1928, \$993.67 was spent in remodeling and improving the home economics department at the high school building. In the fall of 1937 a vocational home economics department was established. In 1939, heavy new tables, chairs, and teachers' desks were added to this department. Because the classes in home economics were so large and additional subjects in the department were demanded, the second teacher was hired in the fall of 1939.⁶⁹

In September, 1919, patrons asked the school board to consider the need of a physical education director for all school

children in the city. The recent World War very forcibly called our attention to the fact that our young people needed direction in physical education. On May 21, 1924, the school board under the guidance of the citizens instructed the superintendent to hire a physical education teacher for girls of grades six to twelve and for all children of grades one to five. The older boys had had physical education for many years in the form of various kinds of sports. Since 1924 physical education for girls in high school has been taught continuously. In the fall of 1933, it was discontinued in the grades in so far as a supervisor was concerned, but has been taught by the individual teachers. Now, physical education and health must be taken by all boys and girls before they can graduate from high school.

A lease was signed August 6, 1925, for one hundred feet of ground from the Consumers' Power Company for a period of ten years at one dollar per year. The lease was renewed in 1935 for another ten years. On July 3, 1926, bids were let for the improvement of the field at a cost of \$11,400.00; the contract for the fence was let on August 10, 1926, at \$2,352.03. This field was called the Lowell Field and was first used in the fall of 1927. During the time the field was under construction the high school used St. Joseph Field for one year for the scheduled games. However, the high school had used St. Joseph Field for some time for practice. In 1936, Lowell Field was lighted at an approximate cost of \$1,200.00. This cost was borne entirely by the local Athletic Association.

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The high school library was organized in 1925. This was done to give the students a place for research work during school hours. Thus, with the books owned by the high school and with the books borrowed from the city library, a school library was started. The library consists of one large, well-lighted, south-exposed, cheerful room on the main floor. At first there were five sections of shelving and one large magazine rack. The library was taken care of by teachers and students until the fall of 1928 when the first librarian was employed. At that time there were 828 volumes in the library. A licensed librarian was employed in the fall of 1938 for the first time. She spends all her time in the library except one period when she teaches a class. The library is open for the use of students during the noon hour. Now there are about 2,300 volumes in active use. Each year the librarian has a corps of about eight boys and girls that are trained as librarians in the library; a credit is given in extra-curricular activities for their work in the library. This department is becoming more and more the center of the school's activity with all other departments using it.

A tornado hit Princeton on March 18, 1925, at 4:20 P. M. Franklin School was damaged so that it could not be used until the next fall. Children who had attended that school went to Lowell and Irving for one half day until the necessary repairs could be made.

A science laboratory was established in the high school in the summer of 1929 at an approximate cost of \$1,800.00. Chemistry was offered to students for the first time that fall. Later, physics was added to the curriculum.

The high school has been a member of the North Central Association of Secondary Schools and Colleges since 1925 and has a grade "A" rating.

The band was organized in 1926 under the direction of a Mr. Robert Rose, a mathematics teacher in the high school. A part time band instructor was hired in 1927. A full-time instructor in band and orchestra was hired July 1, 1937. The Princeton High School band was one of the first in southwestern Indiana. In September, 1930, there were twenty-two in the band and twenty-three in the orchestra. The Athletic Association bought the band's first uniforms. The Parent-Teacher Association, the Athletic Association, the Band Boosters, and the School Board have financed the band. In August, 1936, the school board, for the first time, budgeted money for the band other than the salary of an instructor. Now there are about 64 in the marching band, sixty-nine in the playing band, and fifty in the orchestra. There is a very active Band Boosters Organization. The marching band won second place in the National Band Contest this year (1939-1940). The orchestra placed in second division in the State Orchestra Contest. The band practices during the

summer months and gives several public concerts at the park. There is a very active vocal department in the high school. It is taught by a vocal supervisor who also teaches vocal music in the grades. An active Boys' Glee Club and Girls' Glee Club, a mixed chorus, and a choir are directed by Miss Charlotte Brim, music supervisor. This department gave the opera "The Bohemian Girl" very successfully this year.

The School Board has never sponsored a kindergarten, but many have been conducted in the school buildings during the summer.

The plan of student government was first instituted in the high school in the fall of 1924. In 1925, a student council made up of students from each class was organized and is still in existence. This club is composed of six boys and six girls from the senior class, four boys and four girls from the junior class, and two boys and two girls from the sophomore class. They meet once a week to discuss school problems and to plan activities. The council has rendered the following service during the 1939-1940 school year: planned and secured speakers for pep sessions; made speeches to the Freshman Class concerning school conduct, loyalty, and service; served as ticket collectors at athletic games; administered a questionnaire on honesty; kept a scrapbook of school events; helped conduct a college conference; and sponsored an athletic banquet. Before 1924 there was a board of control that did the work now done by the student council. On March 6, 1924, the board of control bought the first moving picture machine to be used in the Princeton schools at a cost of \$350.00. At the present time the school owns a sound projector and a stereopticon, which was purchased

in 1914. The school is enrolled with the Extension Division of Indiana University for films and slides to be used during the school year. In 1939, the music department bought a recorder; already several records of the good voices have been made.

The charter was granted for the Athena Chapter of the National Honor Society of Secondary Schools on December 27, 1927. The first initiation ceremony was held on May 7, 1929. Membership in this organization is the desire of all good students, since no greater honor can be conferred upon any high school student than election to membership in this society. The main purpose of this society is to give special recognition to students of high scholastic standing. Membership is based upon the four cardinal objectives of scholarship, leadership, character, and service. Not more than fifteen per cent of the 12A class, ten per cent of the 12B class and five per cent of the 11A class can be elected to membership in this society. ⁷³

Many clubs have been organized to add interest to school and encourage school spirit. Some of them are: The Masquers, Debaters, History, Home Economics, Commercial, Girl Reserves, Chamber of Commerce, Art, and Pep Club.

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Personal Interview, Margaret L. Birmingham, Clerk-Secretary to Superintendent and School Board.

A school nurse was hired in the fall of 1935. Previously one had been employed, but the depression necessitated the discontinuance of the nurse's services. Since 1935, adequately equipped health rooms have been established in all schools. The Maniteau test for tuberculosis was given in all schools in 1938 and 1939. It is the hope of the School Board to set a precedent by giving this test each year to the first and ninth grades. The School Board passed a resolution during the summer of 1938 that all children entering school for the first time in September must be six years old on or before the first day of school, must present a birth certificate, and must have been vaccinated against small pox. Recently, a resolution was passed requiring all children to be immunized against diphtheria before entering school.

The rewiring of Lowell school began in the summer of 1938. The building now has an excellent indirect lighting system.

The policy of the School Board for the last three years has been to set aside Wednesday night as a "free" night during which there are no school activities whatsoever. This ruling was made in cooperation with the Ministerial Association of the city, in order that the young people might attend prayer meetings.

Free textbooks have been furnished in grades one to five inclusive, since September, 1937; free textbooks have been furnished in grades six to eight inclusive, since September, 1938. These textbooks are furnished to about 426 pupils in grades one to five and to about 412 pupils in grades five to eight.

Workbooks are furnished where needed. It costs about \$4,037.35 for the 1,038 pupils, an average of about \$3.90 per pupil. Each year new workbooks are bought and such other books as are needed. At the present time, the school textbook library, which is housed in the office of the superintendent's clerk, consists of 6,500 free textbooks, not including workbooks, writing books, etc.

Mr. Derbyshire's term as superintendent has been one of great progress. There have been substantial increases in teachers' salaries. At the time of the depression it became necessary to cut all of the salaries, but the original salary schedule has been gradually restored, until a majority of the teachers are back to the original salary scale. Some of them receive more salary. It is the practice of the board each year to give each successful teacher a raise varying from two and a half dollars to ten dollars a month. The first year Mr. Derbyshire was superintendent he employed in the school system forty-four teachers and supervisors; at the present time there are regularly employed fifty-seven supervisors and teachers. In 1923, 361 pupils were in the high school; in 1940, 650 were enrolled.

For more than twenty years, the superintendent of schools has had a clerk to assist him. She has proved a helpful aid not only to him, but to all of the teachers.

Mr. Derbyshire believes that guidance is very important and that it should be emphasized as much as instruction. A definite program has been arranged, including educational, social,

moral, vocational, and health guidance. The organization for the administration of the program includes every member of the faculty, headed by the principal, the dean of boys and the dean of girls, and the four class sponsors, to whom the home-room teachers are directly responsible for the programs. The first period on Monday of each week is set aside specifically to be used for guidance. These programs are definitely and carefully planned by committees of pupils, directed and approved by the teacher, or by the teacher, herself. These weekly Monday programs are supplemented by incidental, but not accidental, lessons from the daily recitations in all subjects.

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CHAPTER VII

THE DEVELOPMENT OF THE COLORED SCHOOLS

In 1831, several Negroes lived in Princeton. An act was passed by the State Legislature in 1831 that required colored immigrants to give bond for good behavior and self-support. There never were many slaves in Indiana and, as far as we can learn, none lived in Princeton. It was interesting to note that the census of 1850 gave Princeton a population of 1,215 of whom forty-six were Negroes.

By the school law of 1865, Negroes were not taxed for the support of common schools, but if colored schools were established, this law would be amended so as to subject them to taxation along with white persons for educational purposes. 75

The first steps to provide any public educational facilities for negro children were taken in 1869, when the law declared that the property of Negroes as well as that of white people should be taxed for school purposes, that a separate enumeration of colored children and that separate schools should be maintained where practicable. About 1870 it became the custom in the southwest counties of Indiana to build up a dual system of public schools for Negroes and white people.

Early in the 1830's the colored settlers hired a teacher to teach their children at their homes. These teachers were itinerant teachers. The first class was a Sunday School class taught by Mrs. Judge Hall, and the first private school was taught by Mrs. Dickerson in the early 40's. The first public school was taught in an old cooper shop on Oak Street, next to the old Methodist Church in the northeast part of Princeton. From there, the school was moved to the Odd Fellows Hall, now the Masonic Hall, on Prince Street. It was next moved to Race Street, near where the present building is located. In 1874, a frame building of one room was erected here and, in 1878, a second frame building was provided. In 1880, a large class room was added to this building. The first teacher in the new building was Jo Willard. Other teachers in these early schools were Miss Anderson, Mr. Anderson, Miss Glenn, Mrs. Abbott, Mr. Lewis, Mr. John Prator, Mr. Charles Cantrell, and Miss Rowena Robinson. Mrs. Abbott has one of the longest teaching records; she taught for twenty years.

In 1877, a new law was passed; it provided that where no negro high schools were maintained, colored children should be permitted to attend schools with white children. The right of negroes to enter the upper grades of the public schools was conditioned by an examination, though there was no assurance that the examination would be fair.

A new building was authorized in July, 1896; then the frame buildings were moved away and in their place was built a two-story brick building, which is a part of the present building. This building was erected on the corner of Race and Walnut Streets at a cost of \$2,953.00. On June 28, 1898, the School Board bought the South Side Chapel from the United Presbyterian Church to be used as a school building for the colored children.

In 1890, a colored man by the name of Smith started the colored University of Princeton in a large two-story brick house located near the present fairgrounds. Many were certified through correspondence by this university to teach courses after spending only a few days at the university. This university was unpopular in Princeton, and, therefore, most of its enrollment was from places quite distant from Princeton. Professor Smith often solicited the merchants and citizens for money, about the expenditure of which the contributors often wondered. Courses in barbering, manicuring, and personal appearance were taught. Soon, persons quit giving money for the upkeep, and Professor Smith left town. The building was sold for and is still used as a private residence.

"In the summer of 1903, the school trustees, consisting of H. A. Yeager, E. B. Funk, and Dr. G. C. Kendle came to the decision that it would be best for all concerned if the white and the colored pupils were entirely separated. Acting upon

this decision, an addition was built to the two-room brick building occupied by the colored pupils, on Race and Walnut Streets, doubling its capacity. There had already been a partial separation of the races, the colored grade-pupils attending their own school. The colored high school pupils were now also separated from the white high school pupils and were given a room and a colored high school instructor. All colored pupils have been attending this, the Lincoln School, since the fall of 1903 and the arrangement seems to be eminently satisfactory both to the white and to the colored patrons.

The number of pupils enrolled in the colored high school was twelve in 1903 and by 1910 the enrollment had increased to twenty-five. In 1940, there were forty-eight pupils enrolled in Lincoln High School. The first teachers to teach in the new building were Mr. Charles Cantrell and Mrs. S. L. Jackson, as his assistant. They were followed by Mr. Henry Williams and H. F. Smith. Mr. W. H. Langford had charge of the first high school work. The course of study covers full four years. The high school is now certified. The first commencement of Lincoln High School was held on the evening of May 25, 1906, in the circuit court-room. There were three graduates--all girls.

In the spring of 1904, the colored teachers and pupils caught the civic spirit, which was quite pronounced at the time, for beautifying the school premises. They spaded up the barren, gully-washed front yard and sodded it with blue-grass. Flowers and vines were planted about the building and the premises were beautified and made to look home-like.

There have been a number of enthusiastic parents' and teachers' meetings among the colored patrons. These meetings were called Parents' Meetings and were scheduled monthly on Friday evening. The meetings were held in the high school room of the Lincoln School.

Additional ground east of the present Lincoln School premises was purchased by the board in 1905. It was bought none too soon, however, as the grades were overcrowded and the colored high school needed another instructor and one or two additional recitation rooms. In 1910, the total enrollment in the colored school was one hundred eighty. A two-room frame building was leased and six colored teachers hired, including the high school principal.

On June 22, 1914, the School Board composed of E. E. Noble, H. S. May, and H. H. Alexander voted to improve Lincoln Building. The improvement was to consist of the addition of two rooms on the ground floor on the east side of the building; one large room above the two new rooms, to be used for the high school and for assembly purposes; the remodeling of the present old building to conform to the new addition; and the installation of a

heating and ventilating system; and the installing of a sanitary plumbing system and drinking fountains. ⁷⁷ Arrangements were made in the basement for manual training and domestic science. The present three entrances to the building were made as a part of this reconstruction program. One entrance opens south, one opens north, and one opens west; the latter was at first the only entrance into the building.

Lincoln has had the following principals since 1904:

W. H. Langford.....	1904-1909
George Brown.....	1909-1917
Matthias Nolcox.....	1917-1922
A. C. Cox.....	1922-1927
James O. Redmon.....	1927-1932
Lewis J. Umstead.....	1932-1933
Pleasant Moore.....	1933-October, 1934
A. D. Williams (acting).....	October, 1934-1935
Charles E. Smith.....	1935-1936
C. C. Lyles (acting).....	1936-1939
C. C. Lyles.....	1939-

At the beginning of the school year of 1939, eighty-five girls and boys were enrolled in the grades and forty-eight in the high school. Four colored teachers are employed at the present time: C. C. Lyles, Principal, English, Latin, social studies; Albert D. Williams, mathematics, science, physical education,

and industrial arts; Nora Craig, grades 5, 6, 7, and 8; Wanita E. Nash, grades 1, 2, 3, and 4. The following white teachers are special teachers in Lincoln: Pansy Blase, art; Helen Muter-spaugh, home economics; Charlotte Brim, music; Mary Vivian Ziliak, health; and Arthur Dragoo, band.

"Lincoln High School is proud of her alumni. It can well be said that these boys and girls, men and women, have proved themselves worthy representatives of the entire race as well as of Lincoln High School, and they have the hearty wishes of the whole community that their aspirations may ever lead to high things and their lives may prove of great value to the race."

"We hope that Lincoln High School will continue to progress until we will be glad to say as Booker T. Washington has said: 'We are glad we had the struggle, endured the discomforts,
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and suffered the inconveniences.'"

CHAPTER VIII

HISTORY OF PRINCETON PAROCHIAL SCHOOLS

The early Catholic settlers of Princeton were served by a missionary priest from Bardstown, Kentucky, and Vincennes, Indiana. Soon after the formation of the St. Joseph's College in 1819 at Bardstown, Kentucky, missionary priests came into Indiana and Princeton. On March 24, 1855, Princeton Catholics were organized by Father F. W. Peppersack as a mission of St. James, Gibson County, Indiana, of which he was the first resident pastor. Prior to this time his parishioners were members of the St. James Catholic Church near Haubstadt, Indiana, the Mother Church of Gibson County.

On December 29, 1858, one-half acre of ground was purchased for the Catholic congregation of Princeton to use and the same was deeded to Maurice De St. Palais, Bishop of Vincennes. The site was at the southeast corner of Prince and Walnut Streets. In 1864, a frame church 60 feet by 30 feet was erected; although not entirely completed, services were held in the church on Sunday, November 20, 1864. Early in 1867, the priest, on each of his visits, held school for the Catholic children during the morning in the basement of the church. There were thirty Catholic families aggregating sixty-five Catholic persons living in Princeton in 1865.

In June, 1866, Father Peppersack was succeeded by the Reverend M. Fecker, who visited Princeton until his death in September, 1868. The Reverend J. B. H. Seepe paid regular visits until April, 1875, when the Benedictine Fathers again took charge. The Reverend J. J. Merckle attended from July 12, 1875, until sometime in 1876 when Princeton received its first resident pastor in the person of the Reverend Alexander Koesters. More time was now spent teaching the children; however, most of the Catholic children were taught in the public schools. The Reverend B. H. Kintrup, the second resident pastor, resided in Princeton from March 3, 1878, to November 3, 1878. The Reverend George Weduin of Haubstadt attended until sometime in 1879 when the Reverend A. Oster, from Vincennes, attended until February, 1880. He bought two acres of ground to be included in the Catholic property. The Reverend John Joseph Macke, from East Vincennes, visited until August 10, 1880. Then Celestine Schwarz was made the third resident pastor until June 8, 1882. At that time the Reverend Augustine Peckskemp became pastor; then on July 19, 1885, the Reverend Peter Hommes became pastor, and he was succeeded by the Reverend E. B. Ledvina on August 1, 1895. Then more money was available for carrying on the work of the Catholic Church.

The congregation now numbered about seventy-five families and a larger church was necessary. On November 12, 1895, a tract of ground comprising one-half block on the present site was purchased and in the spring a two-story frame parsonage was erected.

In the summer of 1897, the foundation of the new church was laid and a frame building, 72 feet by 41 feet with two towers and a sacristy 16 feet by 24 feet, was erected.

Up to this time little of the priest's time was devoted to the education of the Catholic children. But, as mentioned before, some time was spent by each priest in instructing the children of his church.

In 1898, a frame school building consisting of one room 24 feet by 24 feet and the Sisters' residence of three rooms, attached thereto, was erected adjoining the church and in September of the same year, the school was opened with an enrollment of sixty-nine pupils and placed in the charge of the Benedictine Sisters of St. Francis of Oldenburg, Indiana. In the summer of 1901, an additional room 36 feet by 24 feet was built and a second story was added to be used as a school hall. On June 22, 1899, a strip of ground 232 feet by 143 feet was bought for \$1,000.00, and four days later twenty-two hundredths of an acre was purchased for \$175.00 and converted into a park and playground for the Catholic children.

On September 8, 1907, Father Medvina was succeeded by the Reverend William A. Jochum. During his administration a new heating plant for heating all of the buildings was installed.

On June 12, 1912, the Reverend Nicholas A. Hassel became the pastor and still fills this position. Immediately upon the arrival of Father Hassel, improvements were begun. The school hall was not used longer for entertainments, but was made into

classrooms. He set about at once to erect an auditorium. With only forty-five dollars at his disposal he started the undertaking on April 16, 1914, doing the work with his own hands and laboring unceasingly until a building $102\frac{1}{2}$ feet by $32\frac{1}{2}$ feet was completed and well equipped to be used for all school purposes.

The congregation, having grown in 1915 to one hundred and thirty-three families, it was found necessary to enlarge the church. The building was moved about ninety feet to the south. Father Hassel has planned and erected a new church, a new sisters' home, and a new parsonage, and is now building a new school building. All of the buildings are of brick-veneer construction, with smooth faced cream pressed brick. This work has all been performed under the direction and personal supervision of Father Hassel, and much of the brick work has been done with his own hands. These buildings are Father Hassel's "brain children". He has thought out every minute detail from "cellar to garret", every inch of space is utilized, and the intricacy of its construction can be appreciated only by personal inspection. There is a sunken garden and a large fish pond in the yard surrounding the church and school. All of the Catholic grounds between Race, Monroe, and Stormont Streets are landscaped. The parsonage and the sisters' home are set back from the street and the church and the school set forward facing Race Street.

The school, on which he is now working, is to be his masterpiece. This will attain the goal of the sixty-three-

year-old priest. The school building is three hundred feet in length and all on one floor. It is similar in design to the other structures and will complete a parochial group second to none at least in this nation, for a priest returning recently from Europe said, "In all my travels I have seen nothing to match it anywhere."⁸⁰

The new school will cost less than \$10,000.00, a most remarkably low price for this modern, fireproof structure. It has four large classrooms on the front, a huge auditorium in the center, and four classrooms in the rear. It has a full basement that can be used for various functions. There were never debts in building the school. The construction progresses only on the money already donated. Father Hassel hopes to complete the building this year. The interior is finished in panel effects, with hand-decorated ceilings and the floors are hardwood, inlaid in intricate and beautiful patterns.

On September 5, 1922, two and seventy-two hundredths acres at the back of the church were bought for \$2,000.00 and are used as a playground and baseball diamond.

The curriculum of the Catholic church is different from that of the public school, including definite religious study. However, they follow the state course of study and their eighth-grade graduates do not find it hard to enroll in the

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Princeton Clarion-News, op. cit., November 7, 1935.

high school on the same level with the graduates of the public elementary schools. In fact, there are many excellent Catholic students enrolled in Princeton High School today. The organization of the Catholic school system involves three units, namely the parish, the religious teaching community, and the diocese.⁸¹ Today St. Joseph Catholic School is taught by Father Hassel and a corps of five efficient sisters, namely Sister Apollinaris, principal; Sister Agnetis, Sister Salome, Sister Seliciana, and Sister Linus, who is the music supervisor. Seventy-three children were enrolled in the first eight grades last year, with twelve⁸² graduating and entering Princeton High School this fall.

For several years after 1916 there was a Catholic High School. The curriculum was very broad, including commercial subjects and home economics. But the number of students enrolled was few and the expense of maintaining it was so high that it was discontinued in 1928.

Princeton is proud of its Catholic School and its members who are among the leaders of the city and are included among Princeton's most respected and influential citizens. Of course, much of this progress is due to the untiring efforts of Father Hassel and the Sisters.

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The Reverend James A. Burns and Bernard J. Kohlbrenner, A History of Catholic Education in United States, (Chicago: Benziger, 1938) p. 181.

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Personal Interview with Father Hassel.

CHAPTER IX

THE DEVELOPMENT OF COURSES OF STUDY IN THE PRINCETON PUBLIC SCHOOLS

The Princeton Public Schools followed very much the traditional course of study in the three R's from their beginnings to about 1860.

In 1860 with the introduction of the graded system, the curriculum was divided into a graduated program of studies. The departments established were as follows: primary, intermediate, academic and normal.

The primary department included grades one, two and three. Language, numbers, geography, drawing, spelling and vocal music were taught to the children in this division.

The intermediate department included grades four, five, and six. Elocution, composition, literature, and arithmetic were added to this division.

The academic department included the seventh, and eighth grades, and the high school. Algebra, history, natural philosophy, spelling, rhetoric, physiology, botany, geometry, astronomy and literature were taught in the high school and upper grades.

Latin could be taken throughout the high school course by those that desired it.

The normal department helped to prepare persons for teaching. Classes were taught in regular courses of instruction, and in addition there were classes in: methods of primary instruction, methods of illustrating, map drawing, simple lessons and experiments in physiology, natural philosophy, and chemistry, school government and school management. Students were asked to put into practice the theories taught by teaching classes in the local high school.

In 1913, home economics and manual training were added, thus opening vocational work in the high school; in 1922, the commercial department was added; in 1925, a library was added to the system. The band was organized in 1926; in 1924, a physical education department was established for girls; and in 1935, classes in health and child care were started; a safety course was added in 1937.

About 1916, departmental work was started in the seventh and eighth grades. The Princeton school system does not have a regular qualified Junior High School, but the curriculum is the same in those grades as if the junior high school were accredited.

The high school was not definitely established until 1871. The course of study for three years as outlined at that time was as follows:

First Year - High School

First Session	Second Session	Third Session
Elementary Algebra Natural Philosophy General History Spelling	Elementary Algebra Natural Philosophy General History Physical Geography English Composition Spelling	Elementary Algebra Physical Geography English Composition Spelling

Second Year

First Session	Second Session	Third Session
University Algebra Rhetoric Physiology Spelling	Algebra Rhetoric Physiology Spelling	Algebra Rhetoric Botany Spelling

Third Year

First Session	Second Session	Third Session
Geometry Mental Philosophy Astronomy Spelling	Geometry Mental Philosophy Chemistry Spelling	Geometry English Literature Elements of Law Spelling
Latin through the High School Course.		

I. In 1888 there was a four-year course offered in High School and it was as follows:

COURSE OF STUDY FOR THE PRINCETON HIGH SCHOOL
August, 1888
First Year

First Term -- Arithmetic, Algebra, General History.
Electives, Latin, Review.
Second Term -- Algebra, Composition, General History.
Electives, Zoology, Latin, Review.
Third Term -- Algebra, Composition, General History.
Electives, Zoology, Latin, Review.

Second Year

First Term -- Algebra, Rhetoric, Physical Geography.
Electives, Latin, Review.
Second Term -- Algebra Rhetoric, Physical Geography.
Electives, Latin, Review.

Third Term--- Bookkeeping, Rhetoric, Botany.
Electives, Latin Review.

Third Year

First Term -- Geometry, Physics, Literature.
Electives, Latin, Review.

Second Term-- Geometry, Physics, Literature
Electives, Latin, Review.

Third Term--- Geometry, Civil Government, Literature.
Electives, Latin Review.

Fourth Year

First Term -- Astronomy, Literature, Chemistry.
Electives, Latin Review.

Second Term-- Astronomy, Mental Science, Review Arithmetic.
Electives, Geology, Chemistry.

Third Term--- Mental Science, Elocution, Review Grammar.
Electives, Geology, Chemistry.

Spelling and Rhetorical Exercises were offered throughout the entire course.

To adapt the above course to the varying needs of pupils three options will be permitted, each leading to the usual diploma.

1st.-The regular course occupying four years, pursued according to the above schedule.

2d. -Pupils whose previous records have been good may with the consent of the superintendent, take such studies in advance each term as will enable them to complete the entire course in three years.

3d. -Pupils may take the regular course through three years, with Latin as a fourth study. The three-years course in Latin will be deemed equivalent to the studies of the fourth year in the regular course. Fourth-year studies may also be substituted for Latin in the third year.

II. In 1889 a two-year course was offered and it was as follows:

TWO YEARS COURSE
COURSE OF STUDY FOR PRINCETON HIGH SCHOOL
August, 1889
First Year

1st Term--- Arithmetic, Grammar, General History

- 2d. Term--- Algebra, Grammar and Composition, Roman History.
 3d. Term--- Algebra, Composition & Rhetoric, English History.

Second Year

- 1st Term--- Algebra, Geometry, Physical Geography, Rhetoric.
 2d. Term--- Algebra, Geometry, English Literature, Physics.
 3d. Term--- Algebra, Geometry, English Literature, Physics.

Latin may be taken as an optional study through the above course. Pupils wishing to study Latin may postpone General History until the second year, and Latin will be permitted as a substitute for an equivalent time in the following branches:

Rhetoric, Physics, English Literature and-by this arrangement pupils will be prepared to enter the Freshman Class in any of the colleges and universities of the state. Certificate of graduation will be awarded upon the completion of the above Course.

Pupils wishing to spend more time in the High School and study additional branches may take the following instead of the above two years course.

THREE YEARS COURSE

First Year

First Term	Second Term	Third Term
1. Arithmetic,	Algebra,	Algebra.
2. Grammar,	Composition,	Composition and Rhetoric.
3. Greek History,	Roman History,	English History.

Second Year

1. Algebra,	Algebra,	Algebra.
2. Rhetoric,	Literature,	Literature.
3. Physical Geo- graphy,	Physics,	Physics.
4. Zoology-option- al,	Bookkeeping,	Botany-optional

Third Year

1. Geometry,	Geometry,	Geometry.
2. Astronomy,	Astronomy,	Mental Science-optional.
3. Literature,	Literature,	Chemistry-optional.
4. Review Arith- metic,	Review Grammar,	Civil Government-optional

Special credit will be given in the certificate of graduation to any pupil who may pass an examination in any of the optional studies in the course.

III. In 1890 a three-year course was established as follows:

First Year
August 24, 1890

Latin Course of study of Princeton High School

First Term	Second Term	Third Term
Arithmetic	Algebra	Geometry
General History	Physics	Literature
Grammar	Literature	Latin
Latin	Latin	Optional or Review

Second Year

Algebra	Algebra	Geometry
General History	Physics	Literature
Physiology	Literature	Latin Review
Latin	Latin	Optional

Third Year

Algebra	Algebra	Geometry
General History	Physics	Civil Government
Physiology	Literature	Latin or
Latin	Latin	Review

English Course of Study	First Year	
Arithmetic	Algebra	Geometry
General History	Physics	Literature
Grammar	Literature	Civil Government
Composition	Physical Geo- graphy	Optional or Review

Second Year

Algebra	Algebra	Geometry
General History	Physics	Literature
Composition	Literature	Civil Government
Physiology	Bookkeeping	Optional or Review

Ordered also that the following subjects be offered as optional during the third year--psychology, astronomy, chemistry, zoology, rhetoric and botany classes to be formed in any of these subjects under the direction of the Superintendent.

IV. In 1903 the regular four-year course was practiced and there were only two terms in the school year instead of three terms as heretofore. The courses were as follows:

September 2, 1903

Freshman Year

First Term:

Classical-
Algebra
Botany or Physical
Geography
English
Latin

Scientific-
Algebra
English

Botany
Physical Geo-
graphy or
Latin

Commercial-
Algebra
English

Physical Geography
Bookkeeping

Second Term:

Algebra
Botany or Physical
Geography
English
Latin

Algebra
English

Botany
Physical Geo-
graphy or
Latin

Algebra
English

Physical Geography
Bookkeeping

Sophomore Year

First Term:

Algebra
English
History

Algebra
English
Zoology

Algebra
English
Commercial Arith-
metic
History

Latin

History

Second Term:

Geometry
English
History
Latin

Geometry
English
Zoology
History

Geometry
English
Business Forms
History

Junior Year

First Term:

Geometry
English
History
Latin

Geometry
English
Chemistry
German

Geometry or German
English
Typewriting or
Penmanship
Stenography

Second Term:

Geometry
English
History
Latin

Geometry
English
Chemistry
German

Geometry or German
English
Typewriting or
Orthography
Stenography

Senior Year

First Term:

English
History
Physics
Physical Geography
or Latin

History
German
Physics
English or
Physiology

Commercial Geography
American History
Physics
Commercial Law and
Industrial History

Second Term:

English	History	English Grammar
History	German	American History
Physics	Physics	Physics
Commercial Arith- metic or Latin	English or English Grammar	Business Practice

Princeton Public Schools have a very definite course of study from the first grade through the fourth year of high school. There are four high school curricula, namely, college entrance, general, commercial, and home economics. A copy of requirements of each course follow:

CURRICULUMS OF STUDY, PRINCETON HIGH SCHOOL, SEPTEMBER, 1939

Ninth Year

COLLEGE ENTRANCE

Required:

English
Latin
Algebra
Physical Training

Elective:

Biology
Industrial Arts
Home Economics
Elementary Civics
Music
Art

Tenth Year

Required:

English
Latin
Geometry
Physical Training

Elective:

World History
Personal and Social Adjustment
Home Economics (adv.)
Industrial Arts 10B
Music
Art

Eleventh Year

Required:

English
United States History

Algebra (adv.) 11B

Elective:

Latin
 Geography
 Solid Geometry 11A
 Commercial Arithmetic
 Typewriting
 Shorthand
 Bible Study
 Journalism
 Public Speaking
 Business English
 Commercial Law
 Salesmanship
 Chemistry
 Bookkeeping
 Home Economics (adv.)
 Industrial (adv.)
 Music
 Art
 Trigonometry
 Safety, Health

Twelfth Year

Required:

English (Composition) 12B
 American Literature 12A
 Health or Physical Training credits
 Safety
 Civics

Elective:

Latin
 Physics
 Typewriting
 Shorthand
 Geography
 Bookkeeping
 Economics
 Music, art
 See 11th year electives
 Trigonometry

GENERAL
Ninth Year

Required:

English
 Industrial Arts (Boys)
 Home Economics (Girls)
 Physical Training

Elective:

General Mathematics
 General Business Training

Algebra
 Latin
 Biology
 Elementary Civics
 Music
 Art

Tenth Year

Required:

English
 Physical Training

Elective:

General Business Training
 Personal and Social Adjustment
 Geometry
 Latin
 Home Economics (10B)
 Industrial Arts (10B)
 Geography
 World History
 Music
 Art

Eleventh Year

Required:

English
 United States History

Elective:

Algebra (adv.) 11B
 Solid Geometry 11A
 Latin
 Geography
 Commercial Arithmetic
 Typewriting
 Shorthand
 Bible Study
 Journalism
 Public Speaking
 Business English
 Commercial Law
 Salesmanship
 Chemistry
 Bookkeeping
 Home Economics (adv.)
 Industrial Arts 10B-10A
 Music
 Art
 Safety
 Health

Twelfth Year

Required:

Health or 2 Physical Training credits

Safety
Civics

Elective:

Composition 12B
American Literature 12A
Physics
Typewriting
Shorthand
Geography
Bookkeeping
Latin
Economics
Music, Art
See 11th year electives

COMMERCIAL
Ninth Year

Required:

English
Biology
Physical Training

Elective:

General Mathematics
Algebra
Latin
Industrial Arts
Home Economics
Elementary Civics
Music
Art

Tenth Year

Required:

English
General Business Training
Commercial Arithmetic
Physical Training

Elective:

General Business Training
Personal and Social Adjustment
Algebra
Geometry
Latin
Industrial Arts
Home Economics
Geography
World History
Music
Art

Eleventh Year

Required:

English
 United States History
 Typewriting
 Shorthand

Elective:

Music
 Art

Twelfth Year

Required:

Bookkeeping
 Health or 2 Physical Training credits
 Safety
 Typewriting 12B
 Shorthand 12B
 Civics

Elective:

English
 Latin
 Business English
 Salesmanship
 Commercial Law
 Home economics
 Industrial Arts
 Geography
 Algebra
 Geometry
 Economics
 American Literature 12A
 Composition 12B
 Music, Art
 See 11th and 12th year electives

HOME ECONOMICS CURRICULUM
 Ninth Year

Required:

English
 Foods--Full Semester
 Clothing--Spring Semester
 Physical Training

Elective:

General Mathematics
 Algebra
 Latin
 Biology
 Elementary Civics
 Music, Art

Tenth Year

Required:

English
 Foods--Fall Semester
 Home Nursing and Child Care--Spring Semester
 Physical Training

Elective:

General Business Training
 Personal and Social Adjustment
 Geometry
 Latin
 Commercial Arithmetic
 Geography
 World History
 Music, Art

Eleventh Year

Required:

English
 Related Art and Home
 Management--Fall Semester
 Clothing, Home and Social Relations--Spring Semester
 United States History

Electives:

Algebra 11B
 Solid Geometry
 Latin
 Geography
 Commercial Arithmetic
 Typewriting
 Shorthand
 Bible Study
 Journalism
 Public Speaking
 Business English
 Commercial Law
 Salesmanship
 Chemistry
 Bookkeeping
 Music, Art
 Safety
 Health

Twelfth Year

Required:

Health or 2 Physical Training credits
 Safety
 Civics

Elective:

Composition 12B

American Literature 12A

Physics

Typewriting

Shorthand

Geography

Bookkeeping

Latin

Economics

Home Hygiene and Care Sick (1/5 credit a Term)

Music

Art

See eleventh year electives

In 1871, there were three terms in each school year and a three-year course was offered in the high school. The curriculum contained only one course, very similar to the general course offered in the high school today. Then there was very little choice of subjects, most of the subjects being required. This curriculum remained in the high school until 1888. In that year a four-year course was offered, much the same as the previous three-year course except that another year's work was required for graduation.

In 1889, the curriculum was changed to a two-year course. An optional three-year course was offered to those who could spend more time in school. However, in 1890, a three-year Latin course and a two-year English course were offered in Princeton High School and these were continued until 1903.

In 1903, the regular four-year course was followed and there were only two terms in the school year instead of the three terms as heretofore. There were three courses offered: the scientific, the classical, and the commercial. Hence the curriculum was broadened to meet the demand of the various students.

At the present time Princeton Public Schools have a very definite course of study from the first grade through the senior year of high school. At the present time, there are four curricula leading to graduation: namely, college entrance, general, commercial, and home economics. These curricula meet the demands of the modern youth. Many elective courses are offered to the students on each of the curricula today.

CHAPTER X

THE SUMMARY

The one hundred twenty-eight-year period of development of the Public Schools of Princeton, Indiana, from 1812-1940, has been remarkable. The history of education in Princeton may be divided into three periods: namely, the pre-seminary, 1812-1829; the seminary, 1829-1860; and the graded school, 1860 to the present time.

Of the first period very little is known except that the first school was built in 1812. Most of the children were taught in private schools.

The Old Seminary was built in 1829. It was intended to be both a common school and a preparatory school for college. All pupils in the county were entitled to attend and have a part of their tuition paid from the school fund. During this period there were several girls' schools and private schools. The Academy was built and occupied in 1855. Much progress was made during this period, because much talent was brought to Princeton and many subjects were added.

The early parochial and private schools played a very important role in the beginning of the educational growth of Princeton.

A summary of the important events in the development of Princeton Public Schools would include the following:

For arousing the interest of the community in the cause of a graded school system, D. Eckley Hunter, an early superintendent, principal, and teacher, was largely responsible.

Princeton was the sixth city in the state of Indiana to establish a high school. The high school was created in 1860. The first public high school was opened in 1871. It was located on the same site that the present high school occupies, but it was then a part of the Old Seminary. The first graduating class from the three year high school course was in 1872. D. Eckley Hunter was the first principal and teacher of the high school and is responsible for much of its success.

The schools in 1860 were divided into three departments: primary, intermediate, and academic. The first corps of teachers in the graded system was as follows: the Reverend J. L. Craig, Principal of intermediate department; Mrs. D. E. Hunter, Assistant in the intermediate department; Mrs. J. L. Anderson, primary; Miss Margaret Small, primary; Miss Mary Ewing, primary; D. Eckley Hunter, academic. Properly speaking, there were no superintendents or high school principals until 1871 when the system of tuition was finally abolished, a sufficient school tax levied to meet all expenses, and attendance at school made entirely free. During this time, however, there were several persons who acted as head of the system. D. Eckley Hunter filled this place very efficiently.

In 1874, the first colored school was established for the children in the first eight grades. Later, a high school was built, and the first graduating class from Lincoln High School was in 1906. Since that time the Lincoln School has grown.

In 1898, a parochial school was created and has remained a part of St. Joseph's. For a number of years St. Joseph's had a high school, but about 1930 it was discontinued, and since that time, the children graduating from St. Joseph enter the public high school in the same manner as the other grade children in the city.

The addition of manual training, home economics, and printing to the curriculum before 1915, shows the active interest and development of educational facilities in vocations in Princeton schools.

In about 1914, the school trustees authorized the first Princeton basketball team to represent the school in tournaments. This action made Princeton one of the leaders in the development of physical education in the state. Since then, football, baseball, and track have been added.

Until 1925, the Public Library furnished the books for the teachers and students of the high school; then a high school library was begun and it has grown to be an indispensable factor in the city's public school system.

In 1926, a high school band was established under the direction of Robert Rose. The importance of this school activity has been realized by the citizens of Princeton.

There is a very active Band Booster Club. The band is known throughout the United States, since it won second place in the national contest held in Battle Creek, Michigan, this year.

The Athena Chapter of the National Honor Society of Secondary Schools was established in 1924, and has been an outstanding influence in the school in fostering scholastic achievement and character building.

The history of the development of the Princeton Public Schools can be best appreciated by a comparison of the two years 1872 and 1940. The system has grown from one with six teachers employed for a term of nine months, to one of fifty-seven teachers employed for a term of nine months in 1940. There was in 1872 one building owned by the school city compared with the four large buildings of today. These buildings house the four elementary schools: Franklin, Irving, Lincoln and Lowell; and the two high schools--Lincoln and Princeton High School.

The following facts show the progress that has been made in Indiana schools and that Princeton has well done her share in education. By the census of 1850, Indiana had a high percentage of illiteracy; in fact, it was the most illiterate of all Northern States, one out of seven adults being unable to read or write. ⁸³ By the 1930 census report 98.87 per cent

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George S. Cottman, Indiana Its History, Constitution and Present Government, (Indianapolis: Bobbs-Merrill Company, 1925) pp. 93-98.

of both white and colored children of ten years and older were able to read and write. Indiana now holds twenty-eighth place among states in literacy. However, the states are so close together on each point that very slight differences in the literacy statistics makes a considerable difference.⁸⁴

In the following appendix, tables will be found listing the names of the members of the Board of School Trustees for various years, the superintendents, the principals of the High School and the number of graduates annually from Princeton High School.

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Indiana Teacher, September, 1932, pp. 15-22.

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A P P E N D I X

TABLE I

A LIST OF THE MEMBERS OF THE BOARDS OF SCHOOL
TRUSTEES OF PRINCETON 1860-1940

1860-1861	J. H. McMaster President Andrew Lewis William Kurtz
1861-1862	J. H. McMaster President Andrew Lewis William Kurtz
1862-1863	J. H. McMaster President Andrew Lewis William Kurtz
1863-1864	J. H. McMaster President Andrew Lewis William Kurtz
1864-1865	George T. Simonson President Henry Ayers Alexander C. Donald
1865-1866	George T. Simonson President Henry Ayers Alexander C. Donald
1866-1867	Francis Wade President W. G. Kidd W. W. Blair
1867-1868	W. M. Land President W. L. Dorsey Richard Skinner
1868-1869	W. G. Kidd President Joseph Small W. W. Blair
1869-1870	W. G. Kidd President Joseph Small Richard Skinner
1870-1871	W. G. Kidd President Joseph Small Richard Skinner

1871-1872	William Kurtz Alexander Norman J. D. Kaufman	President
1872-1873	John Montgomery William Kurtz W. L. Dorsey	President
1873-1874	John Montgomery William Kurtz W. L. Dorsey	President
1874-1875	John Montgomery William Kurtz W. L. Dorsey	President
1875-1876	John Montgomery William Kurtz W. L. Dorsey	President
1876-1877	John Montgomery William Kurtz W. L. Dorsey	President
1877-1878	John Montgomery William Kurtz W. L. Dorsey	President
1878-1879	John Montgomery William Kurtz J. W. Ewing	President
1879-1880	Dr. S. E. Munford Thomas R. Paxton J. W. Ewing	President
1880-1881	Dr. S. E. Munford A. F. Strain J. W. Ewing	President
1881-1882	Dr. S. E. Munford A. F. Strain W. P. Welborn	President
1882-1883	Dr. S. E. Munford S. H. Shoptaugh W. P. Welborn	President

1883-1884 Dr. S. E. Munford President
S. H. Shoptaugh
W. P. Welborn

1884-1885 Dr. S. E. Munford President
S. H. Shoptaugh
W. P. Welborn

1885-1886 Dr. S. E. Munford President
S. H. Shoptaugh
W. P. Welborn

1886-1887 Dr. S. E. Munford President
S. H. Shoptaugh
W. P. Welborn

1887-1888 Dr. S. E. Munford President
S. H. Shoptaugh
W. P. Welborn

1888-1889 W. P. Welborn President
J. H. Miller
S. H. Shoptaugh

1889-1890 W. P. Welborn President
J. H. Miller August 27, 1889
J. W. Ewing
W. D. Robinson

1890-1891 W. P. Welborn President
J. W. Ewing
W. D. Robinson

1891-1892 W. P. Welborn President
J. W. Ewing
W. D. Robinson

1892-1893 W. P. Welborn President
J. W. Ewing
W. D. Robinson

1893-1894 W. D. Robinson President
W. P. Welborn
J. W. Ewing

1894-1895 W. P. Welborn President
W. D. Robinson
J. W. Ewing

1895-1896 W. P. Welborn President
S. F. Gilmore
J. W. Ewing

1896-1897 W. P. Welborn President
S. F. Gilmore
J. W. Ewing

1897-1898 W. P. Welborn President
Died February 12, 1898
J. W. Ewing President
S. F. Gilmore
R. A. Woods

1898-1899 J. W. Ewing President
G. C. Kendle
R. A. Woods

1899-1900 J. W. Ewing President
G. C. Kendle
R. A. Woods

1900-1901 R. A. Woods President
W. D. Downey
G. C. Kendle

1901-1902 R. A. Woods President
W. D. Downey
G. C. Kendle

1902-1903 G. C. Kendle President
W. D. Downey
H. A. Yeager

1903-1904 H. A. Yeager President
E. B. Funk
G. C. Kendle

1904-1905 H. A. Yeager President
E. B. Funk
E. E. Noble

1905-1906 E. B. Funk President
L. C. Embree
E. E. Noble

1906-1907 E. E. Noble President
L. C. Embree
T. R. Paxton

1907-1908 L. C. Embree President
R. S. Anderson
T. R. Paxton

1908-1909 R. S. Anderson President
H. A. Yeager
T. R. Paxton

1909-1910 R. S. Anderson President
E. E. Reeves
H. A. Yeager

1910-1911 H. A. Yeager President
E. E. Noble
Stuart T. Fisher

1911-1912 E. E. Noble President
Harry G. May
Stuart T. Fisher

1912-1913 E. E. Noble President
Harry G. May
Stuart T. Fisher

1913-1914 E. E. Noble President
Harry G. May
H. H. Alexander

1914-1915 E. E. Noble President
Thomas Cullen
H. H. Alexander

1915-1916 Thomas Cullen President
E. E. Noble
Floyd J. Riggs

1916-1917 Thomas Cullen President
Floyd J. Riggs
W. L. Davis

1917-1918 Thomas Cullen President
W. L. Davis December 29, 1917
Henry Kister
Floyd J. Riggs

1918-1919 Thomas Cullen President
Charles S. Scull
Henry Kister

1919-1920 Thomas Cullen President
Charles S. Scull
Harvey Milburn

1920-1921 Charles S. Scull President
Thomas Cullen
Harvey Milburn

1921-1922 Harvey Milburn President
George E. Daugherty
Thomas Cullen

1922-1923 Thomas Cullen President
Harvey Milburn
George E. Daugherty

1923-1924 George E. Daugherty President
Thomas Cullen
Harvey Milburn

1924-1925 Thomas Cullen President
Estella Walker
Harvey Milburn

1925-1926 Thomas Cullen President
Estella Walker
Harvey Milburn

1926-1927 Harvey Milburn President
Estella Walker
Rollin Maxam

1927-1928 Harvey Milburn President
Estella Walker
Rollin Maxam

1928-1929 Harvey Milburn President
Estella Walker
Rollin Maxam

1929-1930 Harvey Milburn President
Estella Walker
Thomas B. Nash

1930-1931 Harvey Milburn President
Estella Walker
Thomas B. Nash

1931-1932	Harvey Milburn Estella Walker Thomas B. Nash	President
1932-1933	Harvey Milburn Estella Walker Thomas B. Nash	President
1933-1934	Harvey Milburn Estella Walker Thomas B. Nash	President
1934-1935	Harvey Milburn Estella Walker Thomas B. Nash	President
1935-1936	Harvey Milburn Estella Walker Thomas B. Nash	President
1936-1937	Harvey Milburn Maude Nordhorn Thomas B. Nash	President
1937-1938	Osborne T. Brazelton Maude Nordhorn Thomas B. Nash	President
1938-1939	Osborne T. Brazelton Maude Nordhorn Oscar M. Anderson	President
January 12, 1939-August, 1939	Oscar M. Anderson Maude Nordhorn Lennis D. Kendle	President
1939-1940	Oscar M. Anderson Lennis D. Kendle Russell R. Wright	President
1940-1941	Oscar M. Anderson Russell R. Wright Samuel Bline	President

TABLE II

A LIST OF THE SUPERINTENDENTS OF PRINCETON
PUBLIC SCHOOLS 1860-1940

D. Eckley Hunter, August, 1860-July, 1863
 Mr. Allen, August, 1863-July, 1864
 S. A. Rollins, August, 1864-July, 1865
 D. Eckley Hunter, August, 1865-July, 1866
 Robert Gray, August, 1866-July, 1867
 C. A. Obenshain, August, 1867-January, 1869
 W. T. Davis, January, 1869-July, 1869
 W. T. Stillwell, August, 1869-July, 1871
 D. Eckley Hunter, August, 1871-July, 1874
 A. J. Snoke, August, 1874-July, 1890
 T. B. Dresslar, August, 1890-July, 1891
 C. N. Peak, August, 1891-July, 1903
 Harold Barnes, August, 1903-July, 1909
 M. D. Webb, August, 1910-July, 1911
 J. W. Stott, August, 1911-July, 1919
 J. B. Fagan, August, 1919-July, 1920
 J. W. Stott, August, 1920-July, 1922
 G. E. Derbyshire, August, 1922-

TABLE III

A LIST OF THE PRINCIPALS OF PRINCETON HIGH
SCHOOL 1860-1940

D. Eckley Hunter, August, 1860-July, 1863
 Mr. Allen, August, 1863-July, 1864
 S. A. Rollins, August, 1864-July, 1865
 D. Eckley Hunter, August, 1865-July, 1866
 Robert Gray, August, 1866-July, 1867
 C. A. Obenshain, August, 1867-January, 1869
 W. T. Davis, January, 1869-July, 1869
 Anna Small, August, 1869-July, 1873
 Lizzie Horney, August, 1873-July, 1875
 T. J. Alford, August, 1875-July, 1877
 M. O. Andrews, August, 1877-July, 1878
 Josephine Bruce, August, 1878-July, 1879
 J. A. Ramsey, August, 1879-July, 1880
 Lida Powers, August, 1880-December, 1880
 Lizzie Horney, December, 1880-July, 1883
 Ruth Gentry, August, 1883-July, 1885
 S. P. McCrea, August, 1885-July, 1886

J. C. Hall, August, 1886-July, 1887
 T. G. Rees, August, 1887-July, 1888
 Ida F. Welch, August, 1888-July, 1889
 F. B. Dresslar, August, 1889-July, 1890
 H. W. Monical, August, 1890-July, 1894
 J. H. Edwards, August, 1894-July, 1895
 Hiram Ruston, August, 1895-July, 1900
 W. F. Book, August, 1900-July, 1903
 R. F. Munford, August, 1903-November, 1904
 W. W. Phelan, November, 1904-July, 1905
 C. A. Unnewehr, August, 1905-November, 1909
 M. D. Webb, November, 1909-July, 1911
 G. W. McReynolds, August, 1911-July, 1914
 Chi Waggoner, August, 1914-July, 1917
 B. W. Cockrum, August, 1917-July, 1920
 Ben H. Watt, August, 1920-July, 1921
 W. F. Loper, August, 1921-July, 1922
 Mable E. Tichenor, August, 1922-

TABLE IV

A LIST OF THE NUMBER OF GRADUATES
 OF PRINCETON HIGH SCHOOL FROM
 1872-1940

1872	Three
1873	Six
1874	Six
1875	Three
1876	Six
1877	Eleven
1878	Seven
1879	Eleven
1880	Six
1881	Five
1882	Five
1883	Thirteen
1884	Five
1885	Four
1886	Six
1887	The High School course was changed from three years to four in 1886, which accounts for no graduates in 1887
1888	Eight
1889	Six
1890	Seventeen
1891	Sixteen

1892	Eighteen
1893	Fourteen
1894	Nine
1895	Thirteen
1896	Sixteen
1897	Thirteen
1898	Nine
1899	Fourteen
1900	Thirteen
1901	Seven
1902	Twenty-eight
1903	Twenty-one
1904	Thirty-one
1905	Twenty-two
1906	Sixteen
1907	Fourteen
1908	Twelve
1909	Sixteen
1910	Thirty-one
1911	Eighteen
1912	Twenty-five
1913	Thirty-five
1914	Thirty-one
1915	Forty
1916	Thirty-nine
1917	Fifty-six
1918	Thirty-six
1919	Thirty-three
1920	Thirty-nine
1921	Fifty-one
1922	Fifty-one
1923	Thirty-four
1924	Sixty-two
1925	Fifty-one
1926	Fifty-six
1927	Forty-five
1928	Seventy-one
1929	Fifty-eight
1930	Sixty
1931	Seventy-one
1932	Eighty-one
1933	Ninety-nine
1934	Eighty-eight
1935	Eighty-eight
1936	One hundred twenty-one
1937	One hundred three
1938	Ninety-five
1939	One hundred six
1940	One hundred seven